DRA2
Developmental Reading Assessment
2nd Edition

Mandatory Grades K–2
Recommended Grades 3–6 (below grade level)

Frequently Asked Questions and Guidelines
2016–2017

425 East Ninth Street, P.O. Box 30425, Reno, NV 89520–342
Tracie Davis, Superintendent
Vision
As a courageous, innovative leader in education, Washoe County School District will be one of the nation’s top performing school districts, graduating all students, college and/or highly skilled career ready.

Mission
To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century.

Why was the DRA2 selected as the district-adopted literacy assessment for grades K–2?
On March 30, 2010 the Board of Trustees approved the Pathway to College and Highly–Skilled Career Readiness. The Pathway Catalytic Leverage Points are intended to show the direction student achievement must take to move beyond proficiency toward college and highly–skilled career readiness. In the WCSD, teachers use DRA2 data to identify K–2 students who are on or off the pathway for college and/or career readiness. The data from the DRA2 inform appropriate instruction for all students as they move toward attaining reading skills required for college and highly–skilled career readiness.

What is the DRA2?
WCSD has adopted the Developmental Reading Assessment, Second Edition (DRA2) as the official, mandatory literacy assessment in grades K–2 starting in the 2010–2011 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 comprehension. The DRA2 provides the teacher with information that helps determine each student’s independent reading level and identify areas of strengths and weakness. Beginning in the winter of 2010–2011, WCSD teachers began administering the DRA2 to all students in grades K–2.

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 (i.e. kidwatching) and comprehension skills. When used properly, DRA2 data confirm the results of ongoing formative assessment processes and provide valuable information for instructional planning.
The data and information 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 as needed.
- Group students effectively to provide appropriate reading instruction and opportunities to practice reading skills and strategies.
- 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 to college/career readiness or in need of problem solving for Tier 2 intervention.

**What DRA2 materials does WCSD provide?**

WCSD purchased a K–3 DRA2 kit for each K–2 classroom (not teacher) and a 4–8 DRA2 kit for each elementary school. 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 part in grades K–2. However, K–2 teachers will need to use a 4–8 kit to assess students reading at text levels higher than 40. The K–3 and 4–8 kits are also beneficial for teachers to assess 3rd–6th grade students reading below grade level.

**To whom and when should the DRA2 be administered as required by WCSD?**

- All students in grades 1 and 2, in all schools, will participate in the winter and spring administrations of the DRA2.
- All kindergartners, in all schools, will participate at the fall, mid-year and end-of-year assessment periods.
- All grades 1 and 2 performing below benchmark will participate at the fall, mid-year and end-of-year assessment periods.

**What level of test security does the DRA2 have?**

DRA2 tests are semi-secure.

- Test booklets should never be photographed, or in any way copied by any staff or students.
- Students may not review the booklets outside of the testing session.
- Teachers may review test booklets to familiarize themselves with the content in preparation for administering the DRA2.
- The content of the books should not be taught to students.
- The DRA2 Benchmark assessment books should never be available to students prior to assessing.

**Note:** The above breaches in security must be reported as a testing irregularity.
Are students in grades 3–6 permitted to participate in the DRA2 administration?
The district highly recommends the administration of an informal reading inventory (e.g. H.M. Leveled Reading Assessment, DRA2, Jerry Johns, or Qualitative Reading Inventory) to below-grade-level students at teacher discretion in grades 3–6. Third through sixth grade teachers may administer the DRA2 to any populations of students by teacher discretion using the paper/pencil method.

Which components of the DRA2 are required to administer?
The DRA2 is a standardized assessment administered following the methods outlined in the DRA2 Teacher Guide. The classroom teacher is responsible for the administration of the DRA2 to all students. Special education resource teachers and certified staff may assist in administering the DRA2 as directed by a site administrator. Instructions on administering the DRA2 can be found in the DRA2 Teacher Guide.

WCSD teachers are required to administer the following DRA2 sections:
- Oral Reading Fluency
- Comprehension
- Teacher Analysis: Oral Reading, Comprehension, and DRA2 Continuum

Are students allowed accommodations on the DRA2?
Pearson provides guidelines for allowing accommodations for the DRA2. Complete details can be found in the document entitled “DRA Q & A (Pearson)” on the DRA webpage located on the Assessment Department’s webpage.

Which components of the DRA2 are optional?
Reading Engagement. WCSD teachers are not required to report the “Reading Engagement” section of the DRA2. However, it is strongly recommended that teachers administer the reading engagement section for their own records. This component of the assessment may help teachers become aware of a student’s reading preferences and alert teachers to students who have limited literacy experiences.

Word Analysis. WCSD teachers are not required to complete the “Word Analysis” assessment, which is included in the DRA2 kit as well on the DRA2 app. Teachers may administer the “Word Analysis” assessment for their own records, if desired.

Progress Monitoring. WCSD teachers are not required to complete the “Progress Monitoring” assessment, which is included in the DRA2 app. Teachers may administer this assessment between testing windows for their own records, if desired.

How long should the administration of each test take?
WCSD primary teachers are experienced in administering informal reading inventories and will find that the administration of the DRA2 will take about the same amount of time as needed in administering the HM Leveled Reading Assessment. It is recommended that teachers assess one to two students per day. The teacher should plan 10–20 minutes for each student. For levels 28 and higher, students may need about 30 minutes on their own to complete the written response section. Although instructional time is impacted, the information about student literacy development gathered from the DRA2 is well worth the time.
Can the DRA2 results be used for academic grades?
DRA results or participation in the assessment should never be used for grading purposes. This is the case for regular grading as well as using results for extra credit rewards. In addition, DRA scores are reported on the Infinite Campus’ Parent Portal and BIG data warehouse. It is not necessary to include DRA results within grade books, even as a non-graded item.

Can DRA2 scores be posted in the classroom?
Although the Assessment Department understands that schools would like to celebrate outstanding performance and growth using scores from DRA2, it is not appropriate and may violate FERPA law to publicly display student DRA2 scores in a way which may identify the student. This includes using student ID numbers. Use caution when celebrating success.

How can the DRA2 be used as a universal screener?
The intent of the MTSS universal 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 “Possible Tier 2” is intended to be used to identify students who may be in need of Tier 2 intervention. In determining whether intervention (Tier 2) or differentiated core instruction (Tier 1) is needed, the site Intervention Assistance Team should use the MTSS model and multiple data points for making decisions to support the learner.

What are the expected WCSD benchmark levels for the 2016–2017 school year?
The WCSD grade K–3 “On Pathway” independent reading level performance targets are shown below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall/Beg-Year</th>
<th>Winter/Mid-Year</th>
<th>Spring/End-of-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Baseline</td>
<td>Level 2 or above</td>
<td>Level 4 or above</td>
</tr>
<tr>
<td>1</td>
<td>Level 4 or above</td>
<td>Level 10 or above</td>
<td>Level 16 or above</td>
</tr>
<tr>
<td>2</td>
<td>Level 16 or above</td>
<td>Level 20 or above</td>
<td>Level 28 or above</td>
</tr>
<tr>
<td>3</td>
<td>Level 28 or above</td>
<td>Level 30 or above</td>
<td>Level 38 or above</td>
</tr>
</tbody>
</table>

Except as noted, “On Pathway” performance is at least within the Independent band for oral reading fluency and comprehension. The exception to this would be for students reading at level 28 and higher. Students may score in the Independent band for accuracy and the Instructional band for comprehension due to the comprehension score being based on written responses.

The “On Pathway” category helps teachers identify students who are moving beyond proficiency and toward college and/or career readiness. A student who appears in the “On Pathway” category in terms of reading level and emerges in the “Advanced” stage in Oral Reading Fluency or Comprehension may benefit from enrichment.

What DRA2 levels may indicate “Possible Tier 2” Performance?
The WCSD grade K–3 “Possible Tier 2” reading level performance indicators are shown below. The text level for reading identified as the “Possible Tier 2” level at each grade represents independent reading levels that are approximately one full year below the expected level of independent reading performance for each grade.
## 2016–2017 Possible Tier 2

Student **may** be in need of Tier 2 intervention.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Fall/Beg-Year</th>
<th>Winter/Mid-Year</th>
<th>Spring/End-of-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Baseline</td>
<td>– –</td>
<td>Level 2 or below</td>
</tr>
<tr>
<td>1</td>
<td>Level 2 or below</td>
<td>Level 6 or below</td>
<td>Level 12 or below</td>
</tr>
<tr>
<td>2</td>
<td>Level 12 or below</td>
<td>Level 12 or below</td>
<td>Level 20 or below</td>
</tr>
<tr>
<td>3</td>
<td>Level 20 or below</td>
<td>Level 24 or below</td>
<td>Level 30 or below</td>
</tr>
</tbody>
</table>

Is support on administering and scoring the DRA2 provided?

For assistance in administering the DRA2, navigating the dradashboard.com website, accessing and interpreting reports, and effectively responding to data, please contact the WCSD Assessment Support Team at

**AssessmentSupport@washoeschools.net**

### Is training on the DRA2 offered?

All new K–2 teachers are required to participate in face-to-face and online training. Face-to-face training focuses on DRA2 administration, kidwatching principles, adjusting instruction based on observations, and previewing available resources and reports. Online assignments are designed to be self-paced. K–2 support teachers (e.g., special education) may participate in the training on a voluntary basis. Instructional coaches are required to participate in the face-to-face training. Teachers and coaches will be contacted if they are required to participate in the DRA training.

For teachers who have completed the mandatory DRA2 face-to-face training, refresher courses that focus on reviewing critical components of the assessment (recalibrating), problem solving the sticky points and delving even deeper into the DRA2 are available upon request.

### Where is more information about administering the DRA2?

- **DRA2 Teacher Guide** – included in each kit  
  (published by Celebration Press: Pearson Learning Group)
- Periodic DRA/Kidwatching Connection Newsletter (via e-mail)
- WCSD Assessment Resources webpage
  - WCSD Pathway targets
  - FAQs
  - Testing Calendars
- Pearson Learning website
DRA2 Administration Questions

How do I determine which level to assess the student?
You will need to decide on a ‘just right’ text level as a starting point for administering the DRA2; otherwise, you will find yourself retesting your students many times to find their independent reading level. There is truly no perfect way to choose the ‘just right’ text level for administering the DRA2. For deciding on a starting point with students here are a few suggestions for selecting the “just right” level.

- **Past DRA2 testing results:** Look at past level results in Infinite Campus and/or BIG.
- **Comparable books:** Use classroom books that students are reading as a guide or refer to pages 37–39 in the DRA Teacher Guide for a list of comparable books for each DRA2 level.
- **Knowledge of the student’s abilities:** Through experience with working with the student during reading groups, choose an appropriate DRA2 level.
- **Use HM word list:** See Guided Reading (HM) Levels on WCSD’s DRA website.
- **Allow the student to choose:** To do this, you will need to have a general idea of the student’s independent reading level. You will want to choose 2–3 consecutive texts, place them in front of the student, and ask the student to choose a book that looks ‘just right’ for him or her. Students will usually choose a book that they can read.
- **DRA2 level guidelines:** Shown in the table below.

<table>
<thead>
<tr>
<th>Student's Current Grade Level</th>
<th>If the student's level of reading performance was...</th>
<th>Select a text from the following DRA2 Level(s) at the middle of the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>on grade level</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>below grade level</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>above grade level</td>
<td>3+</td>
</tr>
<tr>
<td>First Grade</td>
<td>on grade level</td>
<td>10-12</td>
</tr>
<tr>
<td></td>
<td>below grade level</td>
<td>&lt;8</td>
</tr>
<tr>
<td></td>
<td>above grade level</td>
<td>16NF+</td>
</tr>
<tr>
<td>Second Grade</td>
<td>on grade level</td>
<td>20-24</td>
</tr>
<tr>
<td></td>
<td>below grade level</td>
<td>10-16</td>
</tr>
<tr>
<td></td>
<td>above grade level</td>
<td>28NF+</td>
</tr>
</tbody>
</table>

Which end-of-grade-level 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 graphically. 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 can be a bit more challenging, these nonfiction titles must be assessed when a student reaches the benchmark level or before moving to an above grade level text.
Do students need to pass the nonfiction text level to move on to the next level?
It is important for students to learn how to read nonfiction texts. Nonfiction texts are provided for each DRA2 end-of-year grade level benchmark beginning at Level 16. Students should not be tested above their grade level until they can read independently at their grade level’s nonfiction benchmark.

Do Students need to complete the written portion of the DRA2?
Beginning at Level 28, comprehension is based on written responses. It is important for these students to independently respond in writing to demonstrate comprehension. Providing written opportunities scaffolds their ability to think more deeply about a text and prepares them for proficiency tests at the district and state levels.

How are certain errors counted in Oral Reading Fluency?
The DRA2 kit contains a “Record of Oral Reading Guidelines” laminated handout. This handout contains information on how to mark the Teacher Observation Form as the students are reading orally. Following are questions that often arise when oral recording errors.

- Self-corrections are not counted as errors.
- Names: Count as an error only the first time.
- Repeated errors: Every time a student says a particular word incorrectly, it is counted as an error.
- Words ending in ‘ed’ pronounced as /c//d/ as in bumped pronounced as /bump-ed/ is counted as an error. (This is also includes ELL students.)
- Language issues: Words that are mispronounced due to a speech problem are not counted as errors.
- Repetitions and pauses: Not counted as errors but impact fluency.

Can teachers provide words to the students during oral reading?
Providing words during the assessment can affect the student’s number of miscues, his/her fluency, comprehension, problem solving and the outcome of the Record of Oral Reading. Therefore, teachers should not automatically tell the student an unknown word. Use these guidelines when determining when to provide a word to a student.

- If a student stops and does not attempt a word, teachers need to tell the child, “Try that again.” This encourages the student to apply all the reading strategies he/she knows and allows the teacher to notate and analyze the use of strategies.
- The student makes no attempt at an unknown word or appeals to the teacher. Wait at least three seconds before providing the word.
- A child makes several unsuccessful attempts at an unknown word and does not continue reading.

For more detailed information about miscues, please refer to Pearson’s questions and answers, the “DRA Q & A (Pearson,)” which can be found on WCSD’s Assessment DRA website.
If a student does not score in the independent range for comprehension, is the student reassessed at a lower level?
If a student’s score does not meet the independent level for oral reading fluency and comprehension, the teacher must reassess that student at a lower level. 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 level 16, the teacher must reassess that student for reading Level 14. There are two exceptions for reassessing at a lower level:
- If a student is at Level 28 or above, he/she may score within the instructional level for comprehension and that level will be considered as the independent level.
- If a student has already passed the lower level, he/she does not need to be retested at that level.

Is there a ceiling level for DRA2?
Pearson recommends a one-year ceiling level for students who are reading at an independent text level above the grade level benchmark. There is one exception to this ceiling level: If the student scores in the advanced range on the DRA2 Continuum for all subareas of oral fluency and comprehension, then the student will be tested at a higher level. Once the student falls within the “Independent” range in any subarea of the continuum, the teacher uses these areas as teaching points.