

## **DRA – Developmental Reading Assessment**

The DRA is a research-based assessment used to determine the child's independent reading level. It enables 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 DRA helps teachers pinpoint students' strengths and reading abilities in a one-on-one conference. **Why?** The classroom teacher will have the opportunity for all students to read independently and to process texts.

### **Grades K-2, Falmouth Public Schools**

#### **Features:**

- analyze student reading performance
- set instructional goals specific to each child
- document student progress over time
- match readers to appropriate levels and books
- make critical decisions about a particular child

#### **Interpretation:**

1. After completing the DRA conference, determine the student's level of accuracy on the record of oral reading by counting the number of miscues and circling the corresponding accuracy rate on the observation guide.
2. Analyze the types of miscues made by the reader and filling out the DRA form.
3. Using the information gained from behaviors observed and responses noted during the DRA conference, identify what the child needs to learn next.
4. Determine level – How to determine struggling readers (below grade level)
  - Grade 1: If student is below Level F (9, 10) in January, he or she is considered below grade level for assessment purposes.
  - Grade 2: If student is below Level J (18, 19) in January, he or she is considered below grade level for assessment purposes.

#### **Readers are characterized in four levels:**

- **Emergent Readers:** reads DRA text levels A-1 below 90% accuracy; reads DRA text levels A-2 at 90% accuracy or above.
- **Early Readers:** reads DRA text levels 3-10 at 94% accuracy or above.
- **Transitional Readers:** reads DRA text levels 12-24 at 94% accuracy or above.
- **Extending Readers:** reads a DRA text level 28-44 at 94% accuracy or above.

### **QRI – Qualitative Reading Inventory**

The QRI is an individually administered informal reading inventory designed to provide diagnostic information about conditions under which students can identify words and comprehend text successfully. The QRI emphasizes authentic assessment of children's reading abilities, from the most emergent readers to advanced readers. **Why?** The classroom teacher will have the opportunity for all students to read independently and to process texts.

### **Grades 3-6, Falmouth Public Schools**

#### **Features:**

- determine a student's independent, instructional, and/or frustration levels for word identification in context and reading comprehension
- assess a student's ability to read different types of text: narrative and expository text
- assess a student's ability to comprehend in different modes: oral and silent
- assess a student's ability to use look-backs to locate missing or incorrect information
- assess fluency (words per minute)

#### **Interpretation:**

1. If the teacher is listening to the child read orally, he or she should count all miscues and use a 90% cut-off score to estimate reading level.
2. If the student achieves at an instructional level, the teacher can estimate that the child is at least at grade level.
3. If the student is at a frustration level, the teacher should administer the next-lower passage in order to determine the instructional level.
4. Once a teacher has an estimate of reading level, he or she can match this level to a specific guided reading group placement or core literacy text.

#### **Levels:**

- **Independent Level:** This is the level at which a student can read successfully without assistance. The student's accuracy in word recognition while reading orally should be 98% or higher. The reader should be able to answer 90% or more of the questions correctly.
- **Instructional Level:** This is the level at which a student can read with assistance from a teacher. The examiner should use a criterion of 95% accuracy when counting only those miscues that changed the meaning of the passage. The student should correctly answer 70% of the questions asked.
- **Frustration Level:** At this level, the student is completely unable to read the material with adequate word identification or comprehension. Less than 70% of the questions are answered correctly.

## **ELA Common Assessment**

A Common Assessment is a particular assessment used with all students in a grade level.

**Why?** It provides teachers with an opportunity to evaluate the effectiveness of curricular improvements on student achievement.

**Grades 3-6, Falmouth Public Schools**

### **Features:**

- improves student achievement in reading
- identify on-going weaknesses
- creates collaborative environments
- promotes high levels of learning for all students

### **Interpretation:**

After scoring individual common assessments, a teacher can determine how each student:

1. uses comprehension strategies
2. identifies important ideas and details in a text
3. uses context clues to determine meaning
4. understands new vocabulary
5. supports ideas using evidence from the text

Using the information gained from scoring each common assessment, identify what each student needs to learn next and form guided reading groups based on the needs of the class.