

Name/Date _____

Teacher/Grade _____

Scores: Reading Engagement ___/9 Oral Reading ___/9 Printed Language Concepts ___/6
 Independent Range: 8-9 8-9 6

1. READING ENGAGEMENT

T: Who reads with you or to you at home? _____

T: Tell me about one of your favorite books. _____

2. ORAL READING

INTRODUCTION AND PREVIEW

T: This book is called Can You Sing? Let's read it together and find out who can sing. I'll read some of the story to you. As I read, I will point to each word with my finger. Watch and listen. Point to each word as you read pages 2-5.

T: Turn to page 6. Say: Now, I'll point to and read what the bird says. You point to and read what the other animals say.

Continue to read what the bird says, and have the student point to and read what the other animals say. Note the student's ability to hold/control the book and turn the pages.

RECORD OF ORAL READING

Record the student's oral reading behaviors on the Record of Oral Reading below.

Page 7

"No."

Page 9

"No."

Page 11

"No, no."

Page 13

"No." "No." "No."

Page 15

"Yes! Yes! Yes!"

3. TEACHER ANALYSIS

ORAL READING, PERCENT OF ACCURACY

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Word Count: 10

	EM	DEV	IND	
Number of Miscues	3 or more	2	1	0
Percent of Accuracy	70 or less	80	90	100

- If the student's number of miscues is 1 or less, continue the assessment with a Level 1 text.
- If the student's number of miscues is 2 or more, STOP!
 1. Circle the descriptor in each row of the *DRA2* Continuum that best describes the student's reading behaviors and responses.
 - Add the circled numbers to obtain a total score for each section.
 - Record the total scores at the top of page 1.
 2. Use the student's profile of reading behaviors to identify instructional needs.
 3. Administer *DRA Word Analysis*, beginning with Task 1, at another time.

DRA2 CONTINUUM	LEVEL A			EMERGENT READERS
	EMERGING		DEVELOPING	INDEPENDENT
Reading Engagement				
Literacy Support	1 No response or is uncertain		2 Names at least one person who reads with him or her at home	3 Names several people who read with him or her at home
Favorite Book	1 No response or is uncertain		2 Tells something about a favorite book	3 Gives title and shares some specific details about favorite book
Book-Handling Skills	1 Relies on others to hold and turn pages of a book		2 Holds and/or turns pages of a book when prompted	3 Holds and turns pages of a book independently
Score	3 4		5 6 7	8 9
Oral Reading				
Monitoring/Self-Corrections	1 Detects no miscues		2 Self-corrects at least 1 miscue and neglects to self-correct other miscues	3 Self-corrects 2 or more miscues or reads accurately (no miscues or self-corrects all miscues)
Use of Cues	1 Often neglects cues (e.g., pictures, sentence pattern, visual information)		2 Uses cues (e.g., pictures, sentence pattern, visual information) at times	3 Uses cues (e.g., pictures, sentence pattern, visual information) most of the time
Accuracy Rate	1 70% or less		2 80%	3 90%–100%
Score	3 4		5 6 7	8 9
Printed Language Concepts				
Directionality	1 No/little control of directionality		2 Inconsistent control of directionality	3 Controls directionality
One-to-One Correspondence	1 Slides finger; no one-to-one match		2 Points to words; inconsistent one-to-one match	3 Points to words; consistent one-to-one match
Score	2 3		4 5	6