COMBINED DRA2 Q&A’s

DRA2 Benchmark Books

Levels:

What DRA level do we start testing on?

We have a variety of resources to determine test starting points.

- Spring data
- Body of evidence found in literacy folder
- Correlation of Instructional Reading Levels in the Literacy Journey (Page 19)
- Running Records
- Kindergarten – start with a level A and follow the administration steps for reporting. ALL STUDENTS receive the level A DRA2 Benchmark Book. Initial Word Analysis tasks will be given to demonstrate Kindergarten Readiness Skills; they are tasks 1, 2, 3, 4, 6a, 6b.

Where do we stop?

Here is the best way to think of when to go down, continue on, or completely stop. You can visualize the DRA2 containing three gates of passage. They are governed by the notes on the assessment sheets.

Gate 1:

This is the shaded areas on the fluency charts. If you are in the shaded areas you stop and do not pass through that gate to the next part. The bullets below the chart provide additional guidance. (Reference shaded areas on Teacher Observation Guides at each DRA2 level)

Gate 2:

This is the Note on the bottom of the page prior to the continuum. The word note is in bold print and typically the very last line on the page. This note directly answers the question you are asking. It adapts to each level and is different for several levels. For levels 28+, you will notice that the note accepts total comprehension scores from instructional up.

Gate 3:

If you have passed the first two gates, you now need to use the Focus on Instruction Sheet as gate three. You need to find 3-5 teaching topics on the Focus for Instruction Sheet as a rule of thumb to stop at gate three and be done. If you have too many foci, the text is too hard and you should go down. If you are struggling to find foci, you should consider going up a level.

NOTE: For Kindergarten, levels A-3, the continuum works differently. You are to follow the administration directions accompanying the recording sheets. Within those levels, you are directed to go up to the next level or stop and record your oral reading (ORF) and Printed Language Concepts (COMP). You are never directed to go down a level. These levels are based heavily in Concepts About Print and are highly scaffolded.
If a teacher knows the student is competent in decoding and comprehension but not fluency, does he/she continue testing even if the student falls in the shaded area?

- No, if a student falls into the shaded area for WPM or Accuracy -STOP. Reassess with a lower level text. (Refer to fluency sections in the Teacher Guide K-3 on pages 8 & 140. Refer to fluency sections in the Teacher Guide 4-8 page 6).

- The departments of Special Education, Language, Culture and Equity, Planning and Assessment, and Literacy with the above statement for all students that are eligible for the DRA2 Assessment.

How can we feel comfortable letting go of students’ reading levels?

- Don’t let go of student reading levels – shift the emphasis/ importance of it – Focus first on the specific strengths and next steps of individual students & note the level in which they are instructional and independent. Teach the skills noted on the Continuum and Focus for Instruction Form, so the student develops independent use of skills and strategies to use with any level text, fiction and non-fiction.

If students are already reading above grade level, could you go one year above where they come in reading at rather than just one grade level ahead?

- No. For reporting our scores to CDE, we cannot report more than one grade level above the student’s current grade level.

- The Galileo Reading Assessment is available for teachers who want to test students beyond one grade level above their current grade level. If a student is scoring advanced in all areas of the continuum (ORF and COMP) in both fiction and non-fiction, contact Stephanie Spencer for more details about how to gain access to this assessment. This is currently available for second graders and above.

- Also, check for areas that the student is not advanced in to inform your instruction. Teacher Guide K-3 page 44 & Teacher Guide 4-8 page 40 States, “It is important that you make sure students are able to read/decode and comprehend both fiction and non-fiction texts on their present grade level before asking them to read an above-grade-level texts.

- It is important that before we take students to higher levels, we take them deeper with higher level thinking and work on writing responses to reading. In the words of Richard Allington, we want to develop thoughtful literacy in our students.

- Before going above your current grade level and into the next year’s levels targets, students should be showing advanced control over the current grade levels fiction and non-fiction skills.

- If you are at the last level allowed, double check to make sure that all areas are truly advanced. Advanced does not mean that the skill is at a talented and gifted level. It means that the student has strong mastery of that particular skill on that particular level of text. The skills difficulty will increase in future levels.

If you’re grey in WPM, but independent or advanced in accuracy can you move on?

- No - We must use consistent administration procedures within grades, across grades, and across schools throughout our district. We are adhering to the DRA administration procedures outlined in the Teacher Guides.

- Use the information gained from the assessment regarding WPM for instructional planning.
How does the DRA2 inform instruction for students scoring in the Independent range?

- Students who score in the Independent range in Comprehension and oral reading Accuracy and Rate will still benefit from further instruction. Examine the pattern of circled statements on the student’s Continuum to identify areas to instruct/scaffold (Intervention or Instructional scores), extend (Independent or Advanced scores), or reinforce (Independent or Advanced scores). See the Moving Into Instruction section of the K-3 or 4-8 Teacher Guides for specific instructional activities based on what students are “generally able to do” and what they “are learning to do.”

The two best questions to ask while evaluating students using the DRA2 are:

- **Have I learned anything new about this student from this assessment?**
- **Is there more teaching that needs to take place at this point?**

If the answer to either question is yes, the information to guide instruction has been obtained.

**Prompting:**

The script for “Can You Sing?” does not prompt the reader to turn the page – do we tell them to turn the pages?

- For consistency in administration and reporting, we will all need to follow the Teacher Observation Guide prompts as written.
- The level A continuum measures the concepts about print including page turning and book handling. Avoid automatically prompting for every student. Only prompt as a last resort and score the rubric appropriately.

Will we have a rule of thumb for prompting? When do we prompt?

- The only prompting to use during administration is listed on the Teacher Observation Guides. **No extra prompting is to be given.** Remember the teacher is a proctor of the assessment. The information gleaned from the assessment is used for instructional planning.

Is it okay to prompt the child and ask the child to reread with better expression?

- No. When a student is reading aloud during the assessment, it is not an instructional moment. The information gained from the student’s oral reading is intended to be a snapshot of the student’s skills at that point in time. The teacher should use the information gleaned from the assessment to guide instruction in the weeks to come.

Will there be a district standard of when, if ever, to use “Word Told by Teacher” during assessment?

- A teacher should use “Told” very sparingly. No more than 3 times within one passage. The Running Record is an assessment tool; it is not a time for instruction. The teacher’s role is passive, and the reader should be given at least five seconds – to eight seconds to think before the teacher gives him the word. If the child appeals for help, the teacher marks A above the word, and a T, if the teacher tells him/her the word. If the student appeals for help too often, the teacher may say "you try that" at first, and then tell the word if the student is unable to proceed. If the reader loses his sense of the story and gets mixed up, the teacher may say "Try that again," noting with TTA and putting brackets around the passage that is being repeated. The TTA response is counted as a single error, and the second reading, not the first, is counted.

Example: student is reading and stops at the word house **A-YTI – A House – T**
Can you prompt on prediction, reflection, or interpretation?

- You can only use the prompts and questions given on the Teacher Observation Guides. If the student requests the teacher to repeat the question, the teacher can repeat the question for the student by repeating the prompt on the Teacher Observation Guide.

Early/Emergent:

If a student does not achieve an independent score on an A "Can you Sing" in DRA2, then what do we record?

- Follow the directions in the manual. If the manual does not say to go up to a level one, record an A for all students that take the level A. Do not record an X. Also record the oral reading (under ORF) and the printed language concepts (under COMP). We are looking for growth in the concepts about print/printed language concepts and following the directions with the DRA2 Manual.

On the Early Reader Continuum there is a section stating that students should be selecting “just right” books. Should they really be self-selecting at this level?

- In the K-3 teacher guide, pg 70, starting at levels 4-24, book selection refers to the students’ ability to select appropriately leveled books for independent reading. Teachers want to ensure that students are reading & rereading independent texts. We need to be teaching students how to select appropriate independent texts however, each student should have a bag, box or bin of teacher selected independent texts – texts that provide the student with very little challenge so he/she can read them without any teacher support. This allows the student to practice what is being learned in instruction and incorporate their new reading strategies independently. There will be a very short time frame within the school day when students are reading “exploratory” books.

On the Early Reader Continuum “Sustained Reading” is evaluated. Does this mean actual reading or just “looking at books?”

- Sustained reading is actual reading. Starting at level 4 – 24, sustained reading refers to the student’s ability to read independently for a period of time. Teacher’s Guide page 70 describes sustained reading.

We teach our kindergarteners & 1st graders to do picture walks, why not allow them to use this tool until level 4?

- In DRA2 levels 1 through 16, the teacher is directed to have students picture walk or preview the book with specific teacher prompts appropriate for the different reading levels. Refer to research page 5 in K-3 Teachers Guide.

Students reading above grade level in Kindergarten may not need to point to each word. It seems they are being penalized for this in the DRA2.

- If students are reading above grade level in Kindergarten, they will not be reading the beginning levels A-3 where pointing is required. As in the CAP, it is important to note the child’s understandings of the concept of “word” at the earlier levels.

With our beginning readers, must they point to each word? Are we counting not-pointing as a miscue?

- Yes – Remember One-to-one correspondence is assessed only on levels A-3.

- If a student does not point, it is an indicator that she/he hasn’t reached one-to-one correspondence (finger-voice-print match) proficiency.
Writing:

Do you sit with the student while they are writing?

- Students begin completing writing prompts starting at level 28 (end of 2nd grade) – It is recommended to not sit with students while writing – a teacher can conduct a running record with another student while the student is writing. Remember, the teacher is the proctor of the DRA2.

- If a teacher is worried about the students’ writing skill, he or she can observe the student while writing to gain information about students’ writing development to plan for writing instruction.

How does a student’s writing ability affect the written comprehension piece for 40 & above? Will the writing piece bring down a student’s reading score?

- It may. It is not until level 28 that the student is required to write their answers. Through written responses teachers move beyond checking students’ short term memory of what was read. Students at an Extending Reader stage and beyond are analyzing, evaluating, and synthesizing information read. Allowing students to organize their thoughts in writing in a meaningful, logical order enables the student to clarify their understanding of what they have read. If a child has difficulty producing written communication-evidenced through his/her written responses on the DRA2, writing skill development needs to become a focus for literacy instruction.

In the DRA2, the summary appears to be more lengthy and thorough than what I understand summaries to be. Suggestions for instructing students?

- The summary pages in Levels 28-38 scaffold students’ summaries by including transitional words/phrases. Students determine important ideas and details and then use this scaffold to organize their thoughts. The written summary in DRA2 4-8 and the Bridge Pack gives students the opportunity to determine the important ideas and details and then synthesize this information into an organized and meaningful composition. This is a qualitatively different expectation than writing a brief summary statement that usually includes only a general overview of the text. There are graphic organizers in the DRA2 teacher guides to use with students so they can practice writing summaries (Teacher Guide K-3 pg. 84, Teacher Guide 4-8 See page 73). The elements of a summary as expected in the DRA2 align with CSAP summary expectations.

Miscellaneous:

Will some of the DRA2 titles be “open” so we can use them outside of literacy testing windows for progress monitoring?

- Teachers can refer to DRA2 Teacher Guide K-2 pages 37-39 or Teacher Guide 4-8 pages 13-20 for comparable titles at each level to use for instructional purposes. Teachers can choose to use Running Records with any text, Running Records with the GRL Benchmark Books, &/or the QRI for progress monitoring purposes anytime during the year.

- Literacy windows are now very long. You can give the next title to help acquire new teaching goals. The only protected titles are the set fall and spring target titles.

Are all teachers getting similar scores?

- The DRA2 is a reliable & valid assessment tool. The reliability & validity research conducted on the DRA2 is found on the Pearson Publishing Website. It illustrates the importance of teachers using the exemplars, talking & working with colleagues when evaluating, and making time to conduct periodic inter-rater reliability checks to ensure the accuracy of evaluations.
Are there any parts of DRA2 that can be omitted and still maintain the integrity of the test?

- No. The assessment was field-tested and revised based on the field-test feedback. One of the strengths of DRA2 is that a student reads the entire text as opposed to an excerpt. This helps the student construct meaning or comprehend across extended text (beginning, middle, and end). The student is able to respond with more depth because more information and context is provided. This task resembles real-life reading.

How can DRA2 help me meet the needs of students in special education?

- DRA2 can help to address students’ IEP goals and objectives. For example, the DRA Continuum can be immediately turned into measurable goals and objectives.
- The DRA2 will provide clear goals for working with fluency and support teachers with specific areas to develop more efficient processing of text in their students.

How do DRA2 levels correlate with the Fountas and Pinnell Guided Reading levels?

- DRA levels represent on-grade level texts and correspond with the range of Fountas and Pinnell Guided Reading levels in the on-grade level zone. In addition, observations of students’ oral reading, coupled with the information from the Continuum and Focus for Instruction, provide teachers with direction for instruction and/or guided reading.
- It is important to remember that the DRA level A is not the equivalent of a guided reading level A. It is CAP.

Reading Engagement:

For the Reading Engagement section, should we ask the questions related to home environments?

- Yes -This data provides teachers with information regarding the degree to which a student has opportunities to hear text, hear a variety of readers read text, and provides an indication of the numbers and types of books available to a child at home. Knowing this information should influence teachers’ decisions regarding the types of reading opportunities individual students will need to be provided.
- This section is not used to determine the reading level of the student. Students are not penalized.
- If you are giving multiple assessments in a short time span, the last reading engagement may fit the purpose.

For the reading engagement section, should we be listening for students to name specific titles?

- This expectation varies based on the students’ reading level. Check the rubric that matches the level being tested to see what responses are expected for reading engagement. Also, there are descriptors for independent and advanced responses to reading engagement questions in the Teachers Guide K-3 pg. 68-73; Teachers Guide 4-8 pg 61-64.

On some of the Continuums, under reading engagement, a child with a single parent might not receive a 3 because only one person reads to them at home. It doesn’t seem fair.

- Reading engagement does not factor into the overall score. In the Teacher Guide K-3, pg. 68, it explains that at levels A-3, the teacher asks this question of the student. This question is asked to help the teacher become aware of students’ literacy experiences. A student with “no response or is uncertain” would have a score of 1 in the emerging category or “names at least one person who reads with him or her” would have a score of 2 and be in the developing category. Again, this is to provide the teacher with information – From this information the teacher could choose to plan for a volunteer to read to this student regularly.
**Accommodations:** The accommodation information is now listed on the Literacy Website.

**What are the DRA2 accommodations for students with special needs?**

- For students with special needs on an IEP: The IEP dictates the accommodations appropriate for administering the DRA2.
- For all students: The accommodations allowed for DRA2 are identical to CSAP accommodations outlined by the Colorado Department of Education. (See attachment – 2nd to last page of this Q&A document) for the ‘Scribe” accommodation) and the full CDE document of accommodations on our BVSD Website (Employees-Curriculum & Instruction-Literacy-Assessments & Reporting-CSAP Accommodations).
- Extended time does not apply to the oral reading rate section of tests. That would not be an accommodation in this case; it would be a modification and invalidate what the test measures.

**English Language Learners:**

For English Language Learners how are mispronunciations evaluated?

- For English vocabulary or grammar structure, mark exactly what the child said and ask yourself if the miscue is a mispronunciation or did the student miscue because he/she does not know or understand the word or grammar structure used. For instance, an inflected ending such as ‘ed’ ‘stop-ped/stopped’ is not a mispronunciation, thus it is a miscue. This however is giving us more information about our ELLs and a greater focus for instruction since our students need to learn the English grammar structure.
- Words mispronounced due to a speech impediment or dialect should be coded but are not counted as errors.

Can I record a limited English speaker’s responses for the student rather than have the student write his or her answers in the Student Booklet?

- The first question to ask is: Is the student able to understand enough English to read and comprehend the text? If the answer is yes, then he or she should also be able to respond in writing. You may choose to take dictation if the student has an IEP or a 504 or similar plan that requires a scribe for writing.

**Retells:**

Can students refer to text for a retell?

- Students may not refer to the text for the prediction part of the assessment. For retelling fiction, the students may not refer to the text. For nonfiction, teachers may direct students to refer to parts of the text as prompted within the Teacher Observation Guides at each DRA2 text level.
- For a summary, students may choose, on their own without prompting, to revisit a text during the independent writing/response time.

Is there a DRA2 Word Analysis Subtest for grades 4-8?

- Word Analysis is not included in the 4-8 kit. If a teacher in the intermediate grades or middle school wants or needs to administer a word analysis task to learn more about a student’s early reading skills, use the Word Analysis Teacher Guide and Word Analysis Student Book from a K-3 kit. The K-3 kit also includes a Word Analysis training DVD.

Should the retelling expectations be the same for a first grader and a third grader at the same level text?
• Yes, a score of three on a continuum in the retell section for a 14 should carry the same expectation for a 1\textsuperscript{st}, 2\textsuperscript{nd}, or even a 3\textsuperscript{rd} grader.

Coding:

Clarify the coding and analysis when students skip a few lines.

• The DRA2 uses Marie Clay’s running record coding system.

• When a student looses his/her place & meaning breaks down, the teacher states, “Try That Again”, points to where the student is to start again, and continues to take the running record. The teacher brackets the section re-read. When evaluating, the teacher counts the entire section as one error.

Do we count a word error if a child misreads the word every time it is repeated in the text?

• Every error, except for the repetition of a proper noun (Raymond for Ramon), is counted each time.

Fluency:

Students on ILPs and some other students are not yet fluent readers. They are just starting to embed phonics patterns and using reading strategies. They do a lot of re-reading and self correcting as they read. Because of this, they are not able to read the passages within the timed limits. Since some of these kids will get extra time during CSAP, can I take the time limit away, and just use word accuracy as a measure for ceasing the test and reassessing at a lower level?

• No, see below for details.

• Remember that you are observing strategy use but we are seeking automaticity of those strategies at increasing levels.

• Joetta Beaver, the author of DRA2, strived to make the time ranges very generous. If students are truly struggling with fluency then that is a huge part of what their reading level is-you can't separate the two. To do so would provide the teacher with a less accurate DRA score and defeat the purpose of it.

• The technical manual found on the DRA2 website states:

• At Levels 14–80, Oral Reading Fluency describes the student’s oral reading behaviors in terms of Expression, Phrasing, Rate, and Accuracy. At Levels 4–12, Oral Reading Fluency is comprised of Phrasing, Monitoring/Self-Corrections, Problem-Solving Unknown Words, and Accuracy.

• For students on ILPs and not on ILPs – When students are not meeting the fluency rate marker, fluency would become the focus for instruction because low fluency is impacting the rate they are currently reading texts and the rate and fluency does/will impact the time it takes to complete independent work (school work & home work) and poor fluency will negatively impact students as they move into more sophisticated texts and more content area reading.

• I am not advocating for teaching kids to "speed read/race" through texts. That is not fluency.

• I am advocating for us to recognize fluency development as an important component of reading. Students must have time and opportunity to embed phonetic patterns and use reading strategies and should be re-reading and self correcting as they read -on appropriate, independent/instructional texts. By spending time monitoring students' skill development of incorporating and flexibly using strategies to cross check & self correct predictions as evidence by the re-reading & self correcting as they read; and by bringing those strategies to the students’ attention, we are creating proficient readers. Students need multiple opportunities at their independent and close to independent level to do all of this and should also expect us
to support their development of appropriate expression, phrasing, rate, and accuracy --which is all part of "fluency".

**How much weight should be placed on fluency?** There are many students who do not have fluency, yet their comprehension is high. The DRA will show that these children score low. How do we reconcile this?

- When students are just beginning to decode, they are less fluent because they are learning how to analyze and take words apart while constructing meaning. As students become more proficient in problem-solving unknown words, they become more fluent. In DRA2 it is recommended that students read at least 30 words per minute beginning with Level 14. Students do read at different rates. Fluency becomes a concern when a student reads so slowly that it is difficult to gain enough momentum to comprehend. Allington, as well as Fountas and Pinnell, cite sources that suggest by the end of first grade students should be reading approximately 60 words per minute. Fluency also impacts students’ perceptions of themselves as readers and the amount they are able to read at any given time.

- Students must receive explicit fluency instruction in appropriate text levels or they will find themselves in texts that are too high to develop fluency. This will ultimately compromise their ability to keep up with the increasing difficulty and volume of text required to succeed throughout their schooling.

**Word Analysis:**

**On the Record of Response reporting forms the words no/little control...some control... controls... are listed rather than numbers, how will we know which one to mark for sure?**

- These indicators may seem subjective but are not, they correlate with the numeric total score ranges listed on each task.

**Word Analysis Tasks 1-10 do not include letter sounds which is a high priority for kindergarten and up. These are the tasks that the teacher is directed to for levels A-3. Will we still continue to assess students on letter sounds before students reach level 4?**

- For spring reporting we will follow past years’ requirements using the Letter ID, Sound ID, and CAP. Starting in fall 2009, Kindergarten teachers will use the DRA2 Word Analysis Tasks as an initial assessment.

- Tasks 1-10 are also high priority tasks for kindergarten students. The designation of tasks 1-10 is a guideline for teachers. By the end of the Kindergarten school year, all exiting kindergarten students should have control over all tasks 1-10. If the students are doing well on these, continue on -follow the Word Analysis Guidelines indicated on each task which direct the teacher, based on student performance on each task, to continue to move to a higher numbered task or to stop.

**Assessment Windows:**

**For the spring assessment window, what will we report?**

- In May, teachers will report the Oral Reading Fluency score and Comprehension score along with the level where the teacher stopped assessing. A copy of the assessment, including a scored focus for instruction sheet, need to be placed into the Literacy Profile Folders for students on literacy plans.

- Kindergarteners will need to have data reported on Word Analysis tasks 1-10 by the end of the kindergarten school year along with their current reading level. The tasks should be progress monitored over the course of the school year and should control the initial ten tasks by the end of the year.
Management Techniques:

Levels 28-80:

Teachers can assess multiple students at the same time block because students meet with the teacher for 5-7 minutes then are sent off to finish the written portion – a teacher can pull another student for the 5-7 minute conference, send that student off & continue this process.

- Many teachers from other districts that I spoke with said that by using this procedure, they administer 3 assessments comfortably within one time block.
- Some of these teachers said they only do 3 per day and evaluate those 3 that day.
- A few of these teachers liked to complete more per day, but evaluated after a couple of days when they could lay out multiple student responses side by side to evaluate – they said, for them, the evaluation was easier because they could review & consider student responses on the same prompts as they compared responses to the exemplars.
- These teachers also said they met during planning times - during the day or their planning time before or after school - to lay out responses at the same text levels of both (or all three-depending on the number of teachers that wanted to team together to do this) of their classes, then they reviewed and discussed responses and how they would score the students – They really enjoyed doing this – a couple teachers shared that they would skim student responses & would separate them into general groupings before meeting together then collaboratively evaluate by these groupings and adjust thinking as needed, when they completed the continuum.

Levels A-3 -2 classrooms of 22 students each (44 total):

Administration of DRA2 Benchmark Books & DRA2 Word Analysis Tasks:

- 40 minutes a day (20 minutes a.m./20 minutes p.m.) – completes assessments within 22 days

Suggestions for Kindergarten Teachers:

- Get very familiar with the kit - have whole kit available to you at time of testing
- Read the books that your students will be assessed on
- Have copies for levels up to 8 with books in the folders in the green DRA2 kit
- Read and prepare materials for the Word Analysis
- Some teachers plan to use DRA2 assessment folders to temporarily house student assessments
- A couple of teachers said it was helpful to them to have a binder of masters of Teacher Observation and Student Booklets along with Word Analysis forms
- Teachers with 2 ½ day Kindergarten classes recommended trying to complete 1-3 students in the am and 1-3 students in the pm.
How much time per student (at various levels) does it take to administer & score? – On an average how much time is needed for analysis of data?

- An average of 20-40 minutes may be needed per student as teachers begin to learn about and use the DRA2 to evaluate students and for instructional planning. This time will decrease as teachers become more familiar with the administration and evaluation process and with the materials.

- Publishers of the DRA2 suggest assessing two children a day during a two to three week assessment window. It is suggested to begin with your students who are emerging, early, or struggling readers so that teachers have the needed information to plan instruction. Teachers could also choose to begin with the more competent readers. While students reading at Level 18 and above are reading silently, the teacher could begin another DRA2 conference or interact with other students. Remember, each time you administer the assessment you will become more comfortable with the procedures.

Who needs to be administered the DRA2 assessment?

- According to the Colorado Basic Literacy Act: Grades K-3 – All students will be administered the DRA2
  Grades 4-5 – All students on Literacy Plans or new students to the district will be administered the DRA2
  Because of the detailed information the DRA2 provides for instructional planning, teachers in the intermediate grades may opt to administer the DRA2 on most or all students – this is not required by state law.

  *See the Elementary Assessment Matrix for details

Options -Teacher guide pages & DVD to review for classroom management tips:

- Watch the DRA2 Training DVD Chapter 7 in the Welcome section titled Preparing for the Assessment
- Read Teacher Guide K-3 pages 40 – 42 Preparing for the Assessment & Classroom Management Tips
- Read Teacher Guide 4-8 pages 38-41 Preparing for the Assessment & Classroom Management Tips

Below are suggestions from BVSD classroom teachers, literacy interventionists, our district literacy team, Douglas County teachers and literacy coordinator, Denver Public teachers and literacy director, Jefferson County teachers and coaches, and DRA2 Publishers for management of time to administer the DRA2 Benchmark Books & DRA2 Word Analysis Tasks to evaluate students.

General Suggestions:

- Create a timeline for when you plan to administer and review the results of the DRA2

- Consider spreading the number of students you test each day --1 to 3 students a day

- Administer during the literacy block [readers'/writers workshop silent reading/writing time & independent/group work time]

- During the literacy block, pull students aside to administer the assessment. This requires frontloading to set the expectations for the other students. This is an opportunity to support students to take control of their learning and develop independence of using work and study skills.
• Between each assessment conference teachers can go around and check with students-rove around, then pull another student for the assessment conference.

• Make a green/red light traffic sign or other indicator so students know when you should not be interrupted

• For levels 28 and above, the written part of the assessment can be the students’ independent reading and writing work during the literacy block

• Prepare an area where you can sit next to the student to conduct the assessment conference and complete the record of oral reading. Have your materials, such as conventions card, pencils, clipboard or stopwatch close by.

• Have books and packets ready for the targeted titles and have packets a level above and a level below the target level close at hand along with the Teacher Observation Guide/Student Booklets to match the books

• For levels 28 & above, administer the reading survey to the whole class or in small groups at the beginning of the testing window

Support within Grade Levels:

• Teachers at the same grade level could blend classes to provide time for each other to administer and score the DRA2 -Grouping two classes together for a special literacy event enables a teacher to do several hours of administration or evaluation

• One teacher takes both classes: Work on collaborative activities such as author study projects, research in the library, literature circle discussions... Plan Math, Science, Social Studies exploration, extension, enrichment or independent work time

Support across Grade Levels:

• An upper grade teacher can blend with another class and then cover for a K-3 teacher.

• An upper grade teacher can buddy up with a primary class to provide the primary teacher to pull students individually

Involvement of Support Staff:

• Literacy support staff can conduct lessons with the students while the classroom teachers pulls students individually

• Literacy Interventionists – ESL Teachers – Special Education Teachers could use intervention times within the classroom to instruct/supervise students while teachers administer the assessment

• Note that there may be a need for some students on IEPs to be assessed by the Special Education Teacher or for some ELL students to be tested by ESL teachers

• Use Student Teachers (within cooperating teacher’s classroom and as a “substitute” teacher in other teachers’ classrooms)

• Student Teacher conducts whole group and small group lessons, and students complete independent work during the literacy block time while the teacher assesses and evaluates

• Consider ways Teachers of the Arts can be creatively involved
• Paraprofessionals are **not** to administer the DRA2 Benchmark Books or DRA2 Word Analysis tasks

**Analysis/Evaluation Suggestions:**

• Use planning time to complete the continuum, focus for instruction sheet, and class profile, which can be used immediately to plan lessons.

• Group DRA2 titles to score (for primary teachers that may have a number of different levels to administer and score)

• Read the books prior to evaluating students (the record of oral reading is only ¼ of the text – the student responses refer to the entire text)

• Score the Oral Reading Fluency (ORF) immediately while you still have it fresh instead of trying to remember at a later time or after conducting assessment conferences with numerous students

• Use the student response exemplars (Teacher Guide K-3 page 68, Teacher Guide 4-8 page 61)

• Have your teacher guide and all DRA2 Q&As close at hand to use as references

**Other:**

• Before, during, and after the DRA2 testing window, teachers can have students use the graphic organizers with any books – not DRA2 Benchmark Books -to support students to understand the writing structure of the assessment and as an instructional learning tool, Teacher Guide 4-8, pages 126-133, Teacher Guide 130-139.

• Knowing this assessment and our students helps to predict which level to start with, which will expedite the amount of time that the assessment will take. As we continue to administer the DRA2 Benchmark Books Assessment & DRA2 Word Analysis

• Tasks we will get better at choosing the appropriate DRA2 starting level which will decrease the amount of time needed to complete the assessment and we will increase our confidence levels in administration of DRA2 and the evaluation of students.
**Charts**

This chart & information below may support you in creating your DRA2 assessment & student evaluation timeline

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Child reads entire text • Teacher takes record of oral reading • Child retells and answers comprehension questions orally • Student leaves conference area - Teacher completes ORF continuum section • Teacher could complete rest of the evaluation now or save for later</td>
<td>• Child read a few pages • Teacher takes record of oral reading • Teacher completes ORF continuum section <strong>Independent Work:</strong> • Child reads the rest of the text <strong>Assessment Conference:</strong> • Child returns to retell &amp; orally share responses for comprehension section • Teacher records responses</td>
<td>• Child read a few pages • Teacher takes record of oral reading • Teacher asks prediction questions • Teacher records responses • Student leaves conference area - Teacher completes ORF continuum section <strong>Independent Work:</strong> • Child reads rest of text &amp; writes responses for comprehension section, then turns in assessment</td>
<td>• Child read a few pages • Teacher takes record of oral reading • Student leaves conference area - Teacher completes ORF continuum section <strong>Independent Work:</strong> • Child completes prediction page without book • Child reads rest of text &amp; writes responses for comprehension section, then turns in assessment</td>
</tr>
</tbody>
</table>

**Level A Assessment conference:** • Teacher asks Reading Engagement questions & records responses • Teacher & student read entire text while teacher record of oral reading and print language concepts • Teacher completes the continuum Reading Engagement, Oral Reading and Printed Language Concepts • Teacher administers DRA2 Word Analysis task or completes it at another time **Levels 1-3 Assessment conference:** • Child previews the book then child points to the words and reads the story • Teacher takes record of oral reading and notes use of print language concepts • (Level 2-3) Child identifies letters and letter sounds • Teacher completes continuum

- Teacher administers DRA2 Word Analysis task or completes it at another time

**Chart Below:**

- “Time on Task” – one to one assessment conference times per student & student work time
- “Analysis Time” – evaluation time per student as described by the publishers of the DRA2

**Time on Task**

<table>
<thead>
<tr>
<th>Level</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>A-3</td>
<td>7-10 minutes</td>
</tr>
<tr>
<td>4-24</td>
<td>10-12 minutes</td>
</tr>
<tr>
<td>25 higher</td>
<td>5-7 minutes</td>
</tr>
<tr>
<td></td>
<td>15 minutes whole class</td>
</tr>
<tr>
<td></td>
<td>35-40 working on their own</td>
</tr>
</tbody>
</table>

**Analysis/Evaluation Time:** 5-12 minutes teacher time