

Guidelines for Fall DRA2 Assessment

DRA2 is designed to provide teachers with the opportunity to observe student reading behaviors for the purpose of identifying **INDEPENDENT** reading levels and strategies. The outcome of the assessment is to support instructional planning and grouping based on observed reading levels and/or skills.

In addition, Salt Lake City School District uses the reported information to document growth of students over the school year for the K-3 Reading Achievement Plan, funded by SLC taxes and state monies, which in turn supports many programs and services available to K-3rd grade. The following guidelines are critical to adhere to for fall and spring application of the DRA in Salt Lake School District.

Definition of Independent level: Pg 57 Teacher Manual "For an independent level the student's total Oral Reading Fluency score and Comprehension score must be at least within the Independent range on the continuum." This refers to the total (sum) score in these sections, not each individual behavior. The behaviors in the Reading engagement section are not always observed in the testing environment. Therefore Reading Engagement is not included in the independent determination.

How to Administer: According to the authors of DRA, students should be observed reading text levels that are at an independent level, no higher than one year above the expected grade level. Ideally, the teacher can estimate the highest level at which a student is independent and administer that level to the student. Stop testing when the student is unable to complete the Oral Reading Fluency **or** Comprehension section at an independent or advanced level. Reminder: The student does not need to finish the retell if he/she is unable to read the passage with accuracy/rate. That level can be discontinued and another level attempted.

Reporting: Refer to PG 60 of the Teacher Manual Teachers are to report on-line, in Illuminate, the **highest** level at which a student scores at least independent as defined above, not to exceed one grade level above the expected grade level for that time of year. The testing and reporting window opens April 28th and closes May 30th.

	Fall Proficiency	Fall Testing Range	Spring Proficiency	Spring Testing Range
Kinder	N/A	N/A	Text Level 4	A-8 (use alternative texts)
1st Grade	Text Levels 3-6	A-16	Text Levels 16-18	A-28
2nd Grade	Text Levels 16-20	A-28	Text Levels 28-30	A-38
3rd Grade	Text Levels 28-34	A-38	Text Levels 38	A-40

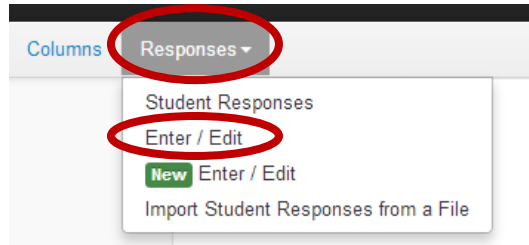
***Please remember that reporting the independent level of a student has two purposes; 1) reporting growth over time and 2) informing instruction by completing the Focus of Instruction document.**

DRA Data Entry Directions

1. Assessments, List Assessment, "DRA Entry FALL 2014-2015"

Title
DRA Entry FALL 2014-2015

2. Responses, Enter/Edit



3. Find the course for your students. Most elementary teachers will find their Home Room. Submit.

School:
 Department:
 Teacher:
 Course:
 Section:

4. For each student, enter a proficiency level, independent reading level, and/or participation code. Remember to follow the levels established by curriculum.

Proficiency Level:
 Independent Reading Level:
 Participation Code:

Levels from DRA2 Guidelines

	Fall Proficiency	Fall Testing Range	Spring Proficiency	Spring Testing Range
Kinder	N/A	N/A	Grade Level 4	A-8 (use alternative texts)
1st Grade	Levels 3-6	A-16	Grade Level 16-18	A-28
2nd Grade	Levels 16-20	A-28	Grade Level 28-30	A-38
3rd Grade	Levels 28-34	A-38	Grade Level 38	A-40

Reports for DRA

After you **save**, you will return to the Overview screen. Your data is instantly available in a report. "DRA Fall 2014"

This report will allow you to view fall 2014 DRA as well as spring 2014 DRA.

