



## 4–8: Conducting the Assessment

### Introduction

This guide reviews the process of conducting the Assessment Conference for Grades 4–8. For information on Grades K–3, please view the guide K–3: Conducting the Assessment.

This guide discusses standard practices used to help select leveled texts for the assessment. It also reviews the steps in the process for recording the students’ responses and behaviors during the assessment. Student responses and behaviors are assessed in the areas of Reading Engagement, Oral Reading Fluency, and Comprehension.

### Select Leveled Texts

There are various resources available to help select leveled texts for students. The Leveled Texts table can help with understanding the relationship between DRA®2 Levels and Guided Reading Levels. It can assist in preparing to select appropriate text levels for students.

DRA2 Leveled Texts			
Grade Level	DRA Level	DRA2 Text	Guided Reading Level
Grade 4	40	All the Way Under Journey to Freedom The Amazing D-Chips® A Pack of Wolves®	G-F
Grade 5	50	Cry Foul Friends in America Storm Chasers® Light! Camera! Action! Flowermaker Alpine Runners®	S-W
Grade 6	60	Froggy and Princess Miss Fink Linda Greenlee: A Sewing/Quilting Book Captain® One Brave Heart: Triathlete Rudy Garcia-Tobón®	V-Y
Grade 7	70	Alaska Major Lena Mount Washington® Warts and Chills: Kiefer Counter Madness®	Z
Grade 8	80	The Missing Link Ejzer and the Great Big Tree Duel of the Dinosaurs! Hunters® Turkey: South of an Island®	Z
Bridge Text for Struggling Readers			
	20	Hero	H-M
	24	What Carlos Wants	
	28	Energy from the Sun!	
	32	Incredible Journeys: Animal Migration®	
	36	The Blowers	L-P
	34	The Flood	
	38	America Eaters: The Worms! Who Wanted to Fly? The Navajo Way®	

\*Nonfiction titles

There is also a helpful chart that gives an overview of the different DRA2 conference formats. This information is found on the laminated Assessment Procedures Overview Card that comes with the DRA2 kit.

It is also important to determine if students will be assessed using fiction or nonfiction Benchmark Assessment Books. Typically, teachers assess students using a fiction text in the fall and a nonfiction text in the spring. This is based upon what the school district requires and personal preference.

There are standard practices to follow to help select an appropriate text level for the assessment.

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**Existing Students**

When testing existing DRA2 students that performed at an Independent level on their last assessment, select appropriate texts based on their current reading level. There is also a handy list of comparable books in the Teacher Guide that helps determine a text level.

DRA2 Leveled Texts		Comparable Titles
A	<i>Can You Sing?</i>	<i>Oops!</i> (Little Celebrations/Pearson Learning Group)
1	<i>Things That Go</i> <i>What Is Red?</i>	<i>The Bath</i> (Ready Readers/Pearson Learning Group) <i>My Book</i> (Maris/Viking) <i>Two</i> (Little Celebrations/Pearson Learning Group)
2	<i>I Can See</i> <i>Bath Time</i>	<i>Have You Seen My Cat?</i> (Carle/Putnam) <i>Have You Seen My Duckling?</i> (Tafari/Greenwillow)
3	<i>The "I Like" Game</i> <i>Look at Me</i>	<i>An Elephant's Trunk</i> (Little Celebrations/Pearson Learning) <i>Potatoes on Tuesday</i> (Little Celebrations/Pearson Learning)

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**New Students**

If the assessment is given for the first time at either the middle or end of the school year, use information obtained from students' previous school or knowledge of their performance in individual reading conferences or in guided reading groups to help select a text. It is also possible to test new students at the current level of classroom instruction. The level of the classroom instruction serves as a benchmark in determining the new students' independent reading level. Use the comparable book list in the Teacher Guide to help narrow down the possible range of texts.

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**Record Responses and Behaviors**

The steps of the DRA2 assessment are consistent and clearly defined. During the assessment, ask students to complete various tasks based on their reading levels. Record students' responses and behaviors in the areas of Reading Engagement, Oral Reading Fluency, and Comprehension.

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**Reading Engagement**

First, have students complete the Student Reading Survey prior to the assessment conference. They can use their reading logs to help recall what they read during the last couple of months.

This part of the assessment can be administered individually, in small groups, or as a whole class. Most students take about ten to fifteen minutes to complete this task.

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**Oral Reading Fluency**

Next, evaluate Oral Reading Fluency. This segment includes the Introduction and the Record of Oral Reading.

Remember to review the Record of Oral Reading Guidelines to help identify and record each student's reading behaviors. The following is a detailed review of each segment of Oral Reading Fluency.

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**Introduction**

The first part of the assessment is the Introduction. Read the prompt from the Teacher Observation Guide aloud.

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**Record of Oral Reading**

Next, complete the Record of Oral Reading. As students read the designated passage from the Benchmark Assessment Book, time their oral reading rate and take the Record of Oral Reading. Note all

miscues, self-corrections, phrasing, and expression as the students read aloud.

As soon as the students finish reading orally, count the number of miscues that are not self-corrected. Then, circle the appropriate box on the Oral Reading Percent of Accuracy chart.

Stop the assessment if the results of the Record of Oral Reading show that the student's percent of accuracy or Words Per Minute fall in the Intervention or Instructional category. In this situation, the student would be reassessed with a lower-level text at another time. However, if the student scores within the Independent range of accuracy, continue with the rest of the assessment.

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**Comprehension** This phase of the assessment evaluates students' abilities to independently read and demonstrate their understanding of a complete text through their writing.

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**Prediction** First, have the students write their predictions on the first page of the corresponding Student Booklet. If necessary, read the prompts in the Student Booklet and write students' responses. Remind the students that they are not allowed to use their text to answer the questions if they are being assessed using a fiction book.

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**Read and Respond** Read the prompt in the Teacher Observation Guide. This gives students specific instructions about what to do next in the assessment. Tell them to read their complete Benchmark Assessment Book independently, write a summary of what they read, and then answer the remaining questions in the Student Booklet.

If students have questions, clarify the assignment; just remember not to provide specific information or examples to the students about the text they are reading.

Also, remember that if students' overall Comprehension score is within the Intervention level, they'll need to be reassessed with a lower-level text at another time.

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**Review** This guide discussed standard practices that help in selecting leveled texts for assessing students in Reading Engagement, Oral Reading Fluency, and Comprehension. It also reviewed the process of recording the students' responses and behaviors during the administration of the assessment.

