

## 4-8 DRA GUIDELINES

GRADE	TEACHER	RESPONSIBILITIES
K	Classroom teacher	Administer and score the DRA for all students except those who qualify for the Bridge Program between February 1 and March 15.
T,1	TLC	Administer and score the DRA for all students in September.
	Classroom teacher	Administer and score the DRA for all students in January. Administer and score the DRA for all students in March.
2-5	Classroom teacher	Administer and score the DRA for all students between September 1 and October 30 and between January 2 and March 15.
	Self-contained special education teacher	Administer and score the DRA for all students for whom they are the primary reading teacher between September 1 and October 30 and between January 2 and March 15.
	Compensatory Education teacher Special Education teacher TLC	Administer and score the DRA for students as needed using Alternative DRA.
6-8	Classroom teacher	For all students who are below proficiency (Level 1 and 2 on previous year's CMT), administer and score the <b>COMPLETE</b> DRA between September 1 and October 30 and between January 2 and March 15.
	Classroom teacher	For remaining students, administer and score <b>ONLY</b> the Reading Survey and Reading Comprehension portions between September 1 and October 30 and between January 2 and March 15.
	Self-contained special education teacher	Administer and score the DRA for all students for whom they are the primary reading teacher between September 1 and October 30 and between January 2 and March 15.
	Compensatory Education teacher Special Education teacher	Administer and score the DRA for students as needed using Alternative DRA.

***\*Note: For students in Grades 6-8 who have achieved the Independent Level 80, they no longer need to be administered any portion of the DRA.***

### Purpose

- ✓ **To inform instruction-** This assessment provides the teacher with information on a student's strengths and weaknesses as a reader. It will enable the teacher and the student to set goals, and to monitor progress over time. Furthermore, teachers will be able to focus lessons to meet the student needs.
- ✓ **To provide students with appropriate leveled reading material-** In order to make progress, research has informed us that students need to be reading material 85% of the time at their independent level. (R. Allington)
- ✓ **To improve consistency district-wide in leveling among classroom teachers, compensatory education teachers, special education teachers, ESL and bilingual teachers, and TLC teachers.**

### Administering the DRA

Before administering the DRA, the teacher may share the alternative assessment sample provided by the district to preview the components of the test. Additionally, teachers may share the DRA rubric so that students will know what is expected of them. Conduct DRA while students are engaged in quiet learning activities and experiences that they can do independently, such as silent reading or journal writing. It is recommended that teachers and students consider the administration and completion of the assessment as a class assignment.

### Student Survey

- The Student Reading Survey should be given to ALL students in September.
- Students may use existing book logs or reading records to assist in the completion of the survey.
- Remind students to record ALL genres of literature.


- The Survey portion of the DRA may be administered individually, in small groups, as a whole class, or as homework.
- The Student Reading Survey should be scored using the Engagement section of the DRA Continuum.


#### Record of Oral Reading

The teacher selects the level she/he thinks is most appropriate for the student's reading level. Do not select text beyond one full year above the grade level you teach. Example. If you teach 5<sup>th</sup> grade, you may not use a text higher than level 60. **Note: Students should be assessed on both fiction and non-fiction during the year.**

The oral reading conference proceeds as follows:

1. The teacher reads aloud the introduction as it appears on the Teacher Observation Guide for the text.
2. The student reads aloud the designated portion of text while the teacher takes a record of oral Reading.
3. The teacher times the student's oral reading in order to determine his or her reading rate. Note phrasing and expression as student reads aloud.

 IF the student read the oral reading passage between 97 and 100 percent accuracy, THEN the student writes predictions of the first page of the accompanying Student Booklet.

 IF the student reads the oral reading passage below 97 percent accuracy, THEN the assessment is stopped and continued with a lower-grade-level text at another time.

4. Student records his or her predictions in the Student Booklet. Students may NOT use the **text as they respond to the prediction section of the assessment.**
5. The Record of Oral Reading should be scored using the Oral Reading Fluency section of the DRA Continuum.

#### Reading Comprehension

- Student independently reads the entire Assessment Text and responds to the questions and prompts in the Student Booklet. **Students may use the text as they respond.**
- Teacher may provide clarification about directions. *Teacher may NOT read or explain any portions of the text or questions.*

#### Analyzing Student Performance

- Reading Comprehension should be scored using the Comprehension Skills/ Strategies section of the DRA Continuum.
- Teacher should then transfer the total scores from each section of the rubric to the front page of the Teacher Observation Guide in order to calculate the DRA Total Score.
- Teacher will then transcribe these results to the Wallingford Public Schools DRA Recording Form which is found in the student's cumulative folder. No other DRA paperwork should be kept in the cumulative folder. All DRA paperwork can be saved for parent conferences and then disposed of at the end of the year.

#### Focus for Instruction

To decide a focus for instruction, use one of the following three options:

- Use the information on the Teacher Observation Guide and Continuum to determine and identify the student's strengths and needs.
- Determine what the student needs to learn next by examining those behaviors and responses that fall in the intervention or instructional levels.
- Select three to five learning activities and experiences that will enable the student to become a better reader.

Based on the strengths and weaknesses of students, teachers can then instruct according to student need. Whole group, small group, and individual lessons can be designed to address student needs.