

Fairview Elementary

*Developmental
Reading
Assessment
Guidelines*

Draft 9/25/07

Contents

- 1.1..... DRA Assessment Procedures and Guidelines
- 1.2.....DRA Assessment Management Procedures
- 1.3..... DRA Assessment as Guide for Instruction

1.1 DRA Assessment Procedures/Guidelines

The Developmental Reading Assessment (DRA) is being used as a formative assessment measure. REMEMBER the purpose of this assessment is to determine a student's *independent reading level* and identify student strengths and weaknesses as readers to guide instructional decision making.

The DRA will be administered in K-2 grades during the 2007-08 school year. The DRA will be administered in September, January and in May for 1st and 2nd grade to monitor your students' reading progress and serve as a guide to differentiate instruction as deemed necessary. Kindergarten will administer the DRA in May and may choose to administer the DRA in January for some students.

All K-2 teachers will administer the DRA to all of the students in their classroom. The classroom teacher will have the opportunity to collect the data and make observations of each student's reading behaviors. This will allow for better instructional decision making when planning the reading instruction for each student.

When doing the DRA you are finding the students oral reading accuracy, fluency rate and comprehension. All three criteria must be within the independent reading range on the scoring rubric sheet or the student is not reading independently at that level.

All teachers must code the oral reading running record using the same coding symbols to keep consistency, reliability and to allow any teacher to analyze the student's oral reading behaviors. This will allow for more effective instructional decision making for reading instruction.

DRA Benchmarks

	September	January	May
Kindergarten		1	3
1 st Grade	4-6	8-10	16-18
2 nd Grade	18-20	24	28

DRA Texts

Levels A-2	Kindergarten Levels
Levels 3-8	Preprimer Levels
Levels 10-12	Primer Levels
Levels 14-16	1 st grade levels
Levels 18-28	2 nd grade levels
Levels 30-34	3 rd Grade levels
Levels 40-44	4 th grade levels

Things to Remember:

* **Fluency-** Determining fluency rate begins at Level 14. You are finding the words read per minute (WPM) and determining if it falls in the average range.

* **Expository texts** are at Levels 16, 28, 38 and 40. A student must pass both the narrative and expository at this level in order to determine that to be their independent reading level.

* **At a Level 28** the assessment switches to doing a running record for the first few pages, then having students read silently, and then doing the **WRITTEN QUESTIONS AND WRITTEN RETELLING**. Be sure to read the guide sheets carefully and follow along to know what to do. To assist your comprehension rubric scoring of the written responses refer to page 88-119 for samples to assist you.

1.2 Management

*A white DRA folder will be kept for each student. All papers completed for each text read will be collected and kept inside the folder from K-2. Having all recorded sheets done with a student will allow another teacher to look back to gather data, analyze reading behaviors, and know which texts have been previously read by the student. This will help to not waste time trying to determine if a text had been previously read by the student.

*Data regarding DRA levels will be recorded on the front of the white folder and on the back with the book graph levels after each time the DRA is administered for each student.

*The rubric for Fluency, Accuracy and Comprehension needs to be completed for each text read.

*Be sure to write the students' name and the date the DRA was administered on each recording sheet each time and for each student.

*After completing the rubric go back to the front of the recording sheet and fill out the top for the Accuracy, Fluency, and Comprehension score in order to allow the next teacher to have a quick glance of the data.

1.3 DRA Assessment as Guide for Instruction

*Starting in January, each K-2 teacher will complete the Focus for Instruction card for each student. After completion of DRA's in January each teacher will analyze the data gathered to document areas of weakness to guide instruction and grouping. The Focus for Instruction card will be completed in September and January as a regular part of the DRA administration procedures.

Focus for Instruction

Name _____

Before Reading:

- | | |
|--------------------------|--|
| S | J |
| <input type="checkbox"/> | <input type="checkbox"/> Read the Title/Preview |
| <input type="checkbox"/> | <input type="checkbox"/> Look at the Pictures/Read the summary |
| <input type="checkbox"/> | <input type="checkbox"/> Identify Type of text |
| <input type="checkbox"/> | <input type="checkbox"/> Make Predictions |
| <input type="checkbox"/> | <input type="checkbox"/> Think about what you already know |
| <input type="checkbox"/> | <input type="checkbox"/> Ask questions |
| <input type="checkbox"/> | <input type="checkbox"/> Set Purpose for reading |

During Reading:

- | | |
|--------------------------|---|
| S | J |
| <input type="checkbox"/> | <input type="checkbox"/> Make Meaning |
| <input type="checkbox"/> | <input type="checkbox"/> Monitor Comprehension |
| <input type="checkbox"/> | <input type="checkbox"/> STOP! THINK! |
| <input type="checkbox"/> | <input type="checkbox"/> Draw Conclusions |
| <input type="checkbox"/> | <input type="checkbox"/> Infer Meaning |
| <input type="checkbox"/> | <input type="checkbox"/> Verify Predictions |
| <input type="checkbox"/> | <input type="checkbox"/> Generate New Predictions |
| <input type="checkbox"/> | <input type="checkbox"/> Build Vocabulary |
| <input type="checkbox"/> | <input type="checkbox"/> Ask Questions |
| <input type="checkbox"/> | <input type="checkbox"/> Make Connections |

After Reading:

- S J
- Retell
 - Use Character Names
 - Sequential
 - Important Details
 - Key Vocabulary
 - Use Graphic Organizer/Guide

After Reading:

- S J
- Literal Questions answers in the text
 - Inferential Questions put clues together
 - Personal Questions make personal connection
 - Identify story elements
 - Identify Main Idea/Details
 - Compare and Contrast
 - Cause and Effect
 - Character Analysis
 - Identify Author's Purpose/Style
 - Give Opinion
 - Reflect
 - Summarize

Oral Reading Fluency

- S J
- Read in Phrases
 - Reread familiar texts and poems
 - Use Appropriate Expression/Intonation
 - Choral Reading/Reader's theater
 - Heed Punctuation

Decoding/Word Attack

- S J
- Monitor using 1-1 correspondence
 - Use known words to figure out unknown
 - Problem solve using beginning sounds
 - Problem solve using picture cues
 - Problem solve using language structure
 - Build sight word/high frequency words
(towards automaticity)
 - Use word chunks & onset/rimes to sound out
 - Self-Correct and Reread

