



K-3: Conducting the Assessment

Introduction

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

This guide discusses standard practices that help teachers select leveled texts for the assessment. It also reviews the steps in the process of 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

First, look at the leveled texts reference that can help with understanding the relationship between DRA®2 Levels and Guided Reading Levels.

DRA2 Leveled Texts

Grade Level	DRA Level	DRA2 Text	Guided Reading Level
Kindergarten	A	Can You Sing?	A
	1	Things That Go What to Read?	A
	2	I Can See Both Sides	B
Pre-Primer	3	The "I Like" Game	B
	4	Look at Me Get Your Umbrella	C
	5	Where is My Hat? Time to Play	D
Primer	6	Who Are We (Singing?)	D
	7	Duke The Lost Book	E
	8	Grandma's Surprise Shoe Boxes	F
1st Grade	9	Adam's Wish	G
	10	Robert's New Friend A New School	H
	11	The Wagon Animal Homes*	I
2nd Grade	12	Baby Bats*	I
	13	Chip to the Rescue Monkey's Stopping Stones	J
	14	Game Day A Giant in the Forest	J
3rd Grade	15	Green Freddie Turtle's Big Race	K
	16	That's a Story The Wonderful Day	L
	17	Animals Can Help* From Friends to Frenemies*	M
4th Grade	18	Missing Breakers You Don't Look Beautiful to Me	N
	19	King Midas Tiger's Whirlwind Day	O
	20	The Mystery at Mr. House Sylvester's Discovery	O
5th Grade	21	Mae Jemison: Shooting for the Stars	P
	22	Slamkin's Sailing: A Real Hero* A Trip Through Time	P
	23	Trouble at Beaver Pond A Pack of Wolves*	Q
6th Grade	24	The Amazing Cheques* All the Way Under	Q
	25	A Journey to Freedom	Q
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This information is helpful in preparing to select appropriate text levels for students. There is also a helpful chart in the Teacher Guide that provides an overview of the different DRA2 conference formats. This chart is found in the section labeled Assessment Guidelines or on the laminated Assessment Procedure Overview Card that comes with the kit.

It is also important to determine whether to assess students using the 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.

Existing Students

For 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 help 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)

New Students

To assess new DRA2 students at the beginning of the school year, use the locator guide in the Teacher Guide to help make the appropriate text selections.

Student's Current Grade	If the student's level of reading performance was ...	Select a text from the following <i>DRA2</i> Level(s) at the beginning of the year
Kindergarten	not applicable	Optional for teacher
First Grade	on grade level in kindergarten below grade level in kindergarten above grade level in kindergarten	3-4 A-2 8-14
Second Grade	on grade level in 1st grade below grade level in 1st grade above grade level in 1st grade	16-18 10-14 28*-34
Third Grade	on grade level in 2nd grade below grade level in 2nd grade above grade level in 2nd grade	28-30 18-24 34-38*

Notice how the guide suggests which DRA2 text levels to choose based on the students' current grade and the previous year's level of reading performance.

To give the assessment 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 classroom instruction serves as a benchmark in determining the new students' independent reading levels. Use the comparable book list in the Teacher Guide to help narrow down the possible range of texts.

Record Students' 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.

Reading Engagement

In Reading Engagement for Levels A-24, jot down the students' responses to each of the preference questions on the Teacher Observation Guide.

For Levels 28–38, students can either dictate their responses or complete the Student Reading Survey independently prior to the assessment.

Oral Reading Fluency

Next, evaluate Oral Reading Fluency. Depending on the level assessed, this segment includes Introduction or Introduction and Preview and the Record of Oral Reading.

Remember to review the Record of Oral Reading Guidelines to help identify and record each student’s reading behavior. The following is a detailed look at each segment of Oral Reading Fluency in more detail.

Introduction and Preview

In Levels A–16, the first part of the assessment is labeled as both Introduction and Preview. Read the prompt verbatim from the Teacher Observation Guide. Then, have students look at the pictures and tell what’s happening in the story. For Levels 1–3, if the students are unable to name half the items pictured in the text, decide whether to continue with the assessment.

For Levels 4–16, also note the students’ use of connecting words such as *and*, *then*, and *but* as well as other vocabulary that is relevant to the text. Use general prompts such as *Now what is happening?* or *Turn the page*. Just remember not to ask the students specific questions during this part of the assessment. Also, write down the number of times each student was prompted. This data is used later to evaluate the students’ oral reading behaviors.

In Levels 18–40, this section is labeled as Introduction only. In these higher-level texts, read the prompts to introduce the story and give the students specific instructions in order to conduct the Record of Oral Reading. These instructions include the specific pages they will read and where to stop in the text.

Record of Oral Reading

Next, complete the Record of Oral Reading. For Levels A–40, record students’ reading behaviors such as miscues, rereading, substitutions, sounding out, and self-corrections on the Record of Oral Reading.

For Levels 14–40, time the students’ oral reading and note the students’ oral reading behaviors and fluency. When the students finish, record their time in minutes and seconds.

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.

If students’ scores fall below the Independent level in the shaded areas for either words-per-minute or accuracy, stop the assessment immediately. Then assign a lower-level text and readminister the assessment.

Comprehension—Prediction

Students’ comprehension skills will be assessed both in regards to Oral and Written Predictions. They are not assessed in this category until they reach Level 18.

Oral Predictions	<p>For Levels 18–24, note and count the number of possible events or actions that students predict. For students at Levels 28–38, read the questions and prompts from the first page of the Student Booklet. Then, record the students’ responses on the same page. Remember not to give students additional prompts during the assessment.</p> <p>Also, remind the students that they are not allowed to use their text to answer the questions if they are responding to fiction Prediction prompts.</p>
Written Predictions	<p>Only students who are in Level 40 will complete the section Written Predictions in their Student Booklets. Read aloud the questions and prompts on the Prediction page before they complete it on their own, but do not give additional help to complete it. The students cannot use their assessment books to complete this section.</p>
Comprehension—Oral and Written	<p>To obtain an accurate assessment of a student’s independent text level, it is important to take an oral record of reading and to assess their oral and written responses. Often, students can read a text with a high rate of accuracy and fluency and they appear to be proficient readers. The oral or written responses will help to confirm what they understood and recalled about the text.</p>
Oral Retelling	<p>For Levels 4–24, as students retell, record the information included in the Story Overview on the Teacher Observation Guide. Underline and record information included in the students’ retelling on the form.</p> <p>If students’ retelling is limited, use one or more prompts, such as <i>Tell me more</i>, and <i>How did the story end?</i> Keep prompting students until they have shared all they can remember from their text.</p> <p>Place a checkmark by the prompt each time it is used. The students do not need to use the exact words to underline the statement. When students complete this part of the assessment, tally the number of times they needed prompting on the Teacher Observation Guide.</p>
Oral Responses	<p>For Levels 4–24, record students’ oral responses to questions and prompts in Interpretation, Reflection, Using Nonfiction Text Features, and/or Making Connections in the Teacher Observation Guide.</p>
Written Summary and Responses	<p>For Extending and Intermediate Readers in Levels 28–40, read aloud the questions and prompts in the Student Booklet before they begin. The students complete this section of the assessment on their own.</p>
Review	<p>This guide discussed standard practices that help when 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.</p>