Developmental Reading Assessment®, Second Edition

K–3: Moving into Instruction

Introduction

This guide examines the process of moving into instruction after administering DRA®2 for Grades K–3. For Grades 4–8, please watch the tutorial 4–8: Moving into Instruction.

This guide will explain how to group students for instruction, conduct further assessments, document student progress over time, share student results, and move into individual instruction.

Group for Instruction

Begin the process of moving into instruction by grouping students. First, create a class list on the DRA2, K–3, Focus for Instruction: Class Profile form. Use the information that was documented during the assessment on each student's Focus for Instruction form to complete this form. This information will help teachers decide how to group students for instruction based on their specific needs in Reading Engagement, Oral Reading Fluency, and Comprehension. Forms are available for each reading stage: Emergent, Early, Transitional, and Extending.

Next, organize groups according to the number of students who need the same type of instruction. One of the factors to consider when grouping students for instruction is the level of text. Students who read at the same level may need help with comprehension strategies, such as retelling or reflection. Other students may need help with oral reading fluency skills, such as expression and phrasing or word analysis skills and strategies.

Conduct Further Assessments

Administering additional assessments is important for students who are performing below an independent level in comprehension, fluency, or both. These additional assessments will help teachers find a text level at which students can read independently. It can also help teachers plan and implement appropriate teaching and learning activities in the classroom.

Before assigning additional assessments, identify the emerging and struggling readers who are performing below proficiency. Keep track of them on the Class Reporting Form.

If these students are unable to read the Benchmark Assessment Books at Level A or 1, use alternative methods of assessment. Ask students to read their first name or the names of other family members printed on index cards, or have students read environmental print, such as food containers and cereal boxes.

DRA Word Analysis

Use DRA Word Analysis if the students' performance in Oral Reading Accuracy falls in the Emerging or Developing range for Levels A–12 or the Intervention or Instructional range for Levels 14–28.

This diagnostic assessment allows teachers to observe how struggling or emerging readers respond to the various components of spoken and written words. Gather information about students' knowledge and skills in working with words in context and isolation. This will help to plan instruction for at-risk students.

Level of Control	No/Little	Some	Gaining	Control
Total Score	0–2	3–5	6–7	8

	1st	2nd	3rd
1. One-to-one match with one-syllable words			
2. One-to-one match with one- and two-syllable words			
3. Pointed to the word "is"			
4. Identified the letter "is" ends with			
5. Identified the letter "playing" begins with			
6. Identified the first letter in "cat"			
7. Identified the sound "cat" begins with			
8. Identified the sound "cat" ends with			
Total Score	/8	/8	/8

Other Observations:

DRA Word Analysis is divided into five strands:

- phonological awareness;
- metalanguage, which is language used to talk about printed language concepts;
- letter/word recognition;
- phonics; and
- structural analysis and syllabication.

The tasks in this program reflect what developing readers need to know and do in order to be more successful in problem-solving unknown or less familiar words.

Use the chart located in the Word Analysis Teacher Guide to determine which students qualify for the DRA Word Analysis.

	Student's Current Independent *DRA* Text Level		
Grade	Beginning of the Year	Midyear	End of the Year
Kindergarten	Optional	Level A and below	Level 2 and below
First	Level 2 and below	Level 8 and below	Level 14 and below
Second	Level 14 and below	Level 18 and below	Level 24 and below
Third	Level 24 and below	Level 30 and below	Level 34 and below
Fourth	Level 34 and below	Level 38 and below	Level 38 and below
Fifth	Level 38 and below	Level 38 and below	Level 38 and below

If students' current independent DRA text levels fall within the designated range according to the time of year, administer this assessment. For example, a first grader whose current DRA text level is at Level 2 at the beginning of the year would qualify for the assessment.

Document Student Progress	Document students' achievement on both the Continuum in the Teacher Observation Guide and on the DRA2 K–3 Student Assessment Folder. If the DRA2 folders are not in use, document this information on individual forms found in the Blackline Masters book and CD. These forms reflect the students' present level of performance and their progress over time.
Student Assessment Folder	There are four simple steps to follow to complete the information on the Student Assessment Folder.

First, record the date, the student's DRA2 text level, whether the text is fiction or nonfiction, and the performance level on the front of the Student Assessment Folder.

Next, place the student's Teacher Observation Guide, the Student Reading Survey, and the Student Booklet for Extended readers in the pockets inside the folder. Store all of the assessment forms for nonfiction in the right pocket and fiction in the left pocket.

Then, on the inside of the folder, record the date, the Benchmark Assessment Book title, the DRA2 text level, and the percent of accuracy on the appropriate lines. Also record the total Reading Engagement, Oral Reading Fluency, and Comprehension scores.
For students reading text Levels 28–40, place an asterisk after the text level if the students' Comprehension score is below the Independent range.

Finally, on the back of the Student Assessment Folder, plot the assessment text level on the Student Book Graph.

Students may fall within the Advanced, Independent, or Instructional range for each DRA2 text level. The shaded area represents a below grade-level performance. The goal is for students to be continually progressing towards the next grade level by the end of the school year. Remember, these forms are also available in the Blackline Masters book and CD.

Share the Results	Use the Class Reporting Form to record students' DRA2 text levels and Continuum scores for school or district administrators. To make it easy to track changes in student reading behaviors, make several copies of this reporting form. It is found in the Blackline Masters book and CD. Determine how many times to give the assessment during the year and leave enough space for each assessment score. For students reading text Levels 28–40, place an asterisk after the text level if the students' Comprehension score is below the Independent range.
Move into Instruction	Use the Moving into Instruction portion of the Teacher Guide to think about and plan for instruction after the assessment. This instruction is based on students' needs within the four stages of learning to read: Emergent, Early, Transitional, and Extending. It includes an overview chart of what readers are able to do and what they are learning to do at each stage. There is also a chart that provides a description of the content, genre, text structure, language/word structures, and layout of the texts at the various stages. This additional chart shows strategic reading behaviors that Bridge Pack-level students need to learn before, during, and after reading.
Review	This guide discussed the process of moving into instruction after completing the DRA2 assessment. It explained how to group students for instruction, conduct further assessments, document student progress over time, share student results, and move into individual instruction.