New! *DRA2+ App* for the iPad®

DRA2+™

Developmental Reading Assessment®
Second Edition PLUS

One Teacher, One Student

Assessment for Personalized Instruction

Grades K–8 Overview

ALWAYS LEARNING

PEARSON

Assess with Confidence

The *Developmental Reading Assessment, Second Edition PLUS* (*DRA™2+*) is a formative reading assessment through which teachers systemically observe, record, and evaluate changes in student reading performance.

DRA2+ is a proven, diagnostic assessment that provides teachers with recommendations for scaffolded support to increase student reading proficiency. *DRA2+* has undergone rigorous field-testing and is supported by sound validity and reliability analyses. To read the entire research document, please visit PearsonSchool.com/DRA2.

How Do You DRA2?

1. *DRA2+* Comprehensive Package

Use the print package with all of the *DRA2+* program materials, including Benchmark Assessments, Word Analysis, and Progress Monitoring.

Add the optional DRADashboard Management System to your Comprehensive Package to input assessment data. Reporting features allow teachers and administrators instant access to results to guide data-driven decisions.

2. *DRA2+ App* for iPad with Print Kit for App

Use the latest technology to administer the *DRA2+*. Data syncs to DRADashboard for instant access to results that guide data-driven decisions.

Available on the App Store

iPad is a trademark of Apple, Inc, registered in the U.S. and other countries.

Look for this symbol to learn about the *DRA2+ App* for iPad.

Also available: *Evaluación del desarrollo de la lectura* to assess Spanish reading proficiency.

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Word Analysis 16

Progress Monitoring Assessment....20

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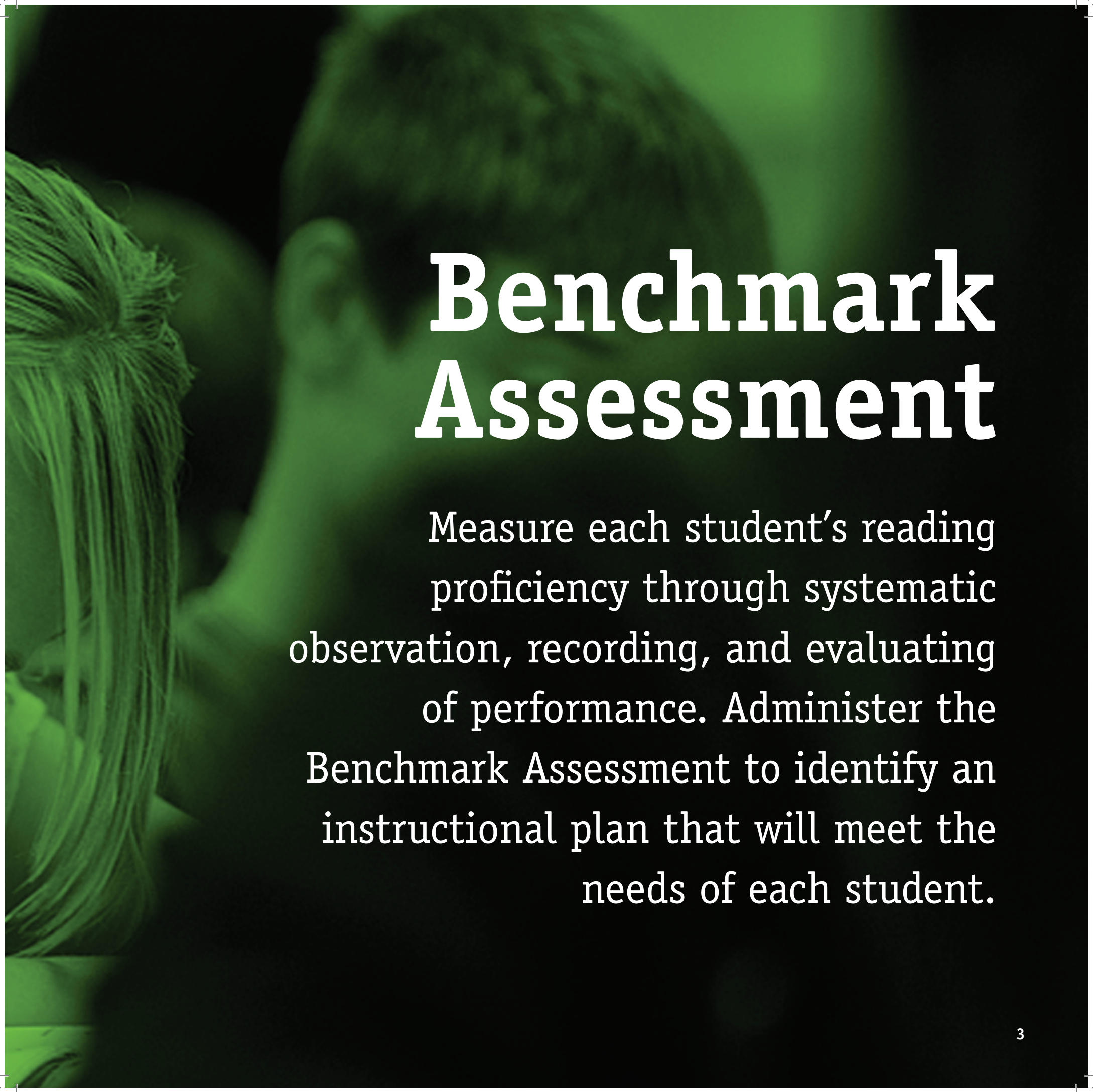


Benchmark Assessment

Measure each student's reading proficiency through systematic observation, recording, and evaluating of performance. Administer the Benchmark Assessment to identify an instructional plan that will meet the needs of each student.

Benchmark

The Assessment Process

By following the straightforward, four-step process, the *DRA2* Benchmark Assessment pinpoints students' strengths, abilities, and needs.

	Emergent Levels A–3 Kindergarten	Early Levels 4–12 Grade 1	Transitional Levels 14–24 Grades 1–2
STEP 1 **Reading Engagement**	**Oral Response** • Literacy Support • Favorite Book • Book Handling Skills	**Oral Response** • Book Selection • Sustained Reading	**Oral Response** • Book Selection • Sustained Reading
STEP 2 **Reading Conference**	**Oral Reading** • Monitoring/Self-corrections • Use of Cues • Accuracy • Printed Language Concepts	**Oral Reading** • Phrasing • Monitoring/Self corrections • Problem Solving Words • Accuracy	**Timed Oral Reading** • Expression • Phrasing • Fluency Rate • Accuracy Rate
STEP 3 **Reading Comprehension**		**Oral Response** • Previewing • Retelling Sequence of Events • Retelling Character Details • Retelling Vocabulary • Retelling Teacher Support • Reflection • Making Connections	**Oral Response** Fiction • Prediction/Previewing • Retelling Sequence of Events • Retelling Character Details • Retelling Vocabulary • Retelling Teacher Support • Reflection • Making Connections Nonfiction • Key Ideas and Facts • Details • Vocabulary • Teacher Support • Using Nonfiction Text Features • Making Connections
STEP 4 **Teacher Analysis**	Determines Reading Level and Instructional Needs	Determines Reading Level and Instructional Needs	Determines Reading Level and Instructional Needs

	Extending Levels 28–38 Grades 2–3	Intermediate/Middle School Levels 40–80 Grades 4–8
	Written Response • Wide Reading • Self-assessment and Goal Setting	**Written Response** • Wide Reading • Self-assessment and Goal Setting
	Timed Oral Reading • Expression • Phrasing • Fluency Rate • Accuracy Rate	**Timed Oral Reading** • Expression • Phrasing • Oral Reading Rate • Accuracy Rate
	Oral/Written Response Fiction • Use of Text Features • Prediction • Scaffolded Summary • Scaffolded Summary Vocabulary • Literal Comprehension • Interpretation • Reflection Nonfiction • Prediction • Nonfiction Text Features • Scaffolded Summary • Scaffolded Summary Vocabulary • Literal Comprehension • Interpretation • Reflection	**Oral/Written Response** Fiction and Nonfiction • Questioning/Prediction • Summary • Literal Comprehension/Notetaking • Interpretation • Reflection • Metacognitive Awareness
	Determines Reading Level and Instructional Needs	Determines Reading Level and Instructional Needs

For emergent and struggling students, use Progress Monitoring or Word Analysis. Learn more on pages 16–24.

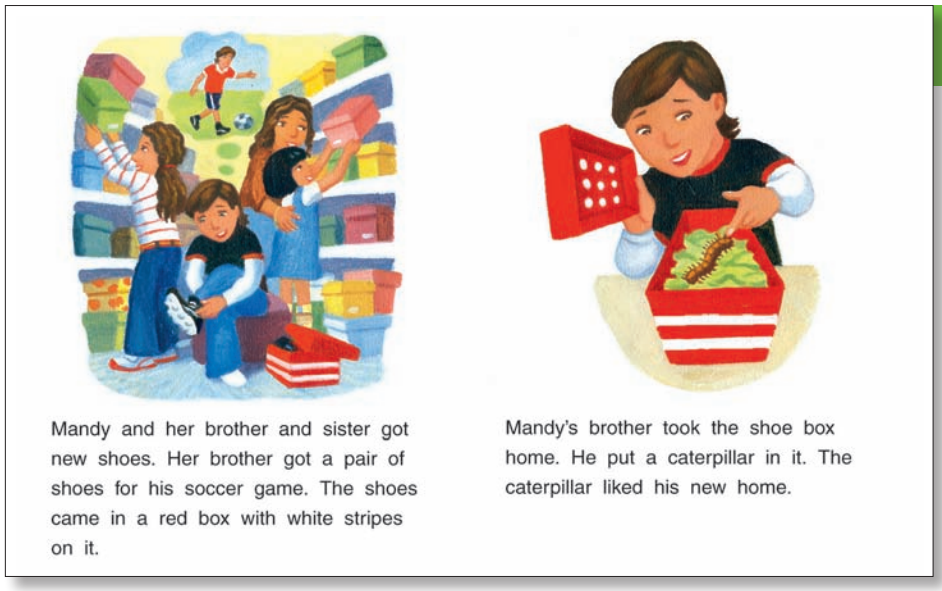
Assess Confidently with a Variety of Texts

The DRA2 Benchmark Assessment Books were carefully developed, field-tested, and revised to ensure they are grade-level appropriate, and appeal to students.

Can You Sing? Level A

Emergent Levels A–3

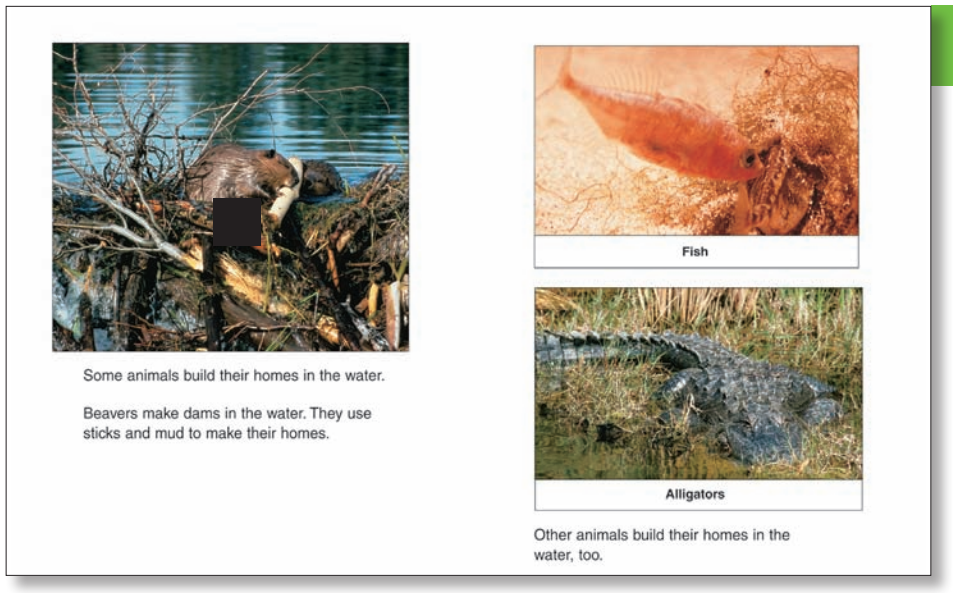
- Repeated word or sentence patterns
- Word count ranges from 10–36



Shoe Boxes Level 10

Early Levels 4–12

- Stories about children and relevant problems
- Increasing numbers of high-frequency words
- Word count ranges from 46–207



Some animals build their homes in the water.

Beavers make dams in the water. They use sticks and mud to make their homes.

Fish

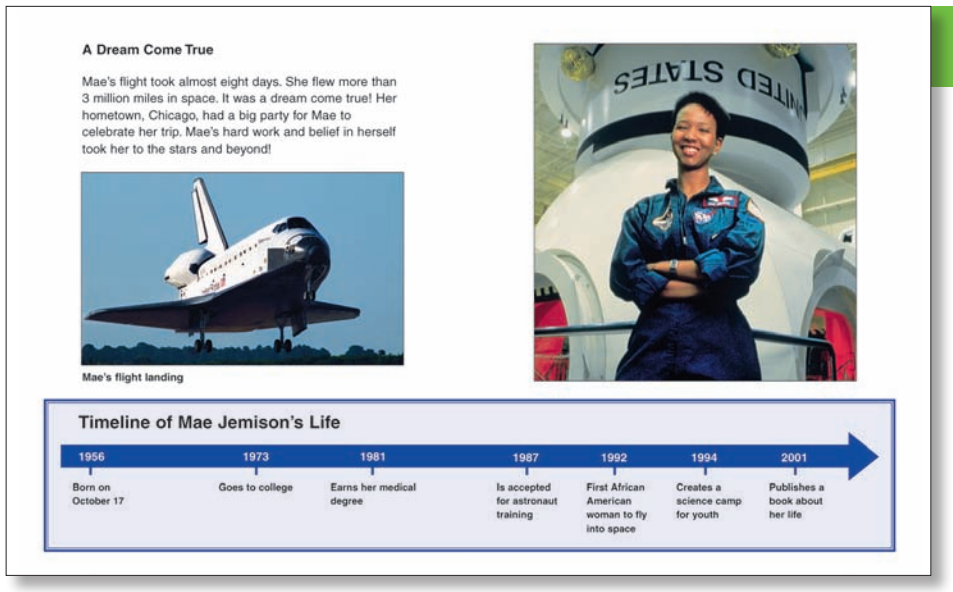
Alligators

Other animals build their homes in the water, too.

Animal Homes Level 16

Transitional Levels 14–24

- Stories that move beyond personal experience
- Content that builds the basis to compare and contrast
- Word count ranges from 134–172



A Dream Come True

Mae's flight took almost eight days. She flew more than 3 million miles in space. It was a dream come true! Her hometown, Chicago, had a big party for Mae to celebrate her trip. Mae's hard work and belief in herself took her to the stars and beyond!

Mae's flight landing

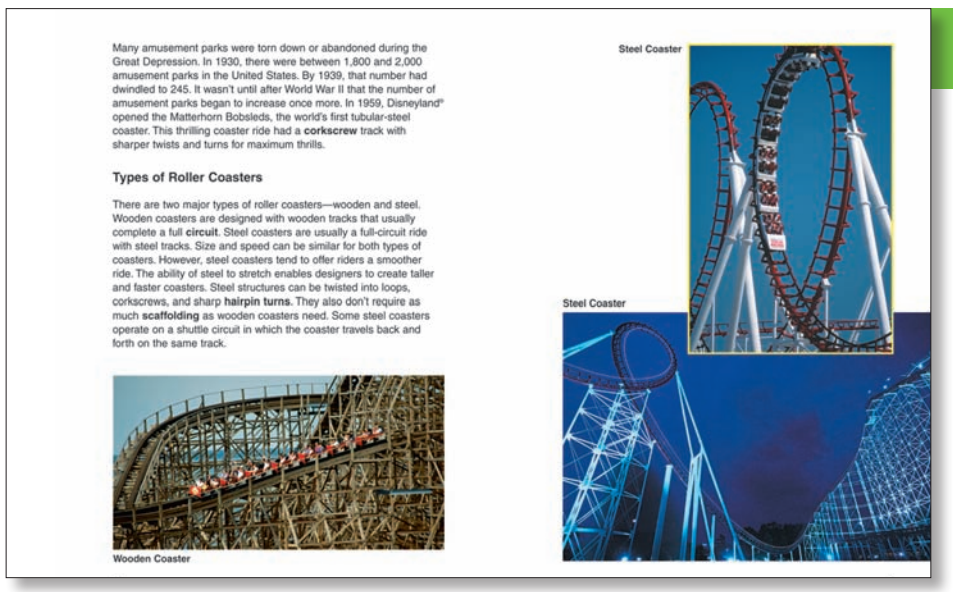
Timeline of Mae Jemison's Life

1956	1973	1981	1987	1992	1994	2001
Born on October 17	Goes to college	Earns her medical degree	Is accepted for astronaut training	First African American woman to fly into space	Creates a science camp for youth	Publishes a book about her life

Mae Jemison Level 38

Extending Levels 28–38

- More complex stories
- A variety of genres
- Variable sentence length and structure
- Word count ranges from 143–228



Many amusement parks were torn down or abandoned during the Great Depression. In 1930, there were between 1,800 and 2,000 amusement parks in the United States. By 1939, that number had dwindled to 245. It wasn't until after World War II that the number of amusement parks began to increase once more. In 1959, Disneyland® opened the Matterhorn Bobsleds, the world's first tubular-steel coaster. This thrilling coaster ride had a **corkscrew** track with sharper twists and turns for maximum thrills.

Types of Roller Coasters

There are two major types of roller coasters—wooden and steel. Wooden coasters are designed with wooden tracks that usually complete a full **circuit**. Steel coasters are usually a full-circuit ride with steel tracks. Size and speed can be similar for both types of coasters. However, steel coasters tend to offer riders a smoother ride. The ability of steel to stretch enables designers to create taller and faster coasters. Steel structures can be twisted into loops, corkscrews, and sharp **hairpin turns**. They also don't require as much **scaffolding** as wooden coasters need. Some steel coasters operate on a shuttle circuit in which the coaster travels back and forth on the same track.

Wooden Coaster

Steel Coaster

Steel Coaster

Trills and Chills Level 70

Intermediate/ Middle School Levels 40–80

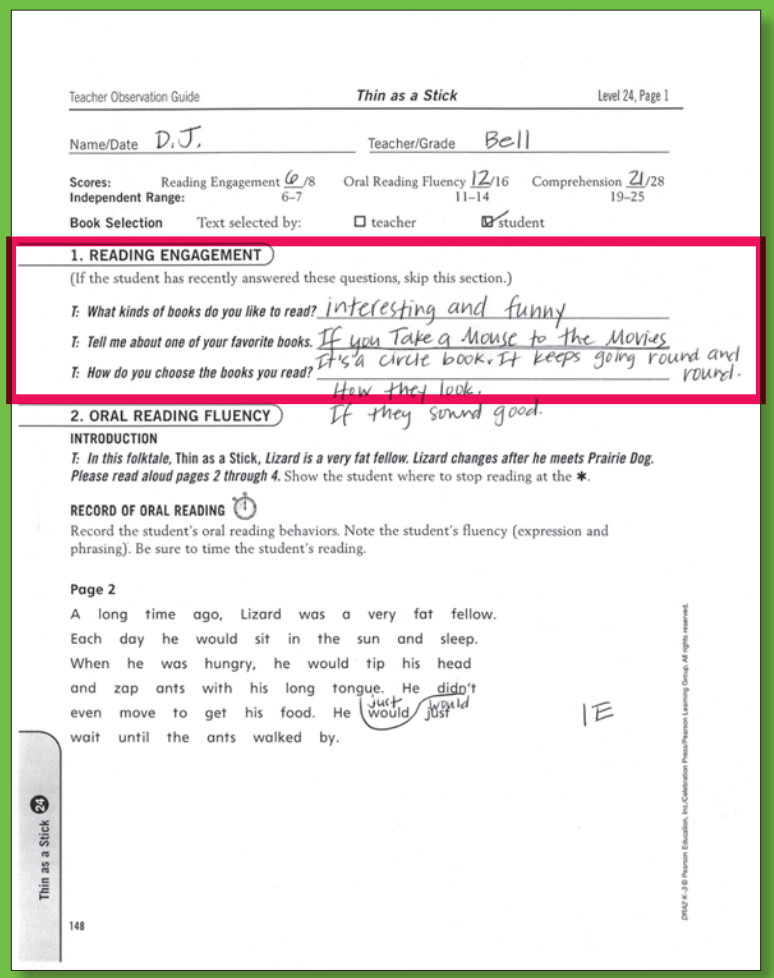
- Realistic and fantasy fiction
- Nonfiction text with timelines, flowcharts, maps and charts, and diagrams
- Text developed to reflect cultural diversity
- Word count ranges from 941–1,914

Step 1: Reading Engagement

Observe students' reading habits, preferences, and goals.

Grades K–3

The Teacher Records Responses to Reading Engagement Questions



Teacher Observation Guide — *Thin as a Stick* — Level 24, Page 1

Name/Date D. J. Teacher/Grade Bell

Scores: Reading Engagement 6/8 (6–7) Oral Reading Fluency 12/16 (11–14) Comprehension 21/28 (19–25)
Independent Range:

Book Selection Text selected by: ☐ teacher ☑ student

1. READING ENGAGEMENT

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

T: What kinds of books do you like to read? interesting and funny

T: Tell me about one of your favorite books. If you Take a Mouse to the Movies It's a circle book. It keeps going round and round.

T: How do you choose the books you read? How they look. If they sound good.

2. ORAL READING FLUENCY

INTRODUCTION

T: In this folktale, Thin as a Stick, *Lizard is a very fat fellow. Lizard changes after he meets Prairie Dog. Please read aloud pages 2 through 4.* Show the student where to stop reading at the ✱.

RECORD OF ORAL READING

Record the student's oral reading behaviors. Note the student's fluency (expression and phrasing). Be sure to time the student's reading.

Page 2

A long time ago, Lizard was a very fat fellow. Each day he would sit in the sun and sleep. When he was hungry, he would tip his head and zap ants with his long tongue. He didn't even move to get his food. He would just would just wait until the ants walked by.

IE

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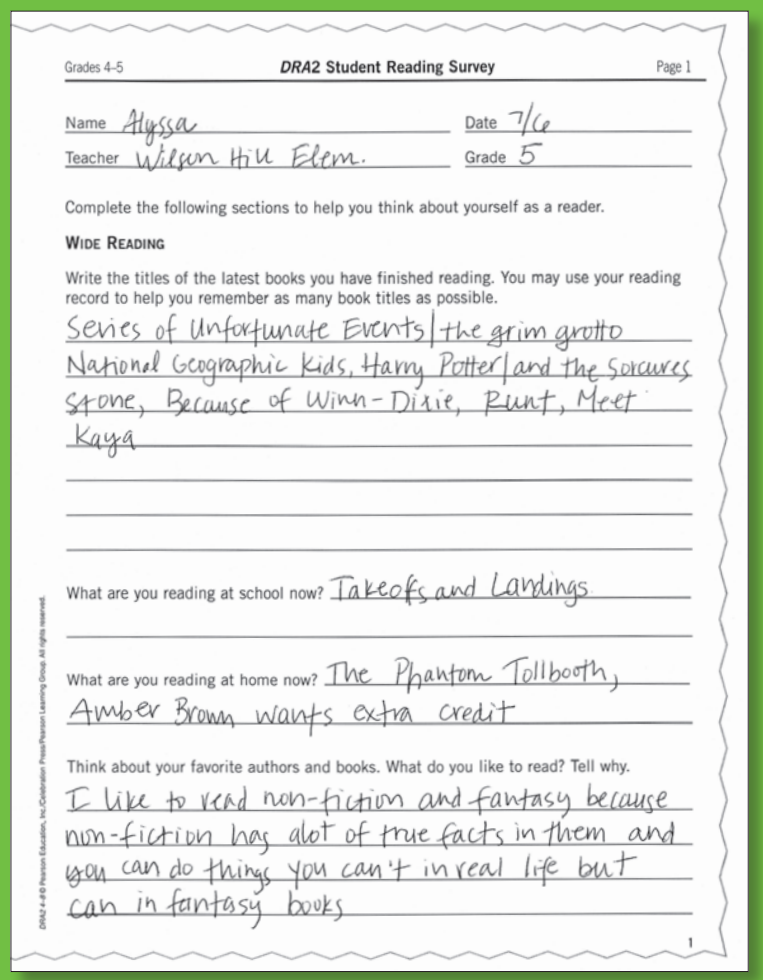
Teacher Observation Guide, Blackline Masters

Grades 4–8

The Student Responds to a Reading Survey



Grades 4–5 — ***DRA2* Student Reading Survey** — Page 1

Name Alyssa Date 7/6

Teacher Wilson Hill Elem. Grade 5

Complete the following sections to help you think about yourself as a reader.

WIDE READING

Write the titles of the latest books you have finished reading. You may use your reading record to help you remember as many book titles as possible.

Series of Unfortunate Events | the grim grotto
National Geographic Kids, Harry Potter | and the Sorcures stone, Because of Winn-Dixie, Runt, Meet Kaya

What are you reading at school now? Takeofs and Landings

What are you reading at home now? The Phantom Tollbooth, Amber Brown wants extra credit

Think about your favorite authors and books. What do you like to read? Tell why.

I like to read non-fiction and fantasy because non-fiction has alot of true facts in them and you can do things you can't in real life but can in fantasy books

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Student Booklet, Blackline Masters

Grades K–8

Score Responses on the Reading Engagement Continuum

Name/Date _____ Teacher/Grade _____ Level 24, Page 6

DRA2 CONTINUUM	LEVEL 24		TRANSITIONAL READER	
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement				
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Selects 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 "just right" texts; 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 15 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				
Expression	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, and tension at times	4 Expression reflects mood, pace, and tension most of the time
Phrasing	1 Reads mostly word-by-word	2 Reads in short phrases most of the time; inappropriate pauses	3 Reads in longer phrases at times; heeds most punctuation	4 Reads in longer, meaningful phrases most of the time; heeds all punctuation
Rate	1 59 WPM or less	2 60–69 WPM	3 70–100 WPM	4 101 WPM or more
Accuracy	1 93% or less	2 94%	3 95%–98%	4 99%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Prediction	1 Makes unrelated or no prediction(s)	2 Makes at least 1 reasonable prediction related to the text	3 Makes at least 2 reasonable predictions that go beyond the pages read aloud	4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud
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 all 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
Interpretation	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications with supporting details or rationale
	Identifies an unrelated ent; no reason for opinion no response	2 Identifies a less significant event and/or gives a general reason for response	3 Identifies a significant event and gives relevant reason(s) for opinion	4 Identifies a significant event and gives reason(s) for opinion that reflects higher-level thinking
	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

/learning activities on the *DRA2* Focus for Instruction on the next page.

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Student Booklet, Blackline Masters

The *DRA2+ App* allows you to instantly evaluate students' Reading Engagement responses.

Step 2: Oral Reading Fluency

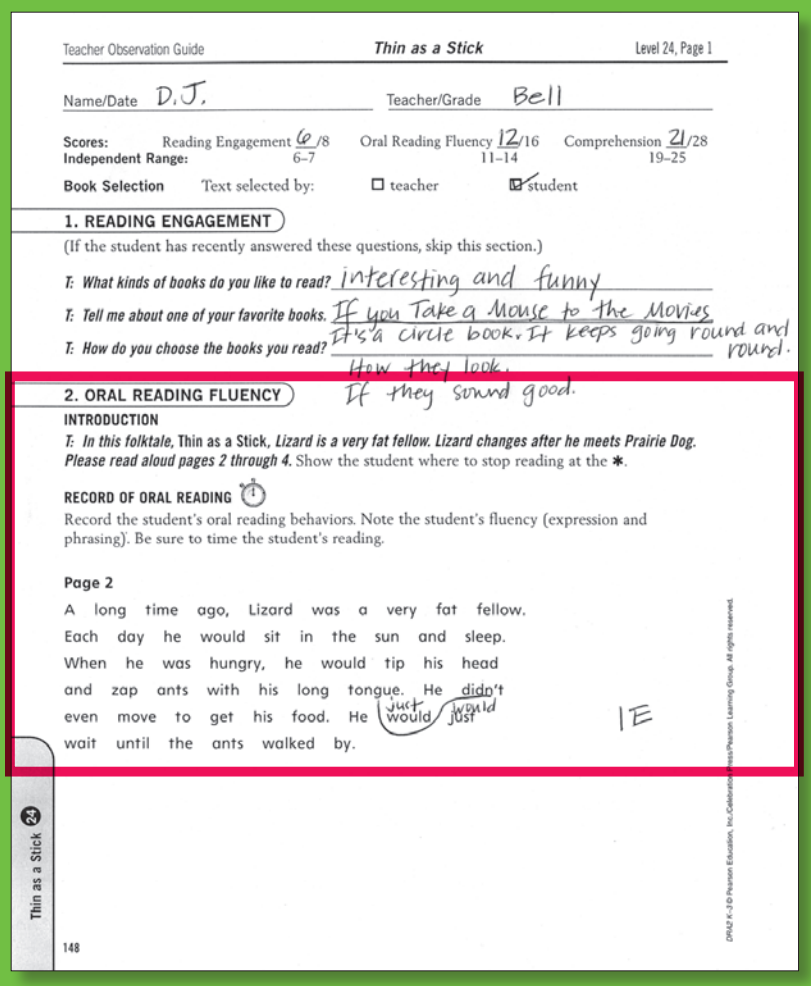
Analyze and record each student's oral reading.

While the student reads the text aloud, you can record oral reading behaviors such as miscues, substitutions, and self-corrections on the Record of Oral Reading.

Grades K–8

Evaluate Fluency

Oral Reading Fluency is timed at levels 14 and above.



Teacher Observation Guide | *Thin as a Stick* | Level 24, Page 1

Name/Date D.J. | Teacher/Grade Bell

Scores: Reading Engagement 6/8 (Independent Range: 6–7) | Oral Reading Fluency 12/16 (11–14) | Comprehension 21/28 (19–25)

Book Selection — Text selected by: ☐ teacher ☑ student

1. READING ENGAGEMENT

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

T: What kinds of books do you like to read? interesting and funny

T: Tell me about one of your favorite books. If you Take a Mouse to the Movies

T: How do you choose the books you read? It's a circle book. It keeps going round and round. How they look. If they sound good.

2. ORAL READING FLUENCY

INTRODUCTION

T: In this folktale, Thin as a Stick, *Lizard is a very fat fellow. Lizard changes after he meets Prairie Dog. Please read aloud pages 2 through 4.* Show the student where to stop reading at the ✱.

RECORD OF ORAL READING

Record the student's oral reading behaviors. Note the student's fluency (expression and phrasing). Be sure to time the student's reading.

Page 2

A long time ago, Lizard was a very fat fellow. Each day he would sit in the sun and sleep. When he was hungry, he would tip his head and zap ants with his long tongue. He didn't even move to get his food. He would just wait until the ants walked by. 1E

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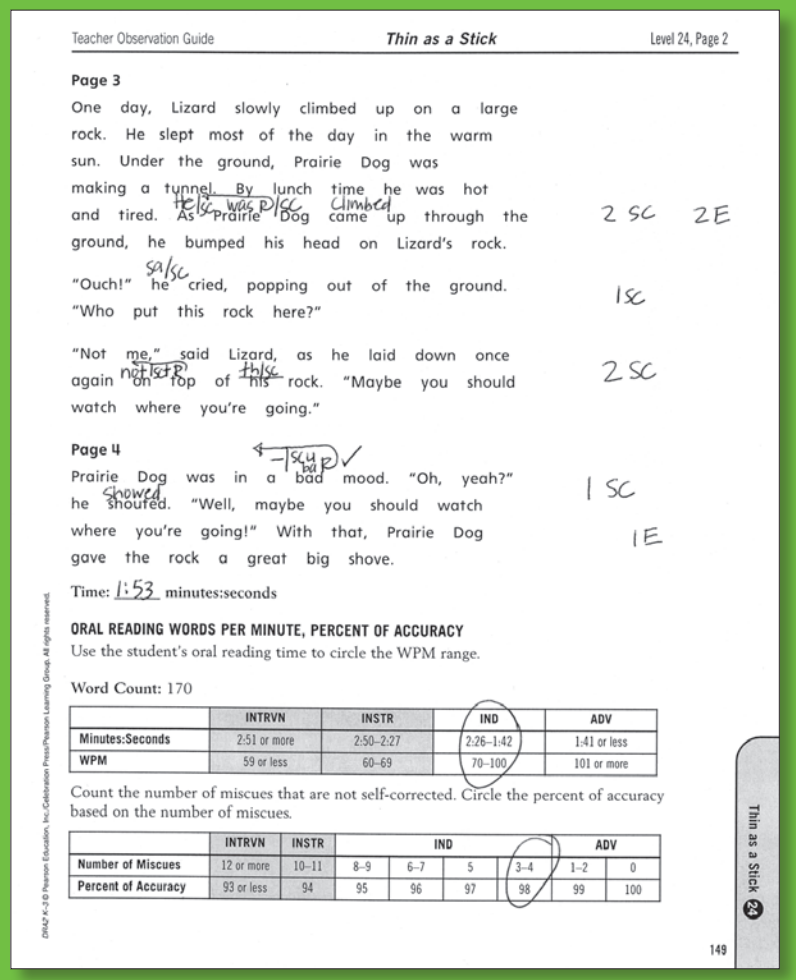
Teacher Observation Guide, Blackline Masters



Teacher Observation Guide | *Thin as a Stick* | Level 24, Page 2

Page 3

One day, Lizard slowly climbed up on a large rock. He slept most of the day in the warm sun. Under the ground, Prairie Dog was making a tunnel. By lunch time he was hot and tired. He/sc was P/sc climbed As Prairie Dog came up through the ground, he bumped his head on Lizard's rock. 2 SC 2E

"Ouch!" sa/sc he cried, popping out of the ground. "Who put this rock here?" 1SC

"Not me," said Lizard, as he laid down once again not sc/p on top of this/sc his rock. "Maybe you should watch where you're going." 2 SC

Page 4

Prairie Dog was in a bad mood. "Oh, yeah?" he showed shouted. "Well, maybe you should watch where you're going!" With that, Prairie Dog gave the rock a great big shove. 1 SC 1E

Time: 1:53 minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Word Count: 170

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	2:51 or more	2:50–2:27	2:26–1:42	1:41 or less
WPM	59 or less	60–69	70–100	101 or more

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

	INTRVN	INSTR	IND				ADV	
Number of Miscues	12 or more	10–11	8–9	6–7	5	3–4	1–2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

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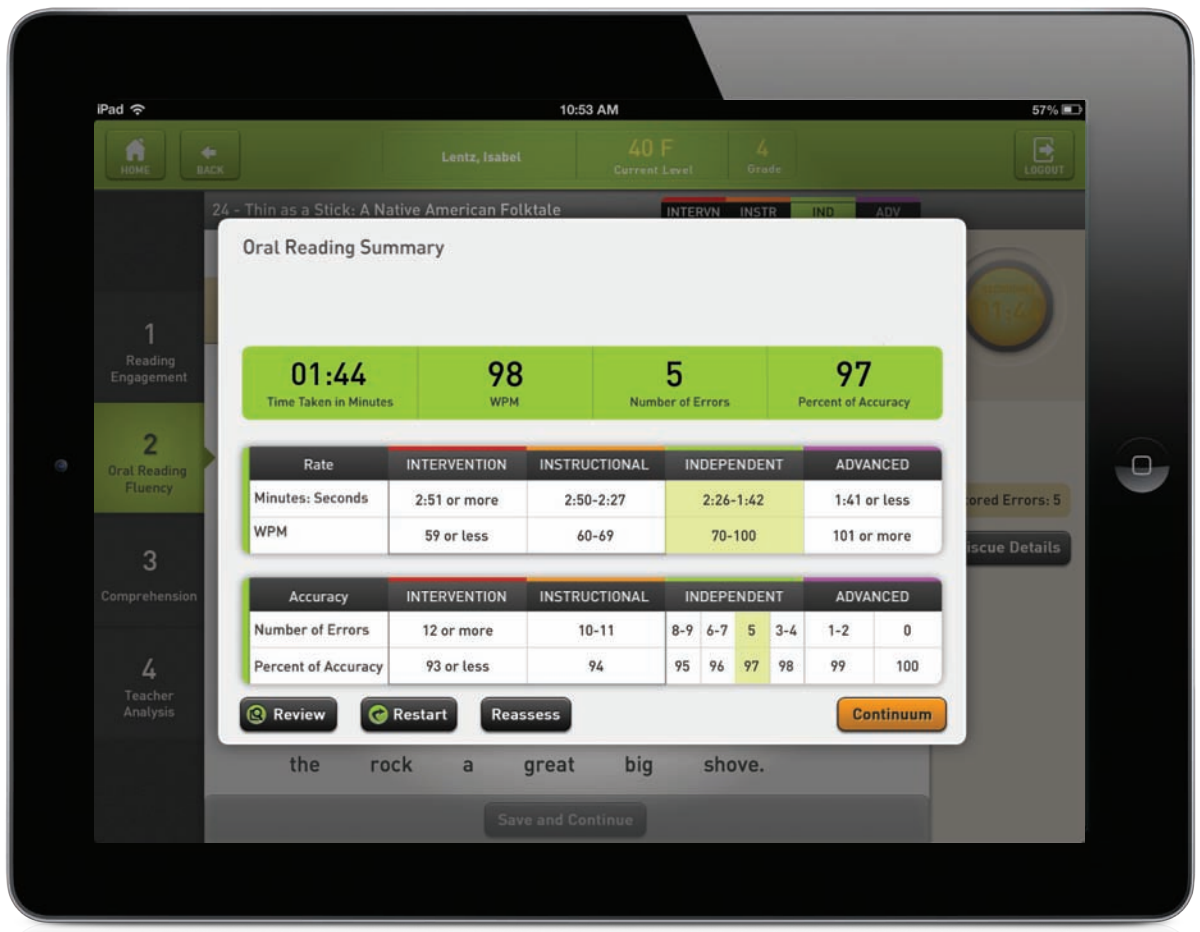
Accuracy and Rate

Once the oral reading is complete, count the number of miscues to determine accuracy. Use the Words Per Minute (WPM) Chart found in the Blackline Masters to identify the WPM range. If either score falls within the shaded area, stop the assessment and reassess with a lower level text.

The *DRA2+ App* records student's oral reading for review and future playback.

The *DRA2+ App* automatically calculates accuracy and rate, providing alerts if the student falls below the Independent range.



Step 3: Comprehension

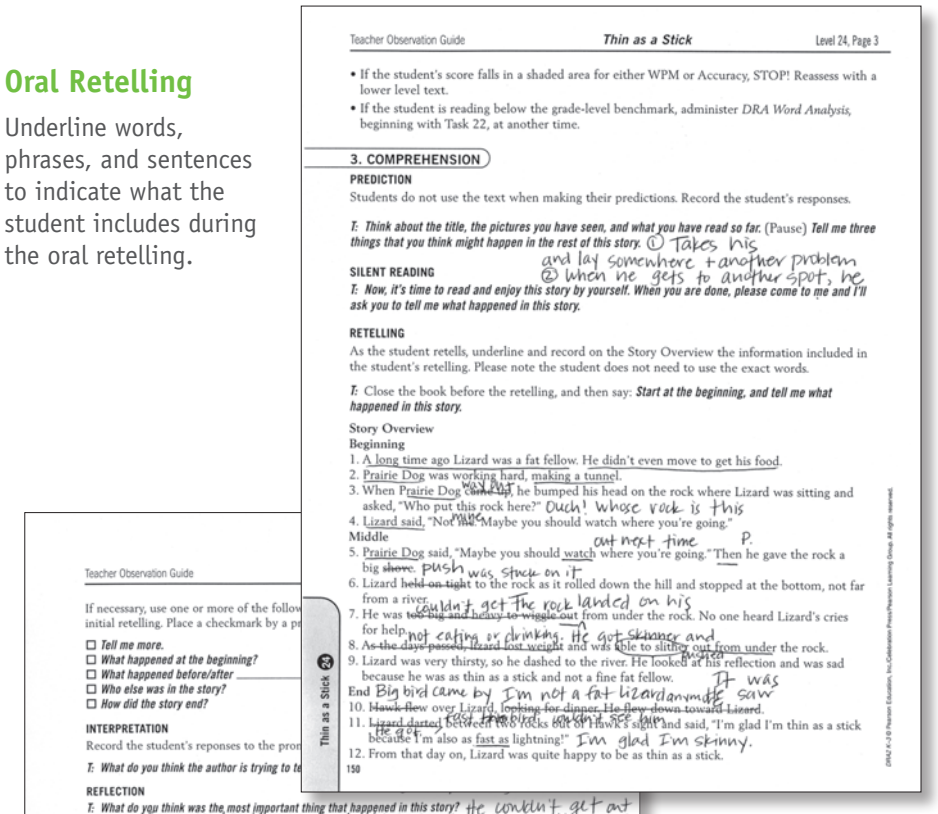
Evaluate how well students understand the information they have read.

Constructing meaning before, during, and after reading a text is critical for students to become proficient readers. Students demonstrate how well they understand the text by providing oral and written responses to comprehension questions that require students to recall key concepts and vocabulary, main characters, and events that took place in the text.

Grades K–3

Oral Retelling

Underline words, phrases, and sentences to indicate what the student includes during the oral retelling.



Teacher Observation Guide — *Thin as a Stick* — Level 24, Page 3

- If the student's score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower level text.
- If the student is reading below the grade-level benchmark, administer *DRA Word Analysis*, beginning with Task 22, at another time.

3. COMPREHENSION

PREDICTION

Students do not use the text when making their predictions. Record the student's responses.

T: Think about the title, the pictures you have seen, and what you have read so far. (Pause) *Tell me three things that you think might happen in the rest of this story.* ① Takes his and lay somewhere + another problem ② when he gets to another spot, he

SILENT READING

T: Now, it's time to read and enjoy this story by yourself. When you are done, please come to me and I'll ask you to tell me what happened in this story.

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 before the retelling, and then say: ***Start at the beginning, and tell me what happened in this story.***

Story Overview

Beginning

1. A long time ago Lizard was a fat fellow. He didn't even move to get his food.
2. Prairie Dog was working hard, making a tunnel.
3. When Prairie Dog came up, he bumped his head on the rock where Lizard was sitting and asked, "Who put this rock here?" Ouch! whose rock is this
4. Lizard said, "Not me. Maybe you should watch where you're going."

Middle

5. Prairie Dog said, "Maybe you should watch where you're going." Then he gave the rock a big shove. push was stuck on it
6. Lizard held on tight to the rock as it rolled down the hill and stopped at the bottom, not far from a river. couldn't get The rock landed on his
7. He was too big and heavy to wiggle out from under the rock. No one heard Lizard's cries for help. not eating or drinking. He got skinner and
8. As the days passed, lizard lost weight and was able to slither out from under the rock.
9. Lizard was very thirsty, so he dashed to the river. He looked at his reflection and was sad because he was as thin as a stick and not a fine fat fellow.

End

10. Hawk flew over Lizard, looking for dinner. He flew down toward Lizard.
11. Lizard darted between two rocks out of Hawk's sight and said, "I'm glad I'm thin as a stick because I'm also as fast as lightning!"
12. From that day on, Lizard was quite happy to be as thin as a stick.

Big bird came by I'm not a fat lizard anymore saw fast from bird, couldn't see him he got Im glad Im skinny.

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Teacher Observation Guide

If necessary, use one or more of the follow... initial retelling. Place a checkmark by a pr...

- ☐ *Tell me more.*
- ☐ *What happened at the beginning?*
- ☐ *What happened before/after* _____
- ☐ *Who else was in the story?*
- ☐ *How did the story end?*

INTERPRETATION

Record the student's reponses to the pron...

T: What do you think the author is trying to te...

REFLECTION

T: What do you think was the most important thing that happened in this story? he couldn't get out from under the rock + the bird almost got him for dinner but he ran between two rocks so he couldn't see him and eat him for dinner.

T: Why do you think that was important?

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: 6 Number of miscues not self-corrected: 4 Number of words told to the student: 0	
☐ beginning letter(s)/sound(s) ☐ letter-sound clusters ☐ onset and rime ☐ blending letters/sounds ☐ knowledge of spelling patterns (analogies) ☐ syllables ☐ rereading ☐ no observable behaviors	**Miscues interfered with meaning:** ☐ never ☐ at times ☐ often	**Miscues included:** ☒ omissions ☐ insertions ☒ substitutions that were ☒ visually similar ☐ not visually similar Reversal ☒
Copy each substitution to help analyze the student's attention to visual information. e.g., scratched (substitution) Climbed Chowed stretched (text) Came Showed		

Oral Reading Rate: (Optional) Use the formula below to determine the student's exact oral reading rate. Convert the student's reading time to all seconds.

170 (words) ÷ 113 total seconds = 1.50 WPS × 60 = 90 WPM

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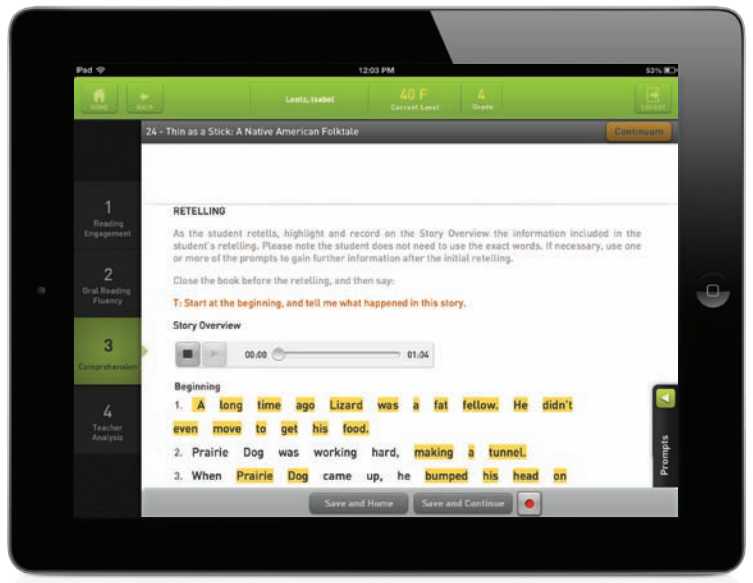
Teacher Observation Guide, Blackline Masters

As the student retells, tap as appropriate to indicate words, phrases, and sentences included.



Evaluate Comprehension

Comprehension questions assess the student's higher-level comprehension skills and strategies.

Grades 4–8

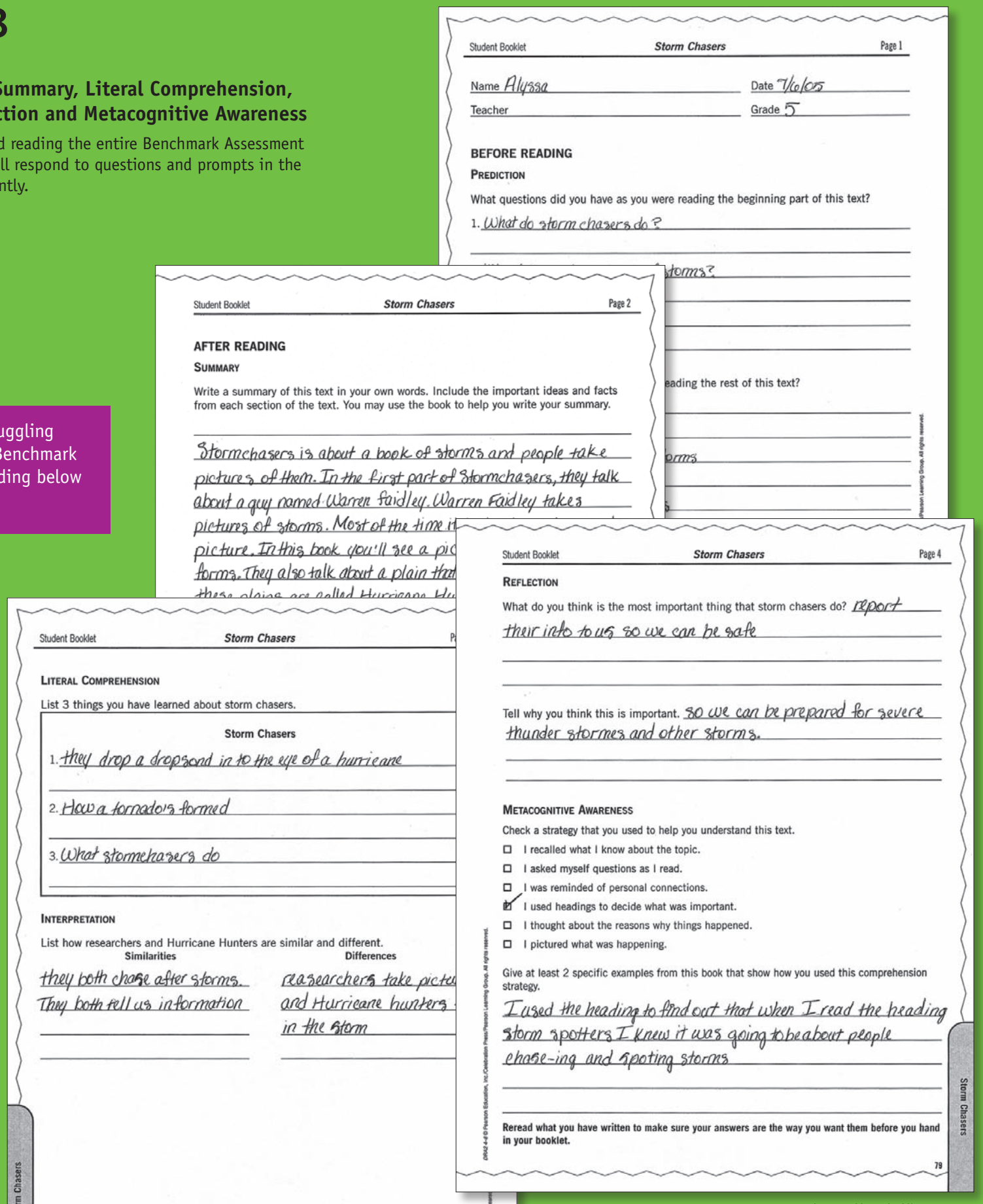
Evaluate Prediction, Summary, Literal Comprehension, Interpretation, Reflection and Metacognitive Awareness

Once students have finished reading the entire Benchmark Assessment Book on their own, they will respond to questions and prompts in the Student Booklet independently.

Use the Bridge Pack to support struggling readers. The Bridge Pack includes Benchmark Assessment Books for students reading below DRA Level 40.

Evaluate Comprehension

Comprehension questions require students to support their responses using details and facts from the text.



Student Booklet — *Storm Chasers* — Page 1

Name Alyssa Date 7/6/05

Teacher Grade 5

BEFORE READING

PREDICTION

What questions did you have as you were reading the beginning part of this text?

1. What do storm chasers do?

Student Booklet — *Storm Chasers* — Page 2

AFTER READING

SUMMARY

Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.

Stormchasers is about a book of storms and people take pictures of them. In the first part of Stormchasers, they talk about a guy named Warren Faidley. Warren Faidley takes pictures of storms. Most of the time i... picture. In this book you'll see a pic... forms. They also talk about a plain that... these plains are called Hurricane Hu...

Student Booklet — *Storm Chasers* — Page 4

REFLECTION

What do you think is the most important thing that storm chasers do? report their info to us so we can be safe

Tell why you think this is important. so we can be prepared for severe thunder stormes and other storms.

METACOGNITIVE AWARENESS

Check a strategy that you used to help you understand this text.

- ☐ I recalled what I know about the topic.
- ☐ I asked myself questions as I read.
- ☐ I was reminded of personal connections.
- ☑ I used headings to decide what was important.
- ☐ I thought about the reasons why things happened.
- ☐ I pictured what was happening.

Give at least 2 specific examples from this book that show how you used this comprehension strategy.

I used the heading to find out that when I read the heading storm spotters I knew it was going to be about people chase-ing and spoting storms

Reread what you have written to make sure your answers are the way you want them before you hand in your booklet.

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Storm Chasers

Student Booklet — *Storm Chasers" — Page

LITERAL COMPREHENSION

List 3 things you have learned about storm chasers.

Storm Chasers

1. they drop a dropsond in to the eye of a hurricane
2. How a tornado is formed
3. What stormchasers do

INTERPRETATION

List how researchers and Hurricane Hunters are similar and different.

Similarities	Differences
they both chase after storms.	researchers take pictu...
They both tell us information	and Hurricane hunters ...
	in the storm

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Storm Chasers

Student Booklet, Blackline Masters

Step 4: Teacher Analysis

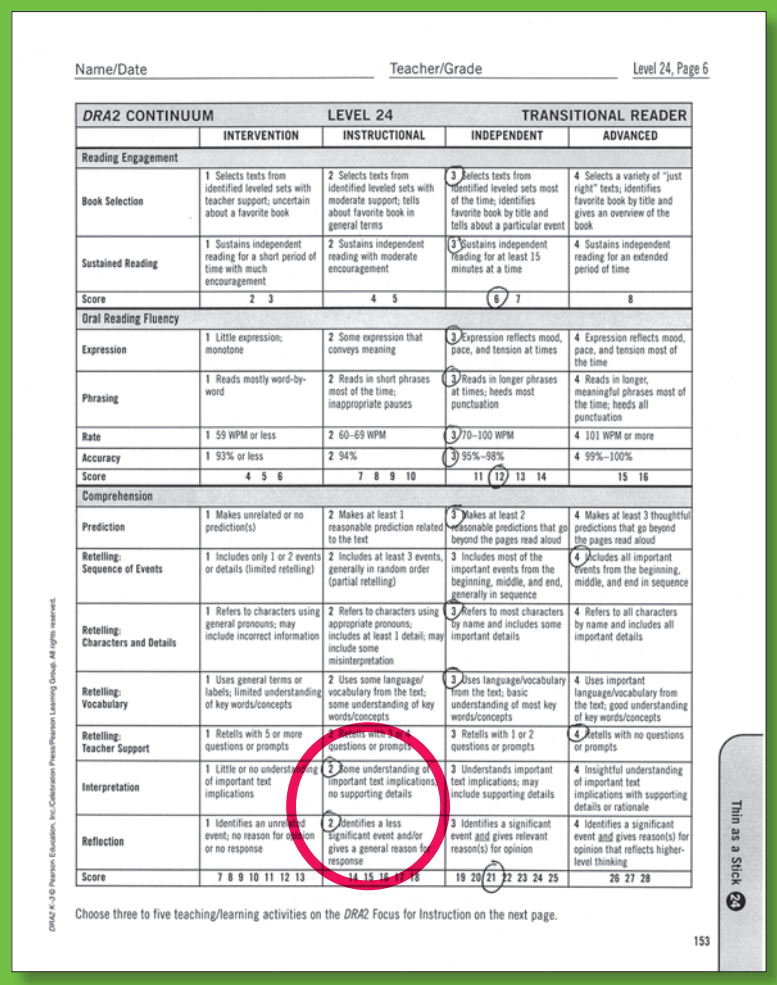
Personalize instruction to meet the needs of every learner.

Once all steps of the assessment have been completed, use the DRA2 Continuum to evaluate student performance and select teaching points on the Focus for Instruction. This will help you support the needs of individual readers.

Grades K–8

Determine Performance Level

Once all areas of the continuum have been scored, determine a focus for instruction based on the scores indicated. Descriptors that fall below the Indepedent range indicate instructional needs.



Name/Date _____ Teacher/Grade _____ Level 24, Page 6

DRA2 CONTINUUM	LEVEL 24		TRANSITIONAL READER	
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement				
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Selects 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 "just right" texts; 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 15 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				
Expression	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, and tension at times	4 Expression reflects mood, pace, and tension most of the time
Phrasing	1 Reads mostly word-by-word	2 Reads in short phrases most of the time; inappropriate pauses	3 Reads in longer phrases at times; heeds most punctuation	4 Reads in longer, meaningful phrases most of the time; heeds all punctuation
Rate	1 59 WPM or less	2 60–69 WPM	3 70–100 WPM	4 101 WPM or more
Accuracy	1 93% or less	2 94%	3 95%–98%	4 99%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Prediction	1 Makes unrelated or no prediction(s)	2 Makes at least 1 reasonable prediction related to the text	3 Makes at least 2 reasonable predictions that go beyond the pages read aloud	4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud
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 all 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
Interpretation	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications with supporting details or rationale
Reflection	1 Identifies an unrelated event; no reason for opinion or no response	2 Identifies a less significant event and/or gives a general reason for response	3 Identifies a significant event and gives relevant reason(s) for opinion	4 Identifies a significant event and gives reason(s) for opinion that reflects higher-level thinking
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.

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Thin as a Stick 24

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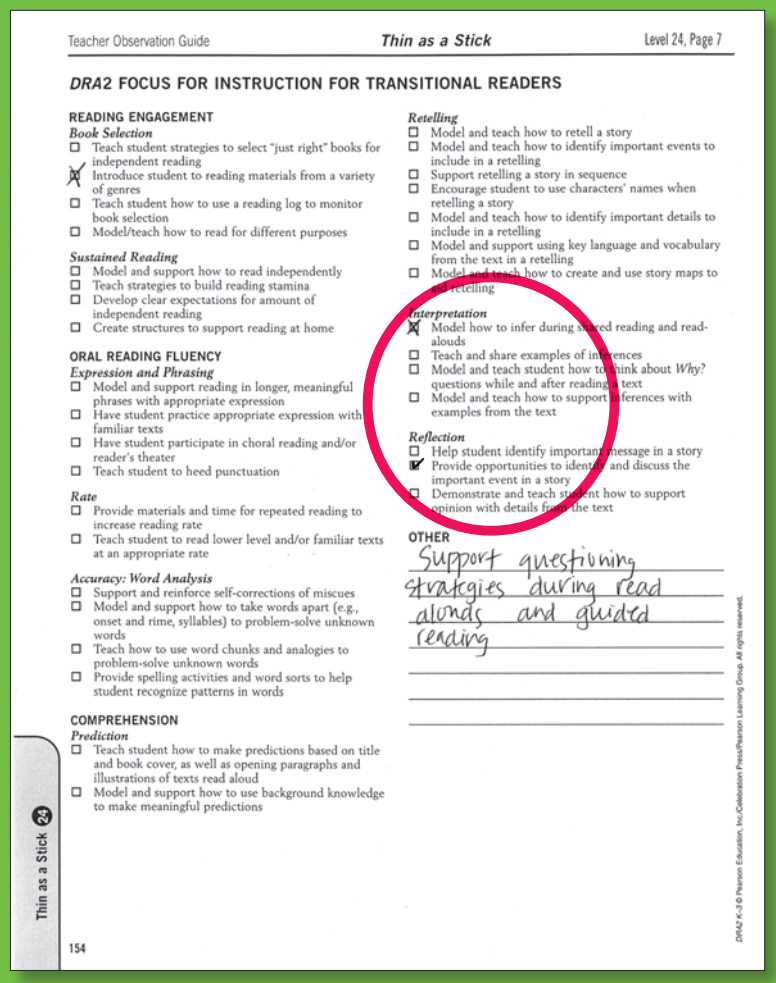

Teacher Observation Guide *Thin as a Stick* Level 24, Page 7

DRA2 FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS

READING ENGAGEMENT

Book Selection
- ☐ Teach student strategies to select "just right" books for independent reading
- ☒ Introduce student to reading materials from a variety of genres
- ☐ Teach student how to use a reading log to monitor book selection
- ☐ Model/teach how to read for different purposes

Sustained Reading
- ☐ Model and support how to read independently
- ☐ Teach strategies to build reading stamina
- ☐ Develop clear expectations for amount of independent reading
- ☐ Create structures to support reading at home

ORAL READING FLUENCY

Expression and Phrasing
- ☐ Model and support reading in longer, meaningful phrases with appropriate expression
- ☐ Have student practice appropriate expression with familiar texts
- ☐ Have student participate in choral reading and/or reader's theater
- ☐ Teach student to heed punctuation

Rate
- ☐ Provide materials and time for repeated reading to increase reading rate
- ☐ Teach student to read lower level and/or familiar texts at an appropriate rate

Accuracy: Word Analysis
- ☐ Support and reinforce self-corrections of miscues
- ☐ Model and support how to take words apart (e.g., onset and rime, syllables) to problem-solve unknown words
- ☐ Teach how to use word chunks and analogies to problem-solve unknown words
- ☐ Provide spelling activities and word sorts to help student recognize patterns in words

COMPREHENSION

Prediction
- ☐ Teach student how to make predictions based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud
- ☐ Model and support how to use background knowledge to make meaningful predictions

Retelling
- ☐ Model and teach how to retell a story
- ☐ Model and teach how to identify important events to include in a retelling
- ☐ Support retelling a story in sequence
- ☐ Encourage student to use characters' names when retelling a story
- ☐ Model and teach how to identify important details to include in a retelling
- ☐ Model and support using key language and vocabulary from the text in a retelling
- ☐ Model and teach how to create and use story maps to aid retelling

Interpretation
- ☒ Model how to infer during shared reading and read-alouds
- ☐ Teach and share examples of inferences
- ☐ Model and teach student how to think about *Why?* questions while and after reading a text
- ☐ Model and teach how to support inferences with examples from the text

Reflection
- ☐ Help student identify important message in a story
- ☑ Provide opportunities to identify and discuss the important event in a story
- ☐ Demonstrate and teach student how to support opinion with details from the text

OTHER

Support questioning strategies during read alouds and guided reading

Thin as a Stick 24

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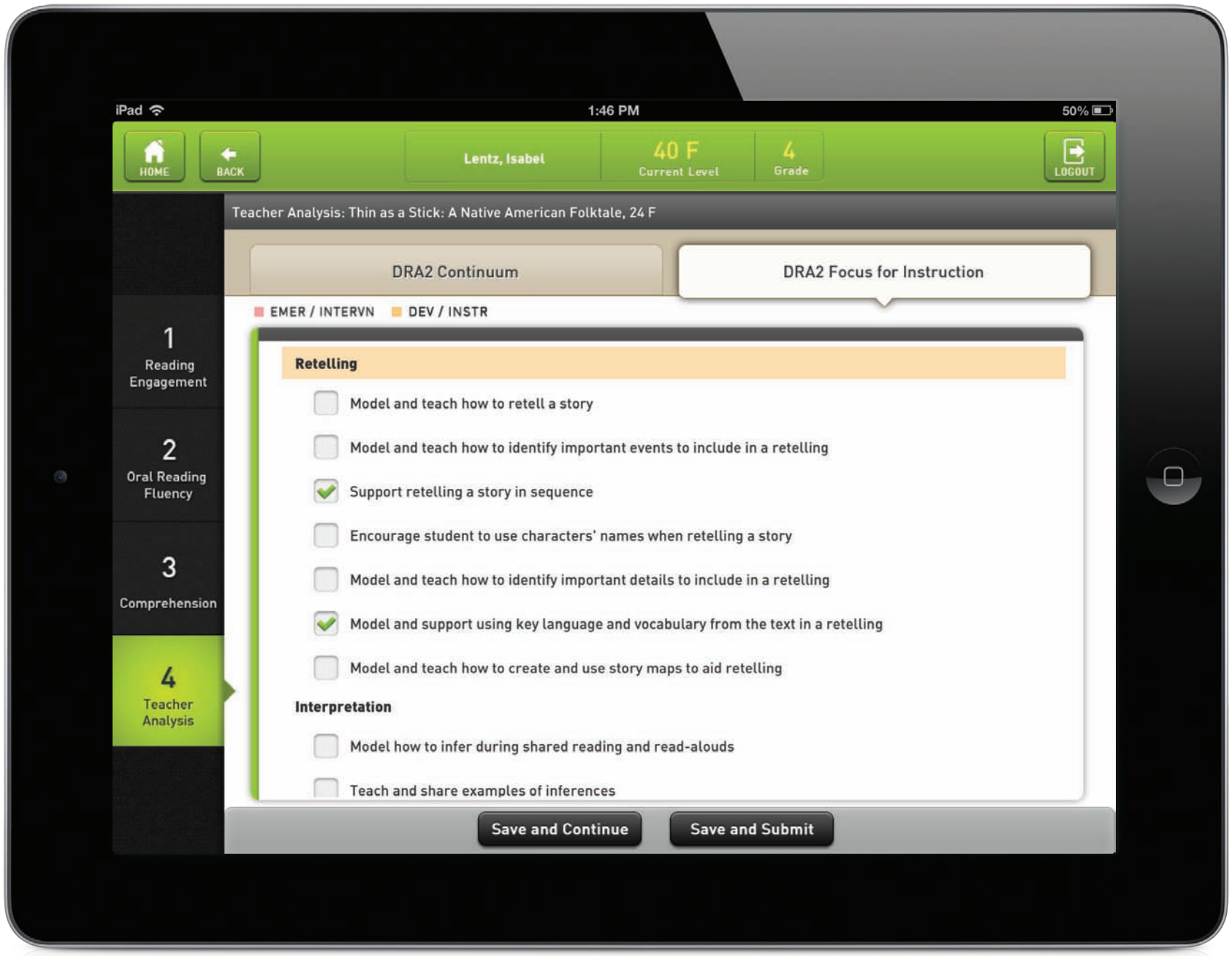
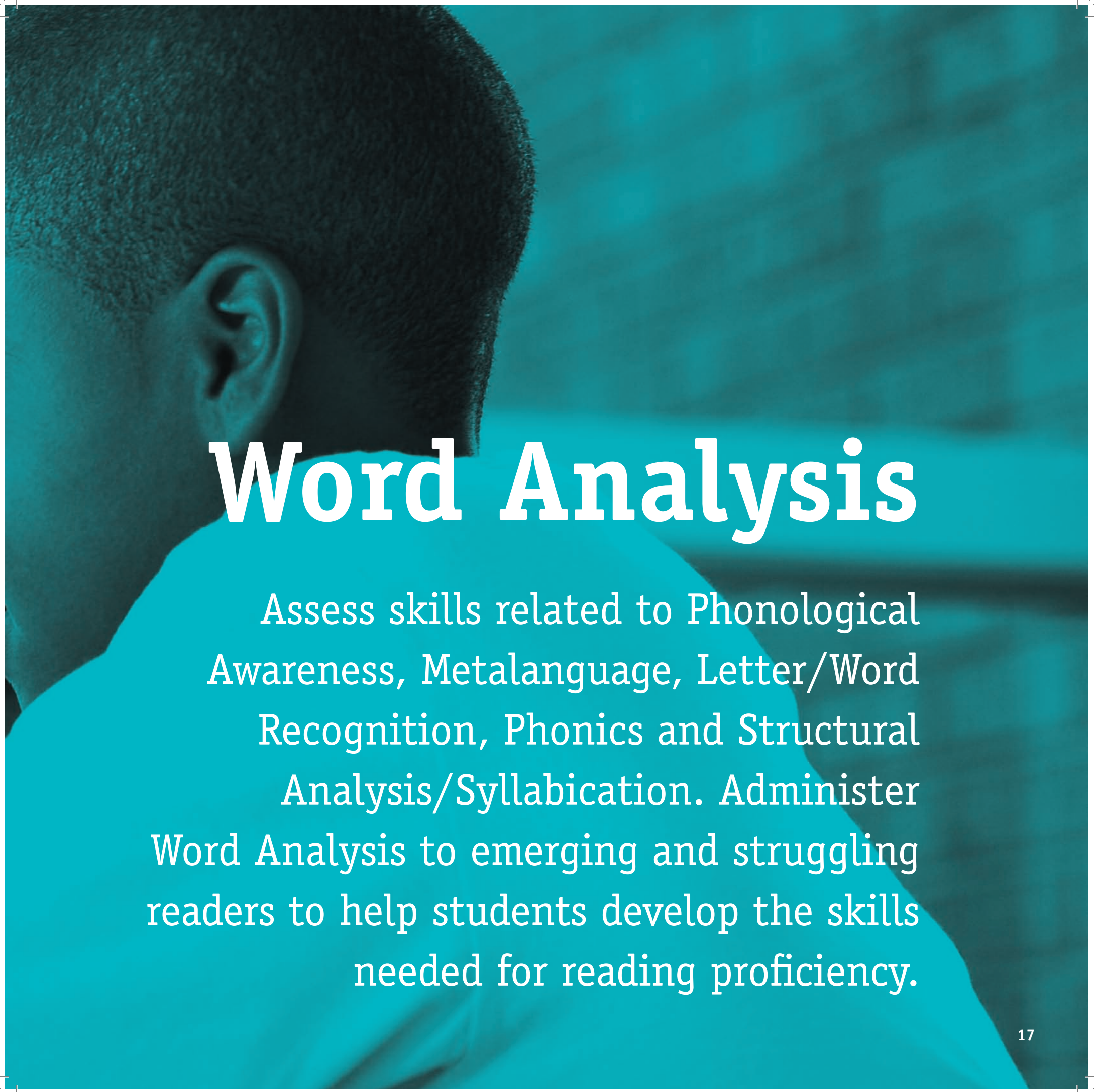
Teacher Observation Guide, Blackline Masters

Complete the Focus for Instruction

The teacher then uses the DRA2 Focus for Instruction to determine the student's instructional path.



Skills that fall below the Independent range are automatically highlighted on the Focus for Instruction.



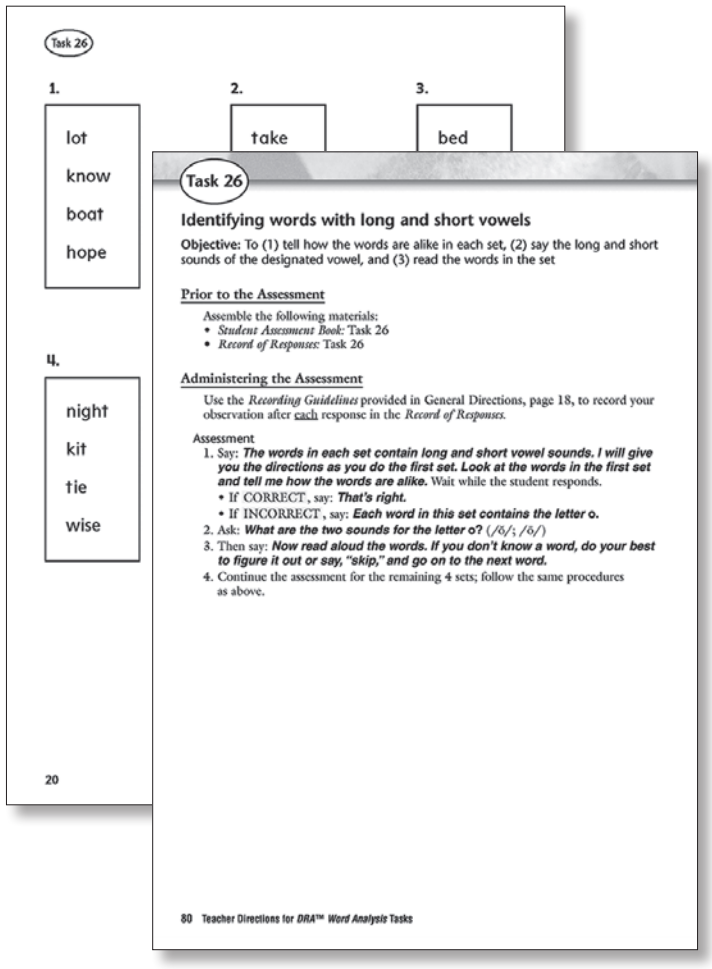
Word Analysis

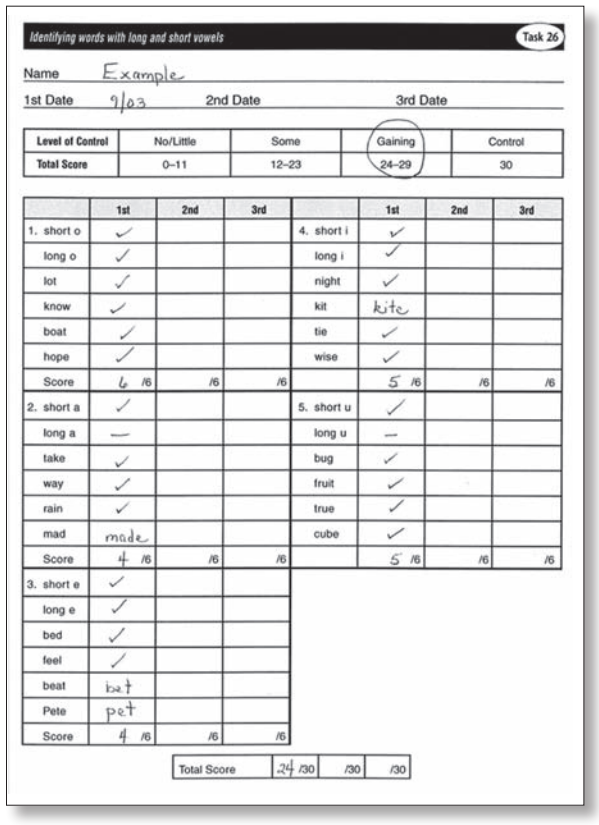
Assess skills related to Phonological Awareness, Metalanguage, Letter/Word Recognition, Phonics and Structural Analysis/Syllabication. Administer Word Analysis to emerging and struggling readers to help students develop the skills needed for reading proficiency.

DRA2 Word Analysis

Support Emerging and Struggling Readers

The DRA2 Word Analysis was designed to provide teachers with a systematic means of observing how emerging and struggling readers attend to and work with the various features of spoken and written words. Administer the Word Analysis Assessment to determine instructional routines to support reading growth and development in beginning readers or to identify teaching opportunities for struggling readers. Word Analysis is included in the *DRA2+* K-3 Comprehensive Package.





Word Analysis, Student Assessment Book

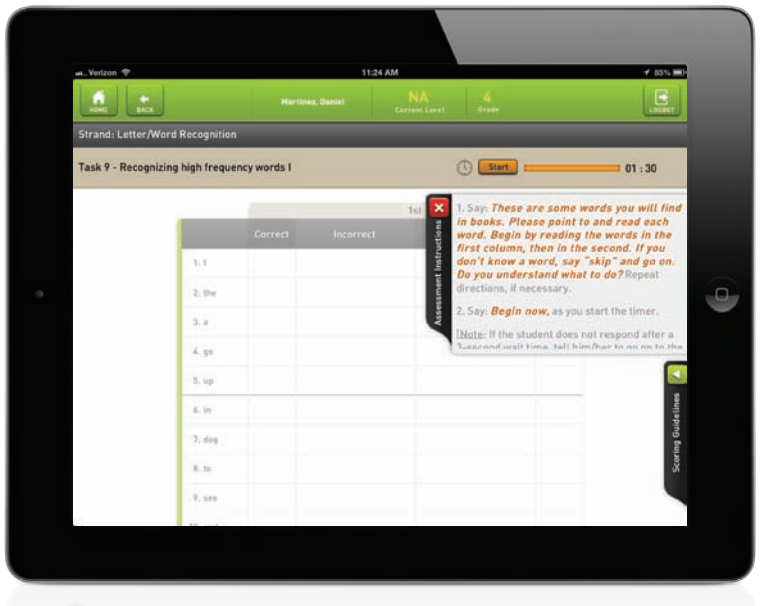
Check Progress

Assess student's level of control in the areas of phonics and decoding strategies.

Word Analysis Tasks

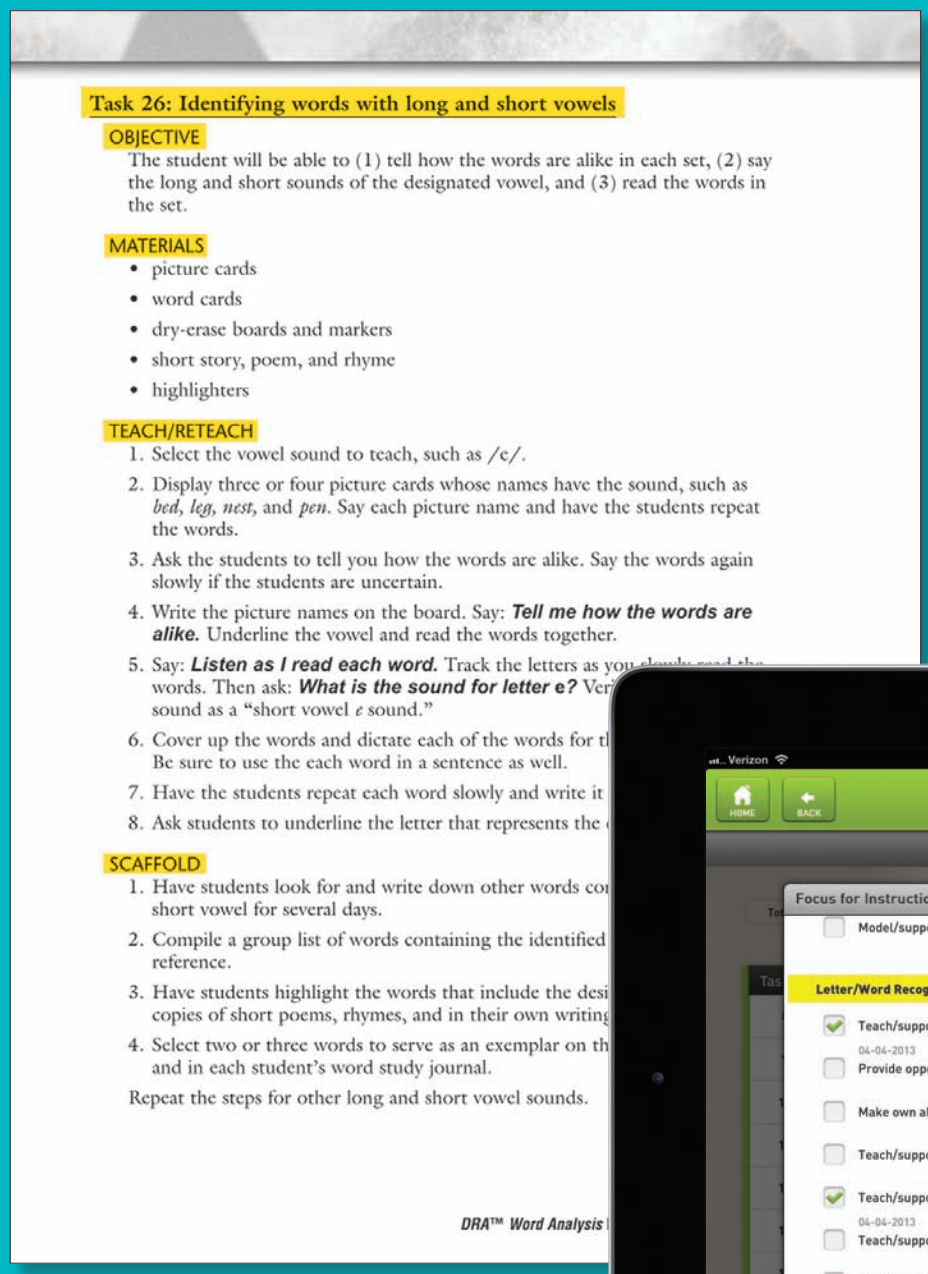
Observe and assess Foundational Skills with 40 word-analysis tasks.

Teacher instructions and scoring guidelines are delivered at point of use.



Move into Instruction

Use assessment results to direct student learning through targeted activities.



Task 26: Identifying words with long and short vowels

OBJECTIVE

The student will be able to (1) tell how the words are alike in each set, (2) say the long and short sounds of the designated vowel, and (3) read the words in the set.

MATERIALS

- picture cards
- word cards
- dry-erase boards and markers
- short story, poem, and rhyme
- highlighters

TEACH/RETEACH

1. Select the vowel sound to teach, such as /e/.
2. Display three or four picture cards whose names have the sound, such as *bed, leg, nest,* and *pen*. Say each picture name and have the students repeat the words.
3. Ask the students to tell you how the words are alike. Say the words again slowly if the students are uncertain.
4. Write the picture names on the board. Say: ***Tell me how the words are alike.*** Underline the vowel and read the words together.
5. Say: ***Listen as I read each word.*** Track the letters as you slowly read the words. Then ask: ***What is the sound for letter e?*** Ver sound as a "short vowel *e* sound."
6. Cover up the words and dictate each of the words for t Be sure to use the each word in a sentence as well.
7. Have the students repeat each word slowly and write it
8. Ask students to underline the letter that represents the

SCAFFOLD

1. Have students look for and write down other words co short vowel for several days.
2. Compile a group list of words containing the identified reference.
3. Have students highlight the words that include the desi copies of short poems, rhymes, and in their own writing
4. Select two or three words to serve as an exemplar on th and in each student's word study journal.

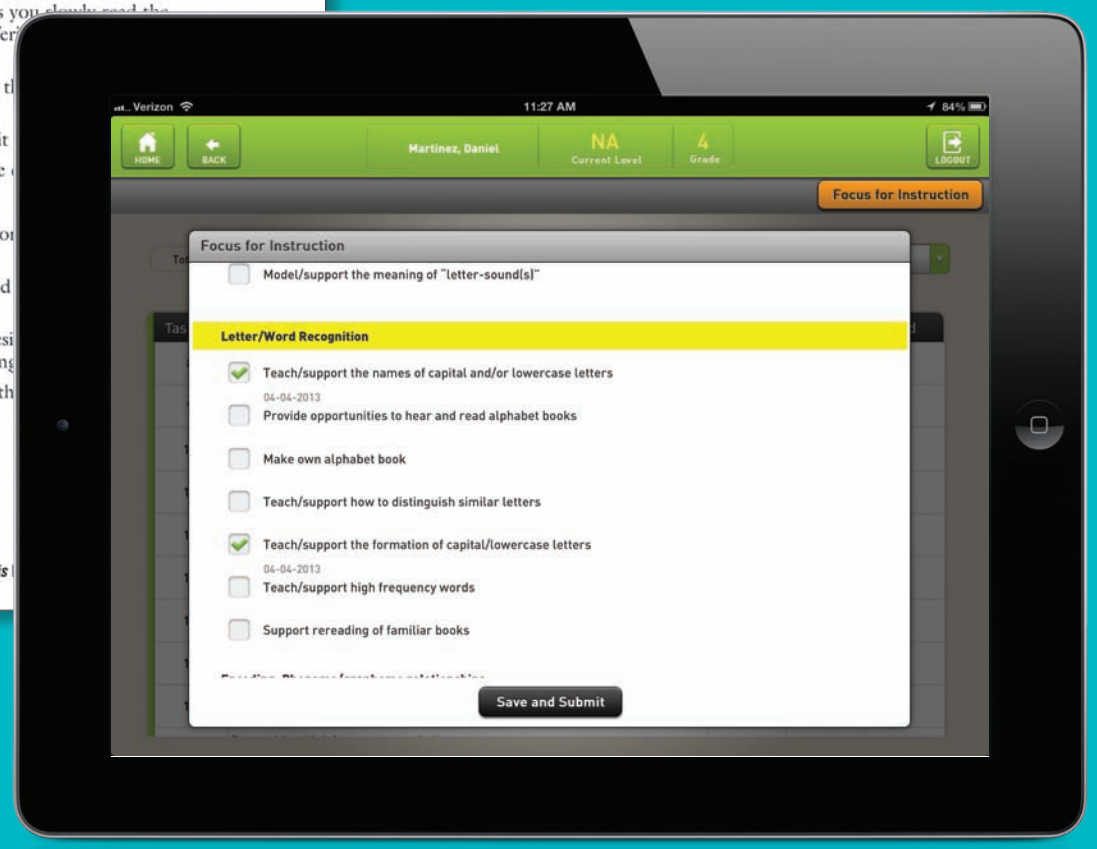
Repeat the steps for other long and short vowel sounds.

DRA™ Word Analysis

Word Analysis, Teacher Guide

Task Specific Activities

Once instructional needs have been identified through the Focus for Instruction, incorporate DRA2 Word Analysis Mini-Lessons/Learning Activities to provide targeted instruction that meets the needs of the student. Mini-Lessons/Learning Activities are provided in the Teacher Guide.



The *DRA2+ App* indicates your Focus for Instruction.

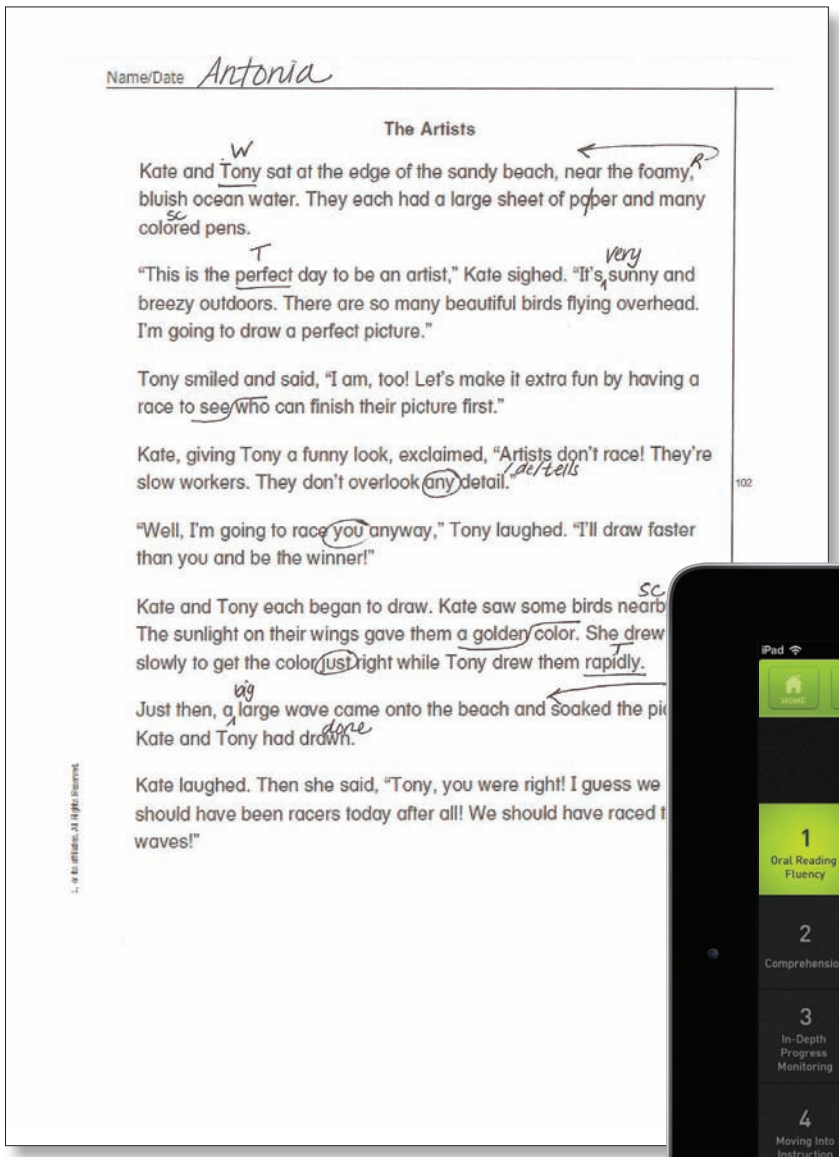
Progress Monitoring Assessment

Regularly observe and record reading behaviors of students between Benchmark Assessments. Administer the DRA2 Progress Monitoring Assessment to struggling readers to ensure that reading deficits are being addressed.

Step 1: Oral Reading Fluency

Observe and record oral reading behaviors such as rate, accuracy, expression, and phrasing while the student reads the selected passage aloud.

Grades 1–6



Name/Date Antonia

The Artists

Kate and Tony sat at the edge of the sandy beach, near the foamy, bluish ocean water. They each had a large sheet of paper and many colored pens.

"This is the perfect day to be an artist," Kate sighed. "It's sunny and breezy outdoors. There are so many beautiful birds flying overhead. I'm going to draw a perfect picture."

Tony smiled and said, "I am, too! Let's make it extra fun by having a race to see who can finish their picture first."

Kate, giving Tony a funny look, exclaimed, "Artists don't race! They're slow workers. They don't overlook any detail."

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"Well, I'm going to race you anyway," Tony laughed. "I'll draw faster than you and be the winner!"

Kate and Tony each began to draw. Kate saw some birds nearb
The sunlight on their wings gave them a golden color. She drew
slowly to get the color just right while Tony drew them rapidly.

Just then, a large wave came onto the beach and soaked the pi
Kate and Tony had drawn.

Kate laughed. Then she said, "Tony, you were right! I guess we
should have been racers today after all! We should have raced t
waves!"

DRA2 Progress Monitoring Level 34, Passage 3

Analyze and Record Student's Oral Reading.

While the student reads the text aloud, record oral reading behaviors such as miscues, substitutions, and self-corrections.

The *DRA2+ App* records student's oral reading for review and future playback.

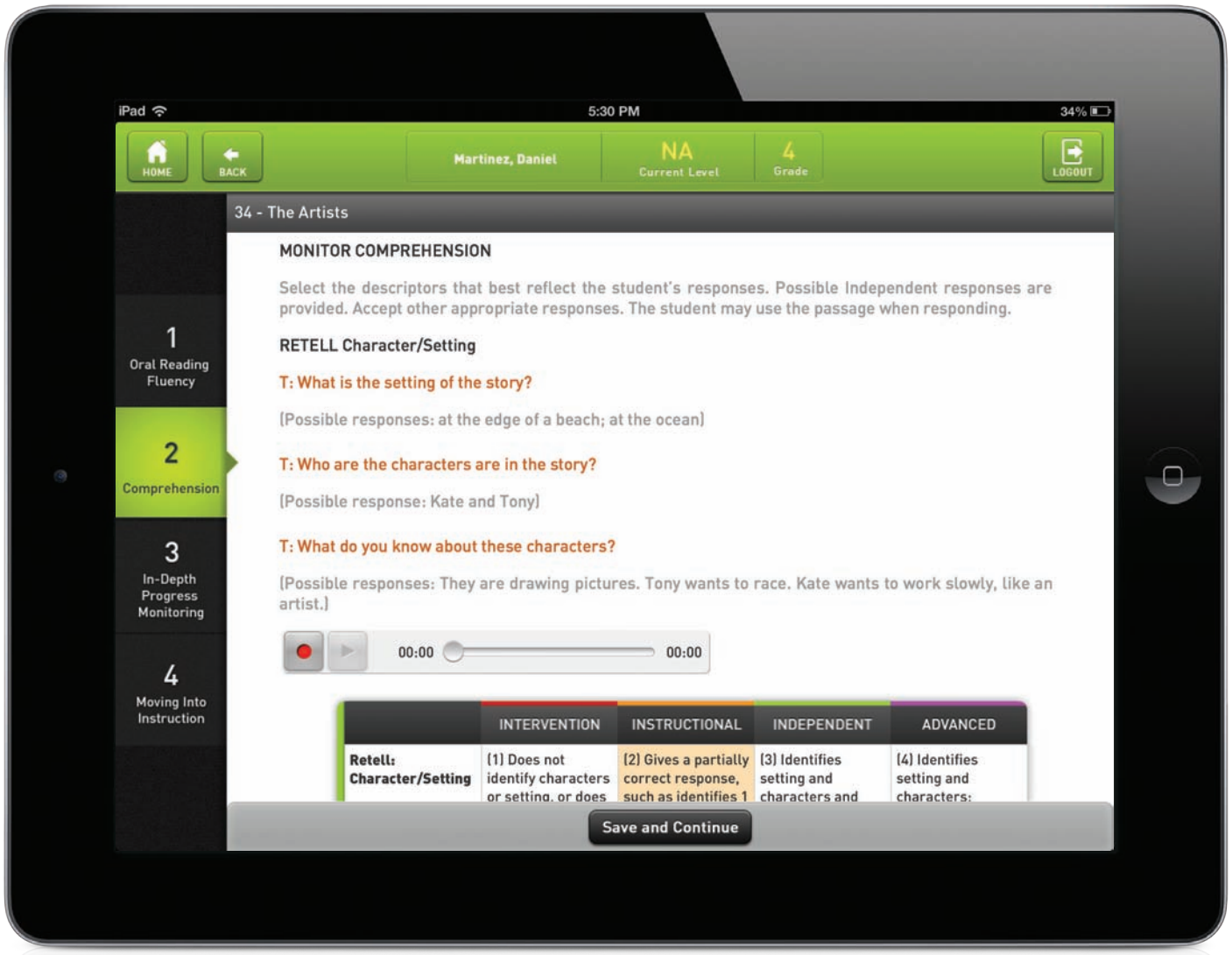
Step 2: Comprehension

Determine the student's level of comprehension with targeted comprehension questions. Score responses on the DRA2 Progress Monitoring Continuum.

Grades 1–6

Evaluate Comprehension

Students demonstrate how well they understand the text by providing responses to comprehension questions.

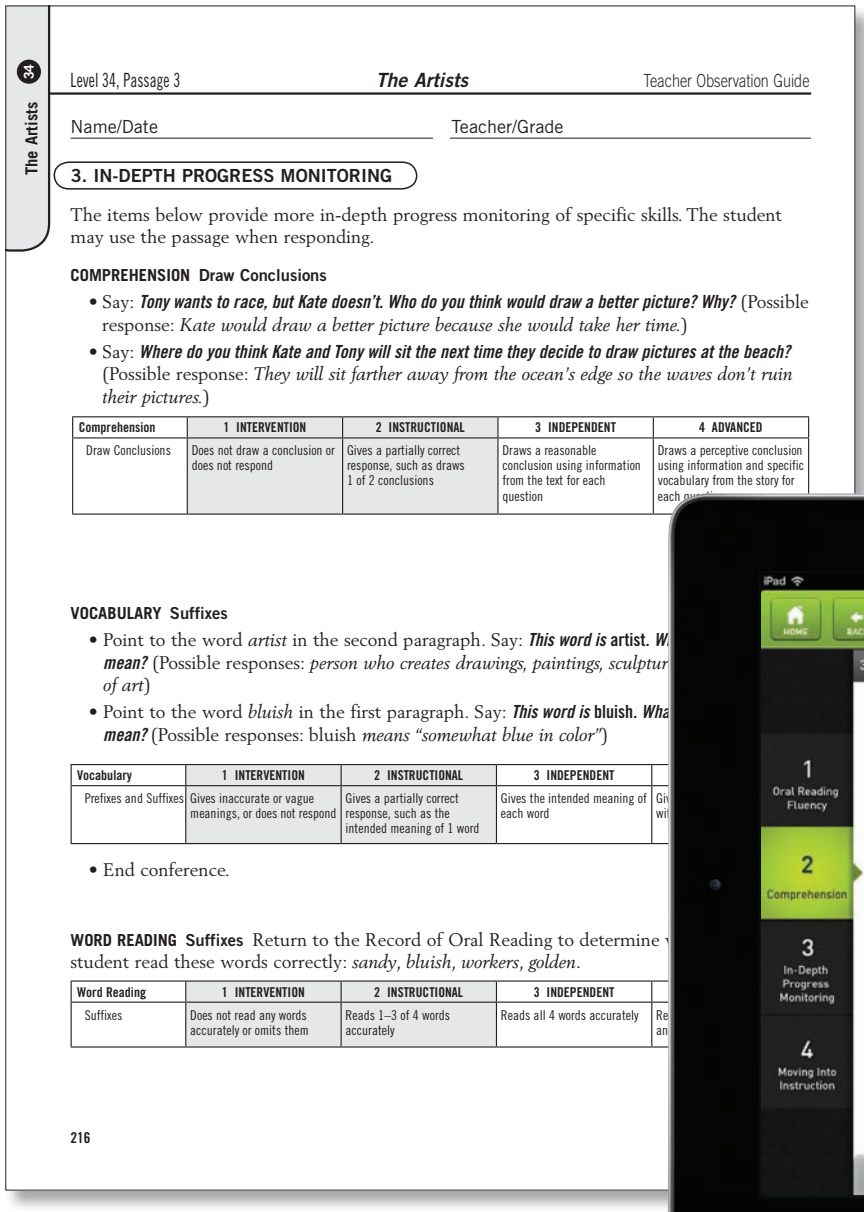


Continuum scoring is intuitive and user-friendly.

Step 3: In-Depth Progress Monitoring

Assess student's depth of understanding with comprehension questions that target word knowledge and vocabulary skills.

Grades 1–6



The Artists 34

Level 34, Passage 3 ***The Artists*** Teacher Observation Guide

Name/Date Teacher/Grade

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

COMPREHENSION Draw Conclusions

- Say: ***Tony wants to race, but Kate doesn't. Who do you think would draw a better picture? Why?*** (Possible response: *Kate would draw a better picture because she would take her time.*)
- Say: ***Where do you think Kate and Tony will sit the next time they decide to draw pictures at the beach?*** (Possible response: *They will sit farther away from the ocean's edge so the waves don't ruin their pictures.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw a conclusion or does not respond	Gives a partially correct response, such as draws 1 of 2 conclusions	Draws a reasonable conclusion using information from the text for each question	Draws a perceptive conclusion using information and specific vocabulary from the story for each

VOCABULARY Suffixes

- Point to the word *artist* in the second paragraph. Say: ***This word is*** **artist.** ***W… mean?*** (Possible responses: *person who creates drawings, paintings, sculptur… of art*)
- Point to the word *bluish* in the first paragraph. Say: ***This word is*** **bluish.** ***Wha… mean?*** (Possible responses: bluish *means "somewhat blue in color"*)

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	
Prefixes and Suffixes	Gives inaccurate or vague meanings, or does not respond	Gives a partially correct response, such as the intended meaning of 1 word	Gives the intended meaning of each word	Gi… wi…

- End conference.

WORD READING Suffixes Return to the Record of Oral Reading to determine … student read these words correctly: *sandy*, *bluish*, *workers*, *golden*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	
Suffixes	Does not read any words accurately or omits them	Reads 1–3 of 4 words accurately	Reads all 4 words accurately	Re… an…

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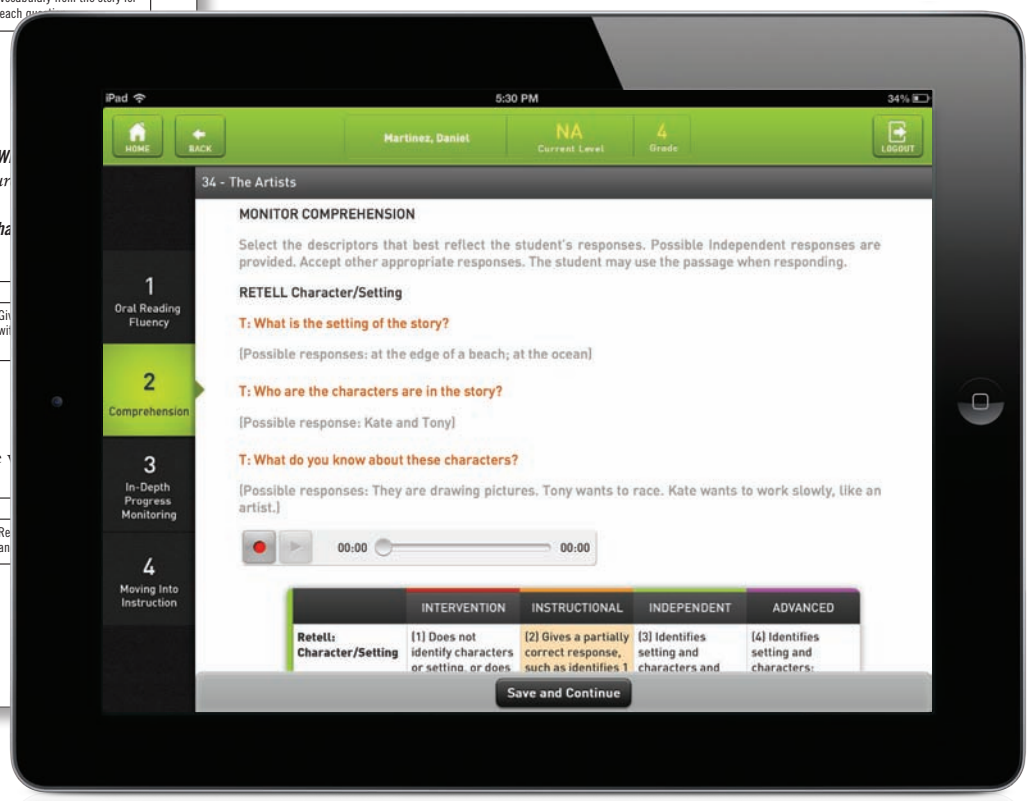
Perfect for use in RTI settings



Tap the red button to capture audio of students' responses and select descriptors that best reflect the responses.

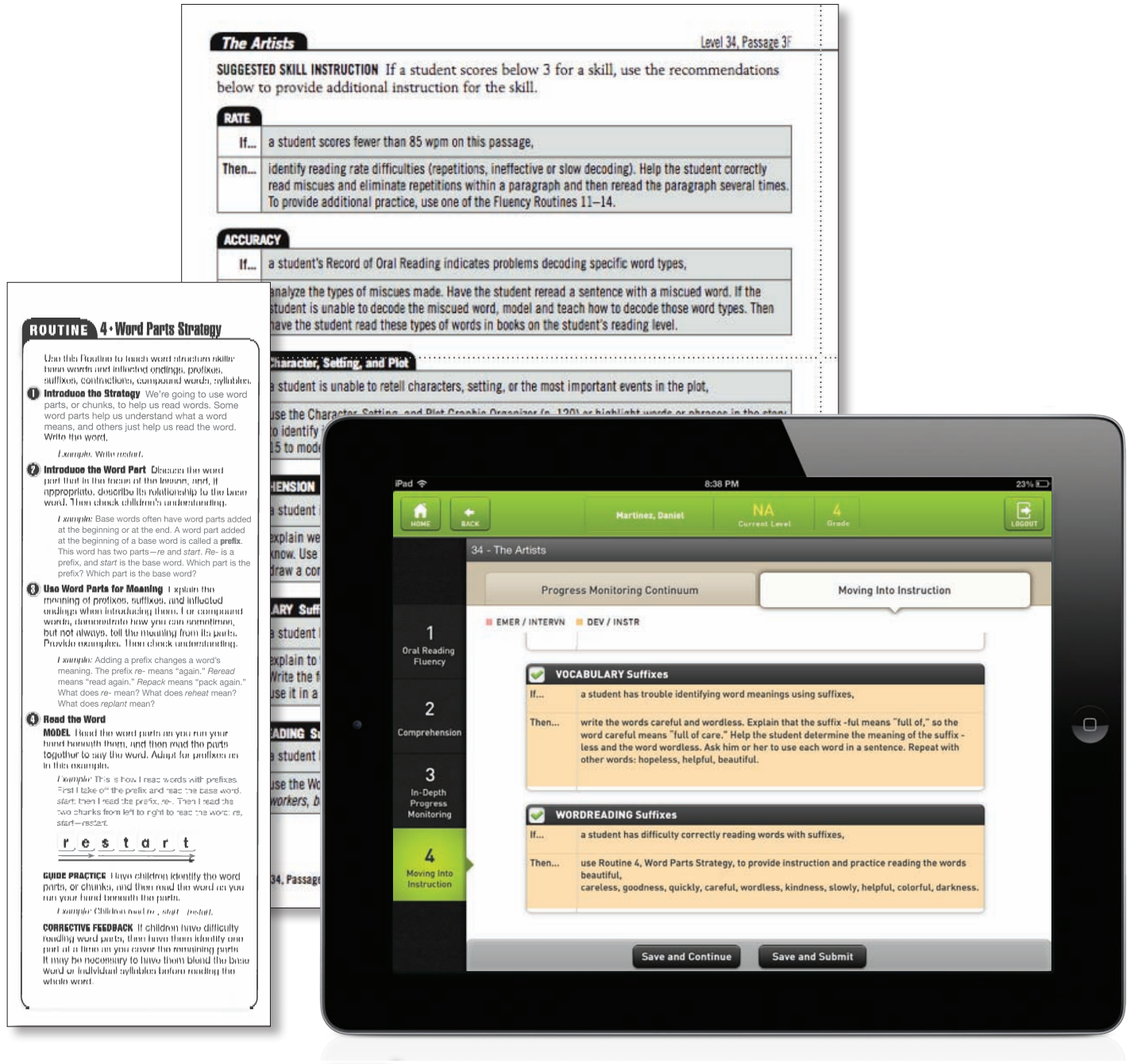
Step 4: Moving Into Instruction

Provide students with interventions for each skill assessed. “If...then” statements with each passage provide recommendations for instructional activities.

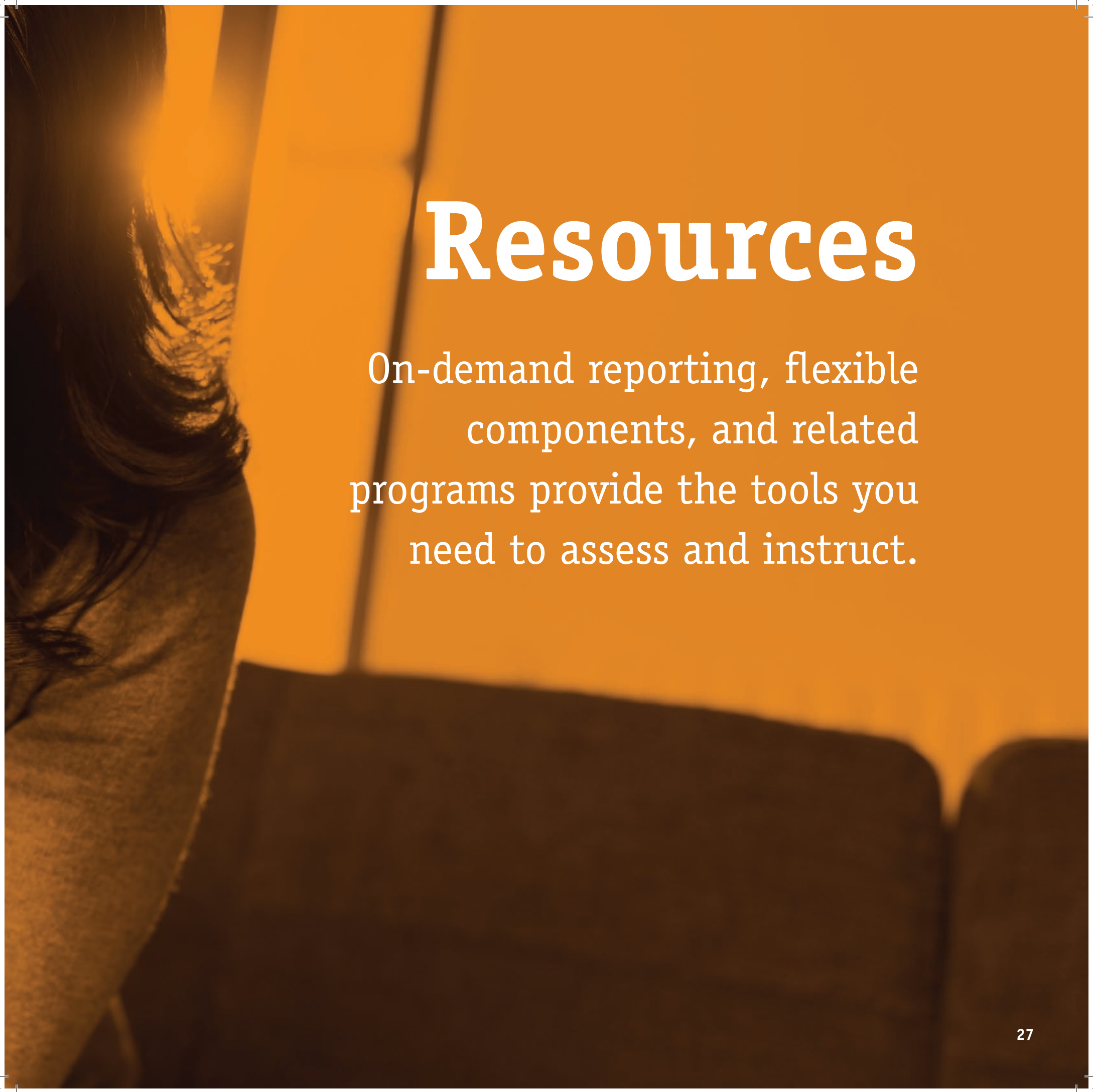
Grades 1–6

Instructional Guidance for Reteaching

Instructional Routine Cards offer concrete instructional strategies for teaching word reading, fluency, vocabulary, retelling, and summarizing.



Areas for improvement are automatically highlighted based on the continuum scoring.

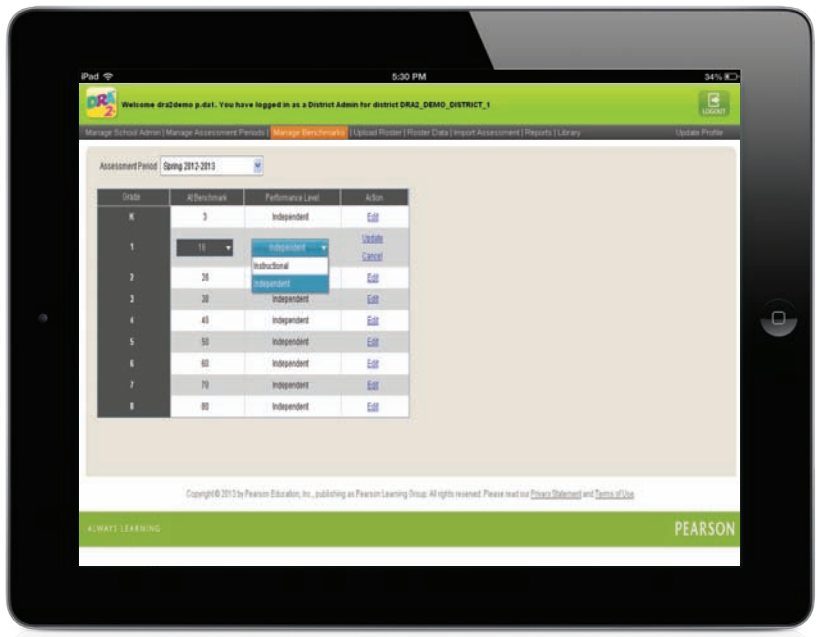


Resources

On-demand reporting, flexible components, and related programs provide the tools you need to assess and instruct.

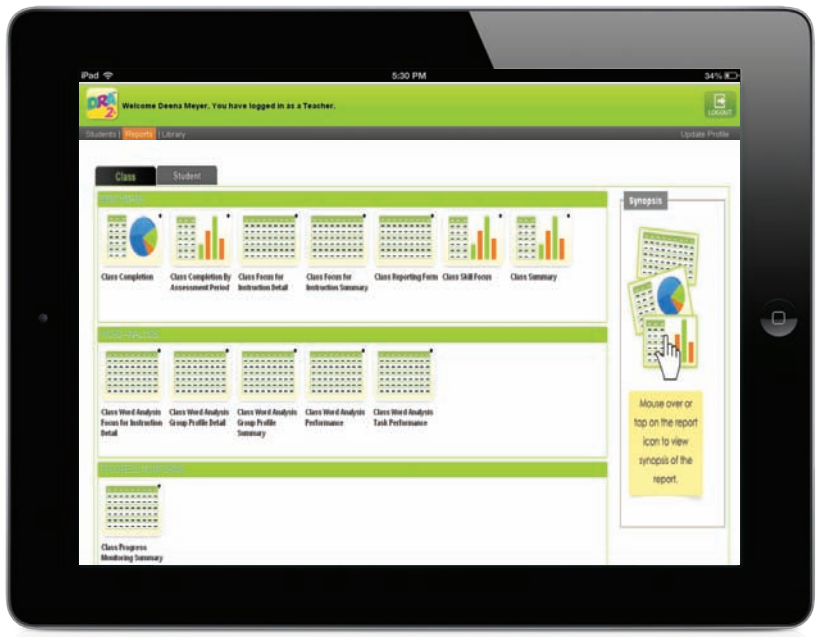
DRADashboard

Assessment data from the *DRA2+ App* syncs directly to the DRADashboard.
With the DRADashboard, teachers and administrators can access class, school, and district reports on demand. The DRADashboard helps you understand the strengths and weaknesses of students, so you can provide focused instruction that is meaningful and personalized. DRADashboard is included with DRA2+ Student License for the App.



DRA DASHBOARD

DRADashboard Administrator will perform functions such as uploading rosters and managing assessment windows and benchmark levels.



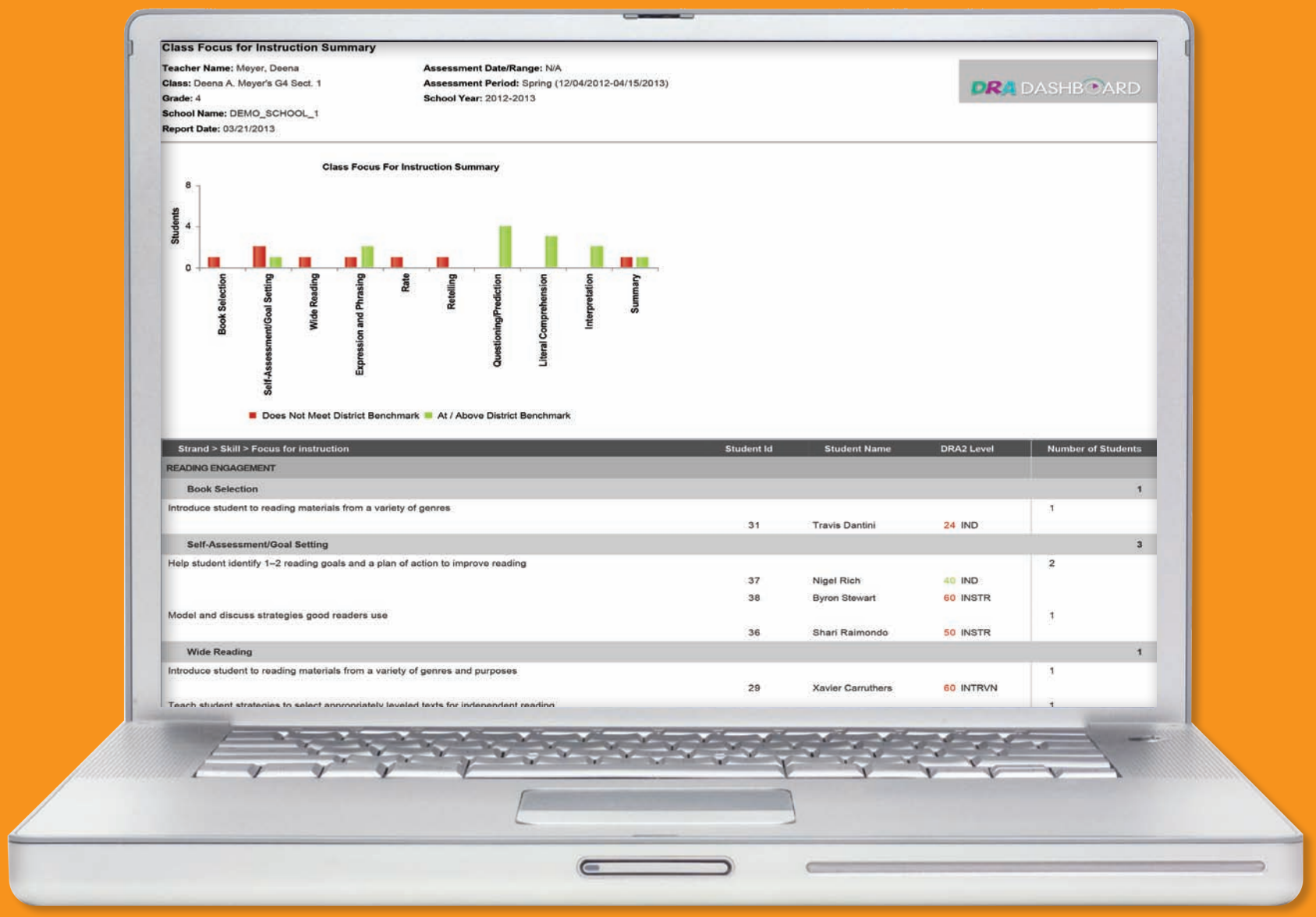
DRA DASHBOARD

View rosters, generate reports, and access a Library of Blackline Masters and other resources.

Enter assessment data into the DRA2 Online Management System/DRADashboard.
Manually enter assessment data online for access to the tools and resources to make data-driven decisions.

DRA DASHBOARD

The Focus for Instruction Summary provides at-a-glance access to class performance.



Components

How do you DRA2?

DRA2+ K-3 Comprehensive Package shown.
Also available are *DRA2+* 4-8 Comprehensive Package and *EDL2+* K-6 Comprehensive Package.

Current users of the DRA2+ can download the free DRA2+ App and purchase Student Licenses. Users of the DRA2 can also purchase the DRA Progress Monitoring Assessment kit separately.

DRA2+ Comprehensive Package

***DRA2* Teacher Guide**

Benchmark Assessment Books (fiction and nonfiction)
Grades K–3 Kit: Levels A–40
Grades 4–8 Kit: Levels 20–80

Blackline Masters Book and CD
Teacher Observation Guides, Student Booklets, Student Reading Survey, and reporting forms

Student Assessment Folders (30)

***DRA2* Organizer with Hanging Folders**

Training DVD

***DRA2* Clipboard**

Assessment Procedures Overview Card

***DRA2* Word Analysis**
(Included with DRA2+ K-3 package)

- **Teacher Guide**
- **Student Assessment Book**

Training DVD

***DRA2* Progress Monitoring Assessment**
(Levels 4–60)

- **Teacher Guide**
- **CD-ROM**
  Provides blackline masters of passages, teacher Observation Guides, and reporting forms
- **Instructional Routine Cards**

DRA2+ App for iPad®

Annual Student License
Teacher access to administer *DRA2+* and *EDL2+* on the iPad
Provides access to the DRADashboard to guide data-driven decisions
Includes a Library of additional resources for teachers and administrators

DRA2+ K-3 Print Kit for App shown. Also available are *DRA2+* 4-8 Print Kit for App and *EDL2+* K-6 Print Kit for App.

DRA2+ Print Kit for App

DRA2 Teacher Guide

Benchmark Assessment Books

DRA2 Progress Monitoring Teacher Guide

***DRA2* Word Analysis** (Grades K–3 Kit only)

- **Teacher Guide**
- **Student Assessment Book**

DRADashboard

Included with the *DRA2+* Student License for App. Annual fee for online entry for use with the Comprehenisve Package.

Training

Create your action plan for literacy with a variety of training options.

DRA2+ On-Site Professional Development

- Offers product orientations ranging from one-half day to one day in length
- Offers one-day or two-day in-depth training for *DRA2+* K–3, *DRA2+* 4–8, *EDL2* K–6, and *DRA2+/EDL2+ App*
- Gives teachers confidence in conducting the *DRA2+* assessments and planning their reading instruction based on assessment data
- Provides effective strategies and skills for teaching reading

District or Regional Institutes

- Offers 3 days of in-depth training for groups of 30
- Training focuses on the use of *DRA2+* data for grouping, conferencing, and instructional planning
- Includes an emphasis on the instructional implications that will improve teaching and learning

Training on Demand

- Provides flexible training time for teachers to view and share
- mypearsontraining.com provides online tutorials that can be viewed on any computer with Internet access

myPearsonTraining.com

- Provides online tutorials
- Register for online webinars

Connected Programs

Build on the power of *DRA2+* with these related programs from Pearson.

Evaluación del desarrollo de la lectura, Segunda Edición PLUS (EDL™ 2+)

Grades K-6

Build independent readers with a developmentally appropriate Spanish literacy assessment.

- Research based and widely field-tested in bilingual classrooms
- Based on proven *Developmental Reading Assessment, Second Edition (DRA2+)*
- Provides accurate assessment of accuracy, fluency, and comprehension
- Includes 44 Spanish-language benchmark assessment books from EDL2 Levels A through 60
- Includes *Verificar el progresso* to monitor progress of struggling readers between benchmark assessments
- Now available: EDL2 Análisis de palabras

Words Their Way™: Word Study in Action Developmental Model

Grades K-5

Program Authors: Donald R. Bear, Shane Templeton, Marcia Invernizzi, and Francine Johnston

- Aligned to the 5 Developmental Spelling Stages from the best-selling professional book *Words Their Way®: Word Study for Phonics, Vocabulary and Spelling Instruction*.
- Flexible lesson plans to support teachers and meet the diverse needs of students
- Build Foundational Skills in just 15-20 minutes a day

QuickReads®

Grades 2-6

Develop fluency and reading comprehension in 15 minutes a day.

Program Author: Elfrieda H. Hiebert, Ph.D.

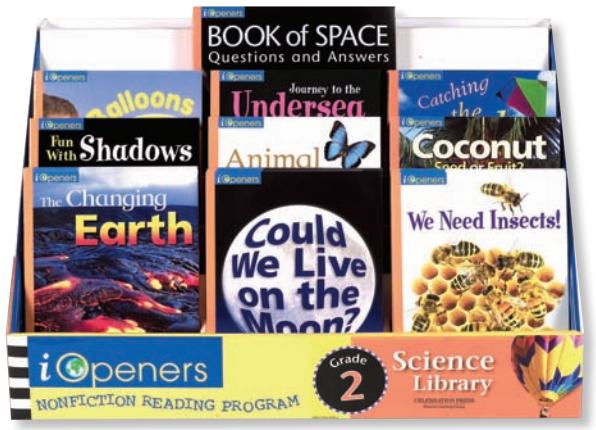
- Provides short, nonfiction texts on science and social studies topics
- Develops automaticity through use of high-frequency and easily decodable words
- Offers six levels of content for focused interventions

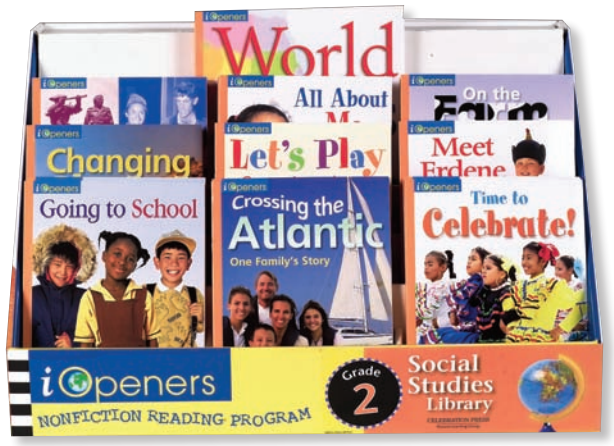
Ready Readers

Pre-K-3

Develop Foundational Skills proficiency and provide effective literacy development through this expertly leveled beginning literacy program—enhanced with a phonics and high-frequency word skills trace.

- Build independent readers by developing word study skills with opportunities for application of skills
- Engage young children with a variety of genres including fiction, nonfiction, and fantasy
- Lay the groundwork for college and career readiness by helping students acquire essential comprehension, fluency and vocabulary skills
- Maximize planning time with teaching plans that accompany each book





iOpeners

Grades K-6

Build comprehension of informational text. Equip students with the skills and strategies they need to comprehend nonfiction.

- Content-specific Classroom Libraries in the areas of Science, Social Studies, and Math
- High-interest content and captivating photography bring topics to life
- Big Books at early levels to engage young readers

About the Authors

Joetta Beaver and a group of primary teachers in Upper Arlington School District, Ohio, are the authors and the driving force behind the nationally acclaimed Developmental Reading Assessment®, Second Edition PLUS.

Joetta Beaver

Joetta Beaver earned her Bachelor of Science in Elementary Education and Master's Degree in Reading from The Ohio State University. An author, consultant, speaker and elementary teacher, Joetta has worked in education for more than 30 years. She is the primary author of *DRA2+* K-3 and co-author of *DRA2+* 4-8.

Mark Carter

Mark Carter received his Doctorate of Philosophy from The Ohio State University. Assessment has been the focus of much of his professional work and he has served as a coordinator of assessment for Upper Arlington Schools where he currently teaches fifth grade. Mark is the co-author of *DRA2+* 4-8.

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