DEVELOPMENTAL READING ASSESSMENT, 2ND EDITION (DRA2)

Assessments Providing a Complete Picture of Student Achievement to Inform Instruction and Encourage Learning

Continuous Classroom Assessment

Periodic Common Benchmark Assessment

Annual State Accountability and Assessment

Frequently Asked Questions
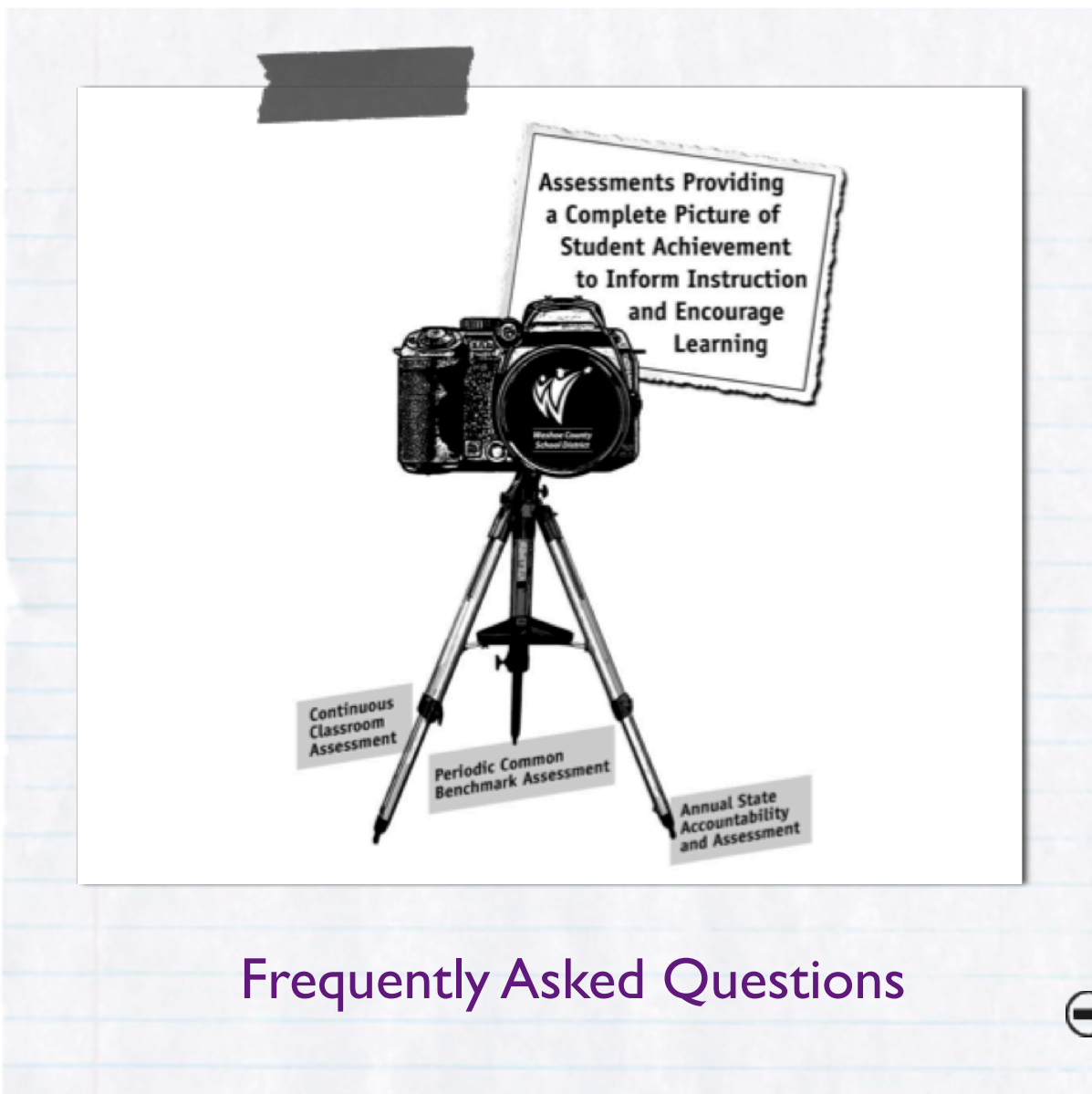
WHAT IS THE DRA2? The research-based and validated Developmental Reading Assessment helps teachers pinpoint students' strengths and abilities as readers in a quick, one-on-one conference.

HOW OFTEN ARE STUDENTS ASSESSED? Students are assessed from 2-4 times per year depending on their grade level.

WHAT DO TEACHERS DO WITH THE ASSESSMENT INFORMATION? Teachers use the assessment information to intervene or enrich in the student's greatest areas of reading strengths or weaknesses.

Lexington Pathway and Response to Intervention

On Pathway

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The "On Pathway" category helps teachers identify students who are moving beyond proficiency on the DRA2 toward college and/or career readiness.

On Pathway
(Student is on the pathway for college and/or career readiness.)

Grade Level	2013-2014		Present Year	
	Winter/Mid-Year	Spring/End-of-Year	Winter/Mid-Year	Spring/End-of-Year
K	Level 1 or above	Level 3 or above	Level 2 or above	Level 4 or above
1	Level 12 or above	Level 16 or above	Level 12 or above	Level 18 or above
2	Level 24 or above	Level 28 or above	Level 24 or above	Level 30 or above
3	Level 34 or above	Level 38 or above	Level 34 or above	Level 40 or above
4	Level 40 or above	Level 50 or above	Level 40 or above	Level 50 or above

Tier 2 Targets

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The term "Possible Tier 2" is intended to be used to identify students who may be in need of Tier 2 intervention.

Students whose scores emerge in the "off pathway" and "not at risk for Tier 2" categories may be best supported through the differentiation of core instruction (Tier 1).
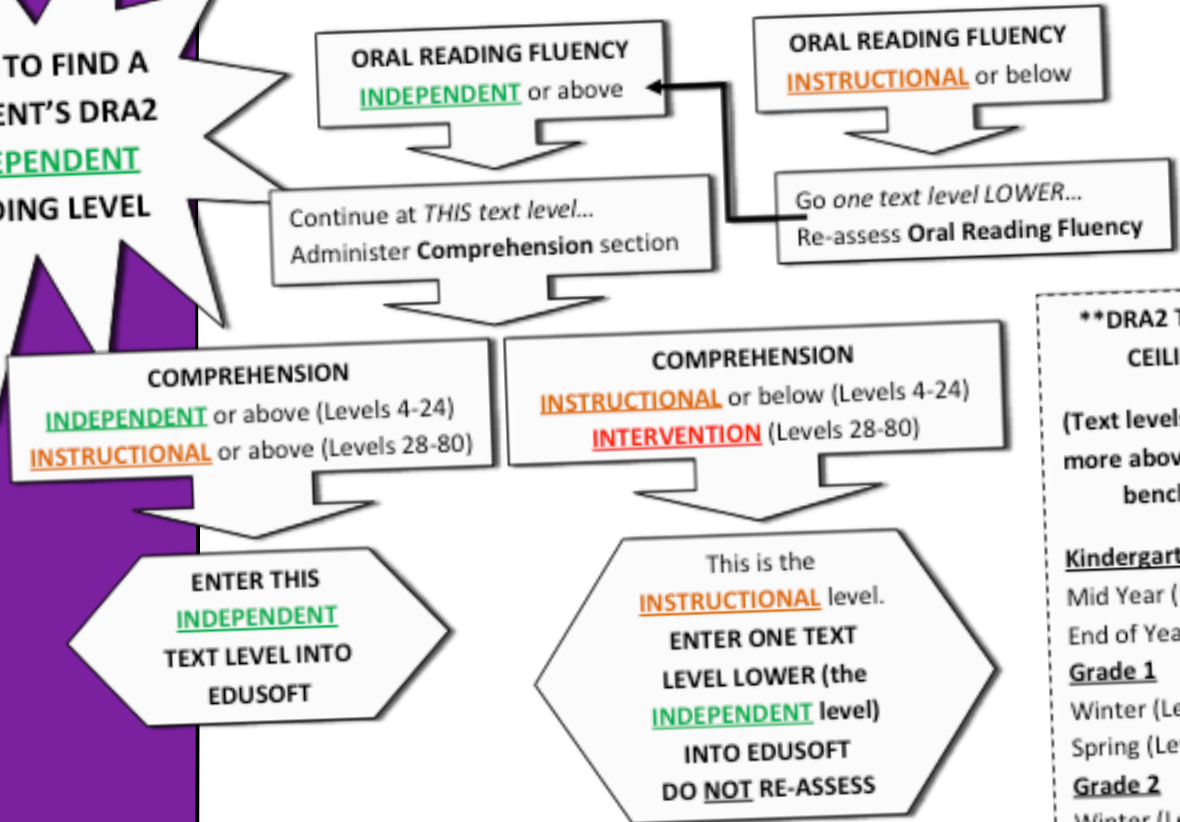
Possible Tier 2

Grade Level	Possible Tier 2 (Student **may** be in need of Tier 2 intervention. The site teacher will use a progressive model and multiple data points for making decisions to support the learner.)	
	Winter/Mid-Year	Spring/End-of-Year
K	-	Level 1 or below
1	Level 6 or below	Level 12 or below
2	Level 16 or below	Level 20 or below
3	Level 24 or below	Level 30 or below
4	Level 34 or below	Level 40 or below

How to Find a Student's DRA2 Independent Reading Level

HOW TO FIND A STUDENT'S DRA2 INDEPENDENT READING LEVEL

ORAL READING FLUENCY
INDEPENDENT or above

ORAL READING FLUENCY
INSTRUCTIONAL or below

Continue at *THIS text level...*
Administer **Comprehension** section

Go *one text level LOWER...*
Re-assess **Oral Reading Fluency**

COMPREHENSION
INDEPENDENT or above (Levels 4-24)
INSTRUCTIONAL or above (Levels 28-80)

COMPREHENSION
INSTRUCTIONAL or below (Levels 4-24)
INTERVENTION (Levels 28-80)

ENTER THIS INDEPENDENT TEXT LEVEL INTO EDUSOFT

This is the INSTRUCTIONAL level.
ENTER ONE TEXT LEVEL LOWER (the INDEPENDENT level) INTO EDUSOFT DO NOT RE-ASSESS

DRA2 TEXT LEVEL CEILINGS

(Text levels one year or more above grade level benchmarks)

Kindergarten
Mid Year (Level 12)
End of Year (Level 16)

Grade 1
Winter (Level 24)
Spring (Level 28)

Grade 2
Winter (Level 34)
Spring (Level 38)

Grade 3
Winter (40)
Spring (50)

The author and publisher recommend ceiling levels for the DRA2 (shown on the right).
EXCEPTION: **Only** if students receive the **highest possible score** (i.e. all 4's) in **BOTH** Oral Reading Fluency <u>and</u> Comprehension may they **exceed** the recommended ceiling level for a particular grade level.

Questions & Answers

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WHAT IS THE DRA2?

Lexington Local Schools has adopted the Developmental Reading Assessment, Second Edition (DRA2) as the official, mandatory informal reading assessment in grades K-4 starting the 2013-2014 school year. The DRA2 is a teacher-administered, standardized assessment. The teacher uses a series of passages of increasing difficulty to observe and record a student's oral reading behaviors and strategies. The DRA2 provides the teacher with information that helps determine each student's independent reading level and identify areas of confusion and weakness.

WHAT IS THE PURPOSE OF ADMINISTERING THE DRA2?

The main purpose of the DRA2 is to enable teachers to systematically observe, record and evaluate change in student reading performance and to plan for and teach what each student needs to learn next. The DRA2 provides teachers an opportunity to observe their students' reading behaviors. When used properly, DRA2 data should confirm the results of ongoing formative assessment processes and provide valuable information for instructional planning. The data and information gathered enable the teacher to:

•Determine the level at which a student is able to read independently.

•Diagnose each student's instructional needs and plan for intervention or enrichment as needed.

•Group students effectively to provide appropriate reading instruction and opportunities to practice reading skills and strategies at their level.

•Document changes over time in reading performance by monitoring students' ability to use a variety of skills and strategies.

•Identify students who may be off the pathway of college/career readiness or in need of problem solving for Tier 2 intervention.

WHAT DRA2 MATERIALS DOES LEXINGTON LOCAL SCHOOLS PROVIDE?

Lexington Local Schools purchased a combination of K-3 and 4-8 DRA2 kits. K-3 kits include text levels A-40, and 4-8 kits include text levels 20-80. The K-3 kits are intended to be used for the most parts in grades K-3. However, K-3 teachers may want to use the 4-8 kits to assess students who are reading at a grade 4 or higher. Likewise, a K-3 kit may be used by grade 4 teachers to assess students who are reading below level.

Each DRA2 kit includes the following components:

•Teacher Guide

•Blackline Masters

•Blackline Master CD

•Benchmark Assessment Books

•Assessment Procedures Overview Card

•DRA2 Clipboard

•Training DVD

•DRA Word Analysis Teacher Guide (in K-3 kit only)DRA Word Analysis Student Book (in K-3 kit only)

•DRA Word Analysis Training CD (In K-3 kit only)

•DRA2 Organizer Box

•46 Hanging File Folders

TO WHOM AND WHEN SHOULD THE DRA2 BE ADMINISTERED AS REQUIRED BY LEXINGTON?

The assessment will be given in the following months:

•**Kindergarten-** September (Words Analysis), January, and May

•**1st Grade-** September, January, and May

•**2nd Grade-** September, January (At Risk Students Only), and May

•**3rd Grade-** September, January (At Risk Students Only), and May

•**4th Grade-** September, January (At Risk Students Only), and May

IN THE FALL, WHAT DATA IS USED TO INFORM LITERACY INSTRUCTION?

Grades 1-4 teachers may use end of the year DRA2, Gates, or OAA data to inform instructional practices. Kindergarten teachers use KRA data to inform inform instructional practices. Teachers may want to administer the DRA2 to students earlier than scheduled, especially to those students who are new to the Lexington Local School District.

HOW IS THE DRA2 ADMINISTERED?

The DRA2 is a standardized assessment administered using the methods outlined in the DRA2 Teacher Guide.

Questions & Answers

HOW IS THE DRA2 ADMINISTERED CONTINUED?

The classroom teacher or the option of the DRA team are responsible for the administration of the DRA2 as directed by the schedule. Instructions on administering the DRA2 can be found in the DRA2 Teacher Guide and Blackline Masters.

LEX Teachers are required to administer the following DRA2 sections (see DRA2 Blackline Masters):

• Oral Reading Fluency

• Comprehension

• Teacher Analysis (i.e.-Oral Reading and DRA2 Continuum)

The district recommends that teachers use the DRA2 Continuum features they identified as "Intervention/Emerging" or "Instructional/Developing" as a guide to help them select 3 to 5 learning/ teaching activities on the DRA2 Focus for Instruction page. Instructions for using these resources can be found in the DRA2 Teacher Guide.

IS THE READING ENGAGEMENT SECTION REQUIRED?

Teachers are encouraged to complete the Reading Engagement section of the DRA2, so they can develop a rapport with the student through active listening and interaction.

IS THE WORD ANALYSIS ASSESSMENT REQUIRED?

Grades K-3 are encouraged to complete the Word Analysis Assessment to keep for their records. This assessment is only included in the DRA2 K-3 kit.

HOW LONG SHOULD THE ADMINISTRATION OF EACH TEST TAKE?

Since LEX teachers are experienced in administering informal reading inventories, they will find that the administration of the DRA2 will take time depending on the level and the needs of the student. Within Level 28 and higher, students may need about 30 minutes on their own to complete the written response section. Although instructional time is limited, the information about the student literacy development gathered from the DRA2 is well worth the time.

WHAT DOES OFF PATHWAY INDICATE?

The off pathway category helps teachers identify students who are off the LEX pathway for college and/or career readiness. The off pathway category does not indicate failure but rather the risk of failing to read on pathway by the end of their current grade level.

WHAT DOES ON PATHWAY INDICATE?

The on pathway category helps teachers identify students who are moving beyond proficiency and towards college and/or career readiness. A student who appears in this category in terms of reading level and emerges in the advanced stages in Oral Reading Fluency or Comprehension may benefit from enrichment within the classroom. In determining whether enrichment, intervention, or differentiation is needed for core instruction, the Teacher Base Team (TBT) will use the Response to Intervention model and multiple data points for making this decision and to support the learner.

IF A STUDENT RECEIVES AN OVERALL SCORE IN THE INSTRUCTIONAL BAND FOR COMPREHENSION, IS THE STUDENT RE-ASSESSED AT A LOWER LEVEL?

If a student's score emerge in the Intervention or Instructional band for comprehension, the teacher assumes that the student's independent reading level is one level lower (Exception: In levels 28 and higher, the Instructional band for comprehension is satisfactory). The teacher will circle the lower text level without re-assessing. For example, if a student's oral reading fluency score emerges in the Independent band and the comprehension score emerges in the Instructional or Intervention band at text 16, the teacher assumes that the student's independent reading level is 14 and circles level 14 on the sheet without re-assessing.

WHAT DOES POSSIBLE TIER 2 MEAN?

The intent of the RtI screening process is to evaluate the success of core curriculum and/or instruction for the student population and to identify individuals who are at risk or in need of more individualized services. The term Tier 2 is intended to be used to identify students who may be in need of interventions. In determining whether intervention (Tier 2) or differentiated core instruction (Tier 1) is needed, the TBT will use the progressive model and multiple data points for making decisions to support the learner.

Questions & Answers

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IF A STUDENT APPEARS IN THE OFF PATHWAY AND NOT AT RISK FOR TIER 2 CATEGORY, DOES THIS MEAN THE STUDENT'S READING LEVEL INDICATES A POSSIBLE NEED FOR INTERVENTION?

No. Students whose score emerge in the off pathway but not at risk categories may be best supported through continued instruction or differentiation of core instruction within the classroom.

WHAT DOES THE INTERVENTION/ EMERGING DESCRIPTORS IN ORAL READING FLUENCY AND COMPREHENSION INDICATE?

"Descriptors within Intervention and Emerging indicates that these students do not understand what to do or lack the strategies needed to adequately respond. These students require highly effective ongoing instruction and support so that confusion can be eliminated and effective skills and strategies can be learned and practiced" (DRA2 Teacher Guide).

WHAT DOES THE INSTRUCTIONAL/ DEVELOPING DESCRIPTORS IN ORAL READING FLUENCY AND COMPREHENSION INDICATE?

"Descriptors within Instructional and Developing indicate that these students have some control of the necessary strategies and skills to decode, comprehend, and respond to the prompts and questions for the assessed text level. They need models and demonstrations of what is expected. They should also have opportunities to learn and practice effective strategies and skills in order to function independently" (DRA2 Teacher Guide).

WHAT DOES THE INDEPENDENT DESCRIPTOR IN ORAL READING FLUENCY AND COMPREHENSION INDICATE?

"Descriptor within Independent band suggest that these students for the most part control the necessary strategies and skills to decode, comprehend, and respond adequately to the prompts and questions for the assessed text level. They generally need instruction and scaffolding to extend their thinking and enhance their responses" (DRA2 Teacher Guide).

WHAT DOES THE ADVANCES DESCRIPTOR IN ORAL READING FLUENCY AND COMPREHENSION INDICATE?

"Advanced descriptors represent students who have demonstrated good comprehension and higher-level thinking skills. These students benefit from opportunities to read a variety of texts and to interact in groups to develop their critical thinking skills" (DRA2 Teacher Guide).

WHICH TEXTS SHOULD BE USED FOR THE DRA2?

Developing readers are learning how to use nonfiction text and features to determine how the text is organized and how to access information printed geographically. These skills are important in the development of a proficient reader, In the DRA2, nonfiction texts are included at levels 16, 28, 38, 40, 50, 60, 70, and 80. Since nonfiction assesses different text structures and is typically a bit more challenging, these nonfiction titles will be assessed in the spring administration windows, as recommended in the DRA2 program.

DRA2 includes from one to four separate book titles for each text level in order to provide the teacher options in the administration of the DRA2. With student transiency, multiple teachers may administer the DRA2 to a particular student. The use of previously read passages may bias the results and invalidate subsequent conclusions about the students' instructional needs. To address this across the district, teachers should record on the inside of the student folders what title was read and what scores were recorded in each area.

As recommended in the DRA2 Teacher Guide, it is important that the teacher select a text level that is just right for the student so the student's attention is focused on constructing meaning.

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