



## K–3: Preparing for Assessment

### Introduction

This guide discusses the preparation process prior to administering the Developmental Reading Assessment® (DRA®2) in Grades K–3. There are a few different steps in the preparation process for the higher grades. For information on preparing to administer DRA2 in Grades 4–8, please watch the tutorial 4–8: Preparing for Assessment.

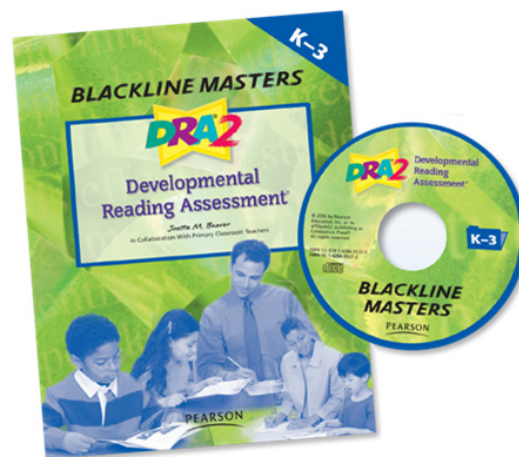
Before assessing the students, there is an eight-step process that should be completed. The steps are

- checking books and forms;
- making copies;
- assembling materials;
- reviewing the Record of Oral Reading;
- reading Benchmark Assessment Books;
- creating timelines and planning activities;
- prepping students; and
- choosing an appropriate testing location.

### Step 1: Check Books and Forms

Before beginning the assessment, make sure that all the necessary books and forms are available, including the Teacher Guide and the Benchmark Assessment Books, Levels A–40.

The forms are found in the Blackline Masters book or CD. There are forms that are used with each text to assess individual students and those that are used to collect overall classroom data.



The Teacher Observation Guide has the Record of Oral Reading, the Continuum, and the Focus for Instruction forms needed to conduct the assessment. For each Benchmark Assessment Book in Levels 28–40, the appropriate Student Booklet and the Student Reading Survey are

also required. Also, each student needs a Student Assessment Form and a Student Book Graph.

Be sure to have the forms necessary to record data for the entire class. These forms include a Class Reporting Form and a Focus for Instruction: Class Profile form for each reading stage.

**Step 2:  
Copy  
Assessment  
Forms**

After assembling all of the master forms, make copies of the specific forms to use for each individual student. These forms may be obtained from the Teacher Observation Guides, Student Booklets, and Student Reading Surveys.

**Step 3:  
Assemble  
Assessment  
Materials**

Organize each Teacher Observation Guide, Student Booklet, and Benchmark Assessment Book by level in the DRA2 kit. The DRA2 organizer with leveled hanging file folders helps store and access these materials easily. The file folders are labeled with the titles of each Benchmark Assessment Book. The Teacher Guide and Blackline Master book and CD can also be stored in the back portion of the box.

**Step 4:  
Review Record  
of Oral Reading**

The next step is to review how to take and analyze a Record of Oral Reading. You'll see directions in your Teacher Guide as well as on the laminated Assessment Overview Reference Card that comes with your DRA2 kit.

**DRA2 Record of Oral Reading Guidelines**

Reading Behavior	How to Record Observed Behavior	Examples	Number of Errors
Accurate Reading	No notation	An octopus has no backbone	No errors
Substitution	Record substitution	<u>begining</u> trees begin to well up	*Each substitution is counted as one error.
Repetition	Insert "R" and an arrow to indicate word(s) repeated or underline word(s) repeated	Always looking for a Mike was <u>thoroughly</u>	Repetitions are not counted as errors but impact fluency.
Self-Correction	Insert "sc" after substitution	<del>described</del> sc They described the weather	Self-corrections are not counted as errors.
Omission	Circle omitted word(s)	One day, as she and <u>her</u> mother ...	Each omission is counted as one error.
Insertion	Use caret to record added word(s)	covered in <u>now</u> and ice.	Each inserted word is counted as one error.
Reversals	Use the reversal symbol when words are reversed	She quickly <u>reerred</u> to	A reversal is counted as one error.
Sounding Out	Record letter sounds and use slash marks to show how words were segmented	Princess was <u>cepr</u> <u>pr</u> <u>id</u> <u>l</u> . uses a <u>fu</u> <u>er</u> <u>l</u> for ...	**Words sounded out incorrectly are counted as one error.
Word Told by Teacher	Insert a "T" above word(s) told	T many diguipes and and tricks	Each word told by the teacher is counted as one error.
Long Pauses	Insert a "W" above the places or use slash marks where student pauses	W They got a bucket They <u>un</u> <u>for</u> <u>aw</u> <u>sh</u> <u>aw</u> <u>en</u>	Pauses are not counted as errors but impact fluency.

\* Repeated Substitutions: If the child makes an error (e.g., ran for ran) and then substitutes this word repeatedly, it counts as an error every time. The substitution of a proper name (e.g., May for Mady) is counted as an error only the first time.  
 \*\* Substitutions involving contractions count as one error. Example: I will I'll I'll I'll  
 \*\*\* Words mispronounced due to a speech problem or dialect may be coded but are not counted as errors.  
 Examples: get pitcher are  
 get picture are  
 Note: Mixers of materials and abbreviations are not to be counted in the total number

A portion of the Benchmark Assessment Book, used in the assessment, appears in the correlating Teacher Observation Guide. As the student reads aloud, record any miscues and other reading behaviors observed on this guide. This makes it possible to identify the student's strengths as well as areas that require additional instruction and support.

**Step 5:  
Read  
Benchmark  
Books**

In preparation for the assessment, it is important to read all of the Benchmark Assessment Books. Being familiar with the texts will help in evaluating and supporting students' retellings as well as determining their level of comprehension.

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**Step 6:  
Create  
Assessment  
Timeline/  
Plan Activities**

Typically, it will be easy to assess one or two students a day. It should take approximately two to three weeks to assess the entire class. If it is not possible to assess two students a day, plan for an extended period of time for the testing.

Select a time each day for the assessment conferences when other students are engaged in quiet activities that they can do on their own. It is important to specifically plan those activities. The activities might include reading independently or with a partner, working at a computer station, or writing in a journal.

DRA2 also provides the flexibility to assess the least proficient or most competent readers first, depending upon personal preference.

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**Step 7:  
Prepare  
Students**

The next step is to create a nonthreatening environment for students by telling them what they will be asked to do during the conference. Make sure to let the other students in the classroom know what is expected of them while the individual assessments are being conducted.

Have students who read at Level 4 or higher practice and prepare for the assessment by retelling familiar stories. Have students who are above Level 28 practice constructing written responses for texts they are currently reading. Students may also practice for the assessment with texts that are not part of DRA2 by using the generic Blackline Masters found in the back of your Teacher Guide.

This worksheet is titled "Text Features and Prediction". It includes a section for "Text Features" with a prompt: "Think about the title, the pictures you have seen, and what you have read so far. What do you know about the characters \_\_\_\_\_ and \_\_\_\_\_?" followed by three horizontal lines for writing. Below this is a "Prediction" section with the prompt: "What are 2 things you think might happen in the rest of the story?" followed by two numbered lines for writing.

This worksheet is titled "Storyboard". It includes a section for "Beginning" with a prompt: "Draw a picture in each box to show what happened in the story." followed by a large rectangular box. Below this is a section for "Middle" with a prompt: "Draw the rest of your favorite part of the story." followed by a large rectangular box. Below this is a section for "End" with a large rectangular box. The worksheet also includes a "Name" and "Date" field at the top.

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**Step 8:  
Select/Prepare  
Location**

Finally, choose a location for conducting the assessment. It should be in an area that is quiet and free from distractions, but make sure it is in a location where the rest of the class is visible. It should be possible to talk with each student comfortably while the other students are working quietly. It is important that texts being read aloud are not overheard by other students. The texts must be new to each individual student or the assessment results could be skewed. Generally, a small table is sufficient.

Have the assessment materials, a pen or pencil, a stopwatch, and a calculator for Levels 14–40 ready. Remember, the DRA2 kit has a built-in stopwatch and calculator with the clipboard.

It may be useful to use a recording device during the conferences. Some teachers find it helpful to review the conference a second time or use the recordings to document student progress over time.

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**Review**

This guide discussed the eight steps that should be completed before giving DRA2 in Grades K–3. The steps are

- checking books and forms;
- making copies;
- assembling materials;
- reviewing the Record of Oral Reading;
- reading Benchmark Assessment Books;
- creating timelines and planning activities;
- prepping students; and
- choosing an appropriate testing location.