

DRA2, K-3, Student Book Graph

DRA2 Stage	Grade	DRA2 Level	Name																					
Extending	Third Grade	40	Advanced																					
			Independent																					
			Instructional																					
		38	Advanced																					
	Independent																							
	Instructional																							
	34	Advanced																						
		Independent																						
		Instructional																						
	30	Advanced																						
		Independent																						
		Instructional																						
Transitional	Second Grade	28	Advanced																					
			Independent																					
			Instructional																					
		24	Advanced																					
	Independent																							
	Instructional																							
	20	Advanced																						
		Independent																						
		Instructional																						
	18	Advanced																						
		Independent																						
		Instructional																						
16	Advanced																							
	Independent																							
	Instructional																							
14	Advanced																							
	Independent																							
	Instructional																							
Early	First Grade	12	Advanced																					
			Independent																					
			Developing																					
		10	Advanced																					
	Independent																							
	Developing																							
	8	Advanced																						
		Independent																						
		Developing																						
	6	Advanced																						
		Independent																						
		Developing																						
4	Advanced																							
	Independent																							
	Developing																							
Emergent	Kindergarten	3	Independent																					
			Developing																					
		2	Independent																					
			Developing																					
1	Developing																							
A	Developing																							
				Grade	Kindergarten				First				Second				Third							
				Assessment Dates																				

Advanced: Total score for Oral Reading Fluency and Comprehension must be within the Advanced range on the Continuum.
Independent: Total score for Oral Reading Fluency and Comprehension must be at least within the Independent range on the Continuum.
Instructional: Total score for either Oral Reading Fluency or Comprehension is within the Instructional range on the Continuum.

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: 16

	EM	DEV	IND	
Number of Miscues	3 or more	2	1	0
Percent of Accuracy	81 or less	88	94	100

- If the student's number of miscues is 1 or less, continue the assessment with a Level 2 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.

Things That Go 1

DRA2 CONTINUUM	LEVEL 1			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 81% or less		2 88%		3 94%–100%
Score	3 4		5 6 7		8 9
Printed Language Concepts					
Directionality	1 No/little control of directionality on one line of text		2 Inconsistent control of directionality on one line of text		3 Controls directionality on one line of text
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

DRA2 CONTINUUM	LEVEL 6				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 95%–97%	4 99%–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	

Name/Date _____

Teacher/Grade _____

Level 18, Page 5

DRA2 CONTINUUM		LEVEL 18		TRANSITIONAL READER	
	INTERVENTION	INSTRUCTIONAL	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 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 44 WPM or less	2 45–54 WPM	3 55–85 WPM	4 86 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 Detail	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.

Name/Date _____

Teacher/Grade _____

DRA2 CONTINUUM		LEVEL 34			
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	EXTENDING READER	
				ADVANCED	
Reading Engagement					
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 Titles slightly below grade level; rather limited reading experiences	3 Titles within 2 genres or multiple books within a genre; generally on-grade-level texts	4 Titles across 3 or more genres; many on- and above-grade-level texts	
Self-Assessment/Goal Setting	1 No strengths and/or goals	2 General strength(s) and goal(s) related to the reading process	3 2 specific strengths and 2 specific goals related to the reading process	4 3 specific strengths and 3 specific goals that reflect a higher level of thinking	
Score	2 3	4 5	6 7	8	
2. 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 Mostly word-by-word	2 Short phrases most of the time; inappropriate pauses	3 Longer phrases most of the time; heeds most punctuation	4 Consistently longer, meaningful phrases; heeds all punctuation	
Rate	1 64 WPM or less	2 65–79 WPM	3 80–115 WPM	4 116 WPM or more	
Accuracy	1 94% or less	2 95%	3 96%–98%	4 99%–100%	
Score	4 5 6	7 8 9 10	11 12 13 14	15 16	
Comprehension					
Use of Text Features	1 Limited or no description of the characters	2 Partial description of the characters; general statements	3 Description of each character; includes at least 2 specific details	4 Description of each character; includes at least 3 specific details	
Prediction	1 Unrelated predictions or no response	2 At least 1 reasonable prediction related to the text	3 At least 2 reasonable predictions that go beyond the text read aloud	4 3 thoughtful predictions that go beyond the text read aloud	
Scaffolded Summary	1 1–2 events in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important characters/events; may include misinterpretations	3 Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end	4 Summary in own language; includes all important characters, events, and details from the beginning, middle, and end	
Scaffolded Summary: Vocabulary	1 General terms or labels; limited understanding of key words/concepts	2 Some language/vocabulary from the text; some understanding of key words/concepts	3 Most language/vocabulary from the text; basic understanding of most key words/concepts	4 All important language/vocabulary from the text; good understanding of key words/concepts	
Literal Comprehension	1 Incorrect response or no response	2 Partial response; may include misinterpretation	3 Accurate response	4 Accurate response with specific details	
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 Insignificant event; no reason for opinion or no response	2 Less significant event and/or a general reason for opinion	3 Significant event and a relevant reason for opinion	4 Significant event and reason 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.