Name/Date **Aydin S.**   **10/21/14**   Teacher/Grade **SB**   **gr 2**

Scores: Reading Engagement ___/8   Oral Reading Fluency ___/16   Comprehension ___/28
Independent Range: 6–7   11–14   19–25

Book Selection   Text selected by: ☐ teacher   ☐ student

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1. READING ENGAGEMENT

(If the student has recently answered these questions, skip this section.)

T: Tell me about one of your favorite books.   My Sharks

T: Do you like to read ☒ *alone,*   ☐ *with a buddy, or*   ☐ *with a group?*

Why? helps me concentrate.

T: Whom do you read with at home?   with , my brother

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2. ORAL READING FLUENCY

INTRODUCTION AND PREVIEW

T: In this story, Grandma's Surprise, *Mom, Dad, Ben, and Rose decide to make a surprise lunch for Grandma. They each make something for the surprise. Look at the pictures, and tell me what is happening in this story.*

Note the student's use of connecting words (e.g., *and, then, but*) and vocabulary relevant to the text. You may use general prompts, such as "Now what is happening?" or "Turn the page," but do **not** ask specific questions. Tally the number of times you prompt. ǀǀ

RECORD OF ORAL READING

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

T: Grandma's Surprise. *Now, read to see what Mom, Dad, Ben, and Rose make for Grandma's surprise lunch.*

Page 2

One morning Mom said, "Let's make
lunch for Grandma."

"Yes! Let's / surprise Grandma!" said Ben
and Rose.
Said
(St)

Page 3

Dad and Ben made some / soup.

"Grandma / loves soup and so do I,"

said Dad.

Page 4

Rose made a picture of three little

kittens for Grandma.

"Grandma and I love kittens," said Rose.

Page 5

Mom got some purple and yellow

flowers. She put them in a tall / vase.

"Grandma loves flowers," said Mom.

Page 6

Dad, Mom, Rose, and Ben went

to Grandma's house.

"We made a surprise / lunch for you,"

said Ben.

"I made a / picture for you," said Rose.

Page 7

Grandma said, "I have a surprise for

you, too. I made an apple pie."

/"Apple pie! We love apple pie," said

Ben and Rose.

"We love / surprises!" said Mom and

Dad. /"Let's eat!"

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: 127

	EM	DEV	IND				ADV		
Number of Miscues	10 or more	9	7–8	6	5	4	2–3	1	0
Percent of Accuracy	92 or less	93	94	95	96	97	98	99	100

(5 and 96 are circled)

- If the student's score falls in a shaded area, STOP! Reassess with a lower-level text.
- If the student is reading below the grade-level benchmark, administer *DRA Word Analysis*, beginning with Task 12, at another time.

3. COMPREHENSION

RETELLING

As the student retells, underline and record on the Story Overview the information included in the student's retelling. Please note the student does not need to use the exact words.

T: Close the book, and then say: ***Start at the beginning, and tell me what happened in this story.***

Story Overview
Beginning   *Mom told dad Ben + Rose*

①One morning Dad, Mom, Ben, and Rose decided to make a surprise lunch for Grandma.

Middle

②Ben and Dad made soup. Grandma loves soup.

③Rose made a picture of three little kittens. Grandma loves kittens. *Mom cleaned dishes*

④Mom put purple and yellow flowers in a tall vase. Grandma loves flowers.

⑤They all went to Grandma's house.

⑥They gave Grandma the soup, flowers, and picture. *Rose showed*

End

⑦Grandma surprised Dad, Mom, Ben, and Rose with an apple pie.

If the retelling is limited, use one or more of the following prompts to gain further information. Place a checkmark by a prompt each time it is used.

☐ *Tell me more.*
☐ *What happened at the beginning?*
☐ *What happened before/after* _____ (an event mentioned by the student)?
☐ *Who else was in the story?*
☐ *How did the story end?*

REFLECTION

Record the student's reponses to the prompts and questions below.

T: What part did you like best in this story? Tell me why you liked that part.

When they would apple pie. If sounds yummy to me.

MAKING CONNECTIONS

Note: If the student makes a text-to-self connection in his or her response to the above prompt, skip the following question.

T: What did this story make you think of? or *What connections did you make while reading this story?*

If that really happened to me.

4. TEACHER ANALYSIS

ORAL READING

If the student had 5 or more different miscues, use the information recorded on the Record of Oral Reading to complete the chart below.

Student problem-solves words using:	Number of miscues self-corrected: _____	
☐ pictures	Number of miscues not self-corrected: _____	
☐ beginning letter/sound	Number of words told to the student: _____	
☐ letter-sound clusters	**Miscues interfered with meaning:**	**Miscues included:**
☐ onset and rime	☐ never	☐ omissions
☐ blending letters/sounds	☐ at times	☐ insertions
☐ rereading	☐ often	☐ substitutions that were
☐ no observable behaviors		☐ visually similar
		☐ not visually similar

Copy each substitution to help analyze the student's attention to visual information.
e.g., <u>kitties</u> (substitution)
<u>kittens</u> (text)

DRA2 Continuum

- Circle the descriptors that best describe the student's reading behaviors and responses.
    1. Use your daily classroom observations and the student's responses to the Reading Engagement questions to select statements that best describe the student's level of Reading Engagement.
    2. Use your recorded observations from this assessment to select the statements that best describe the student's Oral Reading Fluency and Comprehension.
- Add the circled numbers to obtain a total score for each section.
- Record the total scores at the top of page 1.

Note: If the Comprehension score is less than 19, administer *DRA2* with a lower-level text.

DRA2 CONTINUUM		LEVEL 10		EARLY READER
	EMERGING	**DEVELOPING**	**INDEPENDENT**	**ADVANCED**
Reading Engagement				
Book Selection	1 Selects new texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects new texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Selects new texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event	4 Selects a variety of new texts that are "just right"; identifies favorite book by title and gives an overview of the book
Sustained Reading	1 Sustains independent reading for a short period of time with much encouragement	2 Sustains independent reading with moderate encouragement	3 Sustains independent reading for at least 5 minutes at a time	4 Sustains independent reading for an extended period of time
Score	2 3	4 5	6 7	8
Oral Reading Fluency				
Phrasing	1 Reads word-by-word	2 Reads word-by-word with some short phrases	3 Reads in short phrases most of the time	4 Reads in longer phrases at times
Monitoring/Self-Corrections	1 Self-corrects no miscues	2 Self-corrects at least 1 miscue and neglects to self-correct other miscues	3 Self-corrects 2 or more miscues or only makes 1 uncorrected miscue	4 Self-corrects miscues quickly or reads accurately
Problem-Solving Unknown Words	1 Stops at difficulty, relying on support to problem-solve unknown words; 3 or more words told by the teacher	2 At difficulty, initiates problem-solving of a few unknown words; 1 or 2 words told by the teacher	3 At difficulty, uses 1 or 2 cues to problem-solve unknown words	4 At difficulty, uses multiple cues to problem-solve unknown words
Accuracy	1 92% or less	2 93%	3 94%–97%	4 98%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Previewing	1 Comments briefly about each event or action only when prompted or is uncertain	2 Identifies and comments briefly about each event or action with some prompting	3 Identifies and connects at least 3 key events without prompting; some relevant vocabulary	4 Identifies and connects at least 4 key events without prompting; relevant vocabulary
Retelling: Sequence of Events	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
Retelling: Characters and Details	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes most of the important details
Retelling: Vocabulary	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/ vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
Retelling: Teacher Support	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
Reflection	1 Gives an unrelated response, no reason for opinion, or no response	2 Gives a limited response and/or a general reason for opinion	3 Gives a specific story event/action and a relevant reason for response (e.g., personal connection)	4 Gives a response and reason that reflects higher-level thinking (e.g., synthesis/inference)
Making Connections	1 Makes an unrelated connection, relates an event in the story, or gives no response	2 Makes a connection that reflects a limited understanding of the story	3 Makes a literal connection that reflects a basic understanding of the story	4 Makes a thoughtful connection that reflects a deeper understanding of the story
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

Choose three to five teaching/learning activities on the *DRA2* Focus for Instruction on the next page.

DRA2 FOCUS FOR INSTRUCTION FOR EARLY READERS

READING ENGAGEMENT

Book Selection
- ☐ Provide guided opportunities to select familiar stories for rereading
- ☐ Model and support how to select "just right" new texts for independent reading
- ☐ Model and discuss why readers have favorite books and authors

Sustained Reading
- ☐ Model and support the use of sustained reading time
- ☐ Create structures and routines to support buddy reading
- ☐ Create structures and routines to support reading at home

ORAL READING FLUENCY

Phrasing
- ☐ Encourage student to read in phrases during shared reading
- ☐ Show how words are grouped into phrases in big books and poetry charts
- ☐ Support rereading familiar texts to build fluency

Monitoring/Self-Corrections
- ☐ Support one-to-one matching as a means to self-monitor
- ☐ Model and teach how to use known words as a means to self-monitor
- ☐ Model and support confirming and discounting word choice using meaning, language, and visual information
- ☐ Demonstrate and teach how to read for meaning, self-correcting when a word doesn't make sense or sound right
- ☐ Model and teach how to monitor visual information, self-correcting when a word doesn't look right

Problem-Solving Unknown Words
- ☐ Model and support using beginning letter(s)/sound(s), sentence and/or story structure, as well as meaning (illustrations and background knowledge) to problem-solve unknown words
- ☐ Model and support how to take words apart (onset and rime) to problem-solve unknown words

COMPREHENSION

Previewing
- ☐ Support creating a story from the illustrations
- ☐ Model and support previewing a book before reading, during read-aloud and shared reading experiences

Retelling
- ☐ Model the retelling of familiar stories
- ☐ Model and teach the elements in a good retelling
- ☐ Demonstrate and teach how to create and use story maps to aid retelling
- ☐ Support retelling a story in sequence
- ☐ Encourage student to use characters' names when retelling a story
- ☐ Model and support using key language/vocabulary from the text in a retelling

Reflection
- ☐ Support and reinforce student's response to books during read-aloud, and shared and guided reading experiences
- ☐ Help student identify favorite part of books
- ☐ Provide opportunities to select a favorite book, toy, TV show, etc., and tell why it is a favorite
- ☐ Demonstrate how to give reason(s) for one's opinion

Making Connections
- ☐ Model and teach how to make text-to-self connections
- ☐ Model and support how to make text-to-text connections

OTHER

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