Procedures for Administering the DRA2
Levels A - 3

Step 1: Preparing for the conference
Gather materials:
- Teacher Observation Guides to record student responses
  (The back of the summary page can also be used for recording student responses.)
- Alpine District DRA2 Summary page for each selection level per student
- A Focus for Instruction Checklist per student
- Selected student books (These should be read by the teacher prior to testing.)

Step 2: During the conference
- Reading Engagement
  - Ask the 'Reading Engagement' questions
  - Record student responses
- Oral Reading
  Introduction and Preview
  Levels A – 3
  - Show the student the selected book and read the introduction outlined on the teacher’s guide. (You may use general prompts, such as “Now what is happening?” or “Turn the page,” but do not ask specific questions during the picture walk.)

Record of Oral Reading
Levels A – 3
- Ask the student to read aloud the assigned text.
- Take a running record at this time, noting miscues, self-corrects, and concepts of print.
- For Levels 2-3: After the student has read the last page, go back to the following pages and note the student’s responses.

LEVEL 2: Bath Time
Fold two sticky notes in half.
Turn to page 2. Using the folded sticky notes, isolate the letter b in boat between the two notes.
Say, “That’s a small b.” Turn to page 4. Ask, “Can you find a small b on this page?”
Turn to page 10. Using the folded sticky notes, isolate the letter p in purple between the two notes.
Say, “That’s a small p.” Turn to page 4. Ask, “Can you find a small p on this page?”

LEVEL 2: I Can See
Fold two sticky notes in half.
Turn to page 8. Using the folded sticky notes, isolate the letter b in brown between the two notes.
Say, “That’s a small b.” Turn to page 10. Ask, “Can you find a small b on this page?”
Turn to page 12. Using the folded sticky notes, isolate the letter s in see between the two notes.
Say, “That’s a small s.” Ask, “Can you find another small s on this page?”

LEVEL 3: The “I Like” Game and Look at Me
Turn to page 4. Say, “I want you to find the word said. First say the word said. (Wait for student to respond.) Now, point to the word said on this page.” Student points. Ask, “What is the beginning letter? What sound does it make?” Note student responses.
Using the chart on the teacher’s guide score the accuracy. If the student’s **total oral reading score** falls within the independent range of the Alpine District **DRA2 Summary** rubric continue the assessment with a higher-level text.

**Step 3: Scoring**

- Use the scoring rubrics on the Alpine District **DRA2 Summary** page to determine and record scores.
- Record several goals on the Alpine **DRA2 Summary** page and/or on the Focus for Instruction Checklist.
- Report results on the Alpine District DRA Data file prior to the Data Entry Deadline.
- Staple and file individual assessment pages for use to inform instruction and to communicate with parents.
- After the spring assessment, a hard copy of the DRA2 Summary page could be filed for next year’s teacher.
- Do not discard summary pages or recording forms. **Keep all student records.**
Procedures for Administering the DRA2
Levels 4 – 16

Step 1: Preparing for the conference
Gather materials:
- Teacher Observation Guides to record student responses
  (The back of the summary page can also be used for recording student responses.)
- Alpine District DRA2 Summary page for each selection level per student
- A Focus for Instruction Checklist per student
- Selected student books (These should be read by the teacher prior to testing.)
- Timer to record student rate (Timing begins with level 4)

Step 2: During the conference
- Reading Engagement
  o Ask the ‘Reading Engagement’ questions
  o Record student responses

- Oral Reading Fluency
  Introduction
  Levels 4 – 16
  o Show the student the selected book and read the introduction outlined on the teacher’s guide. (You may use general prompts, such as “Now what is happening?” or “Turn the page,” but do not ask specific questions during the picture walk. Tally the number of times you prompt.)

  Record of Oral Reading
  Levels 4 – 16
  o Ask the student to read aloud the assigned text, explaining that you will be timing their reading. Take a running record at this time, noting miscues, self-corrects, problem-solving, phrasing, and expression.
  o Record the seconds when the student has finished reading.
  o Using the appropriate Alpine District DRA2 Summary rubric, score the Oral Fluency section. If the student’s total Oral Fluency score falls within the instructional range (fall) or independent range (winter, spring) continue the assessment. If not, have them read a lower level text. (Use informed teacher discretion when moving a student to a lower level.)

- Comprehension
  Retelling
  Levels 4 – 16
  o Ask the student to “Start at the beginning, and tell me what happened in this story.” Use the ‘Story Overview’ in the Teacher Observation Guide to note what should be included in the retelling.
  o Use the prompts only if necessary to gain further information. Count the number of prompts given.

Reflection/Making Connections
Levels 4 - 16
  o Record the student’s response to the questions on the Teacher Observation Guide or on the DRA2 Summary rubric.
**Step 3: Scoring**

- Use the scoring rubrics on the Alpine District **DRA2 Summary** page to determine and record scores.
- Record several goals on the Alpine **DRA2 Summary** page and/or on the Focus for Instruction Checklist.
- Report results on the Alpine District DRA Data file prior to the Data Entry Deadline.
- Staple and file individual assessment pages for use to inform instruction and to communicate with parents.
- After the spring assessment, a hard copy of the DRA2 Summary page could be filed for next year’s teacher.
- Do not discard summary pages or recording forms. Keep all student records.
Procedures for Administering the DRA2
Levels 18 – 24

Step 1: Preparing for the conference

- Gather materials:
  - Teacher Observation Guides to record student responses
    (The back of the summary page can also be used for recording student responses.)
  - Alpine District DRA2 Summary page for each selection level per student
  - A Focus for Instruction Checklist per student
  - Selected student books (These should be read by the teacher prior to testing.)
  - Timer to record student rate  (Timing begins with level 4)

Step 2: During the conference

- Reading Engagement
  - Ask the ‘Reading Engagement’ questions
  - Record student responses

- Oral Reading Fluency
  - Introduction
    Levels 18 – 24
    - Show the student the selected book and read the introduction outlined on the teacher’s guide.
  - Record of Oral Reading
    Levels 18 – 24
    - Ask the student to read aloud the assigned text, explaining that you will be timing their reading. Take a running record at this time, noting miscues, self-corrects, problem-solving, phrasing, and expression.
    - Record the seconds when the student has finished reading.
    - Using the appropriate Alpine District DRA2 Summary rubric, score the Oral Fluency section. If the student’s total Oral Fluency score falls within the instructional range (fall) or independent range (winter, spring) continue the assessment. If not, have them read a lower level text. (Use informed teacher discretion when moving a student to a lower level.)

- Comprehension
  - Prediction/Silent Reading
    Levels 18 – 24
    - Immediately following the running record, ask the student to “Think about the title, the pictures you have seen, and what you have read so far. (Pause) Tell me three things that you think might happen in the rest of this story.”
    - Record the student’s response.
    - Direct the student to finish the story on his/her own. When the student completes the story, continue with the retelling. While the student is reading silently, it is possible to begin assessing another student.
  - Retelling
    Levels 18 – 24
    - Ask the student to “Start at the beginning, and tell me what happened in this story.” Use the ‘Story Overview’ in the Teacher Observation Guide to note what should be included in the retelling.
    - Use the prompts only if necessary to gain further information. Count the number of prompts given.

- Reflection/Interpretation
  Levels 18 - 24
  - Record the student’s response to the questions on the Teacher Observation Guide or on the DRA2 Summary rubric.
**Step 3: Scoring**

- Use the scoring rubrics on the Alpine District DRA2 Summary page to determine and record scores.
- Record several goals on the Alpine DRA2 Summary page and/or on the Focus for Instruction Checklist.
- Report results on the Alpine District DRA Data file prior to the Data Entry Deadline.
- Staple and file individual assessment pages for use to inform instruction and to communicate with parents.
- After the spring assessment, a hard copy of the DRA2 Summary page could be filed for next year’s teacher.
- Do not discard summary pages or recording forms. Keep all student records.
Procedures for Administering the DRA2
Levels 28 – 38

Step 1: Student Reading Survey
• Materials: 2 page survey for each student (K-3 survey form)
• You may review the questions and brainstorm possible answers prior to administration.
• Survey may be given to the whole class in one sitting. (Takes approximately 10-20 minutes.)
  (For students with an individual written plan, the teacher may record the responses.)

Step 2: One-on-One Student Reading Conference
• Materials
  1. 2 page Teacher Observation Guide for grade level selection per student (Copied from Blackline Masters CD or DRA2 Teacher Guide provided for your school.)
  2. Student Comprehension booklet for each grade level selection per student.
  3. Alpine District DRA2 Summary page for each selected level per student.
  4. A Focus for Instruction Checklist per student. (This could be copied on the back of the summary page.)
  5. Selected grade level student books. (The teacher should read the text prior to testing.)
  6. Timer to record student rate. (Test may also be tape recorded, if desired for teacher accuracy. Apple Sound Studio, Audacity, Microsoft Word Notebook, or Powerpoint programs record well.)
• Procedures
  1. Make sure you have collected the completed student survey.
  2. Show the student the selected book. Require the child to scan all the text features on the pages included in the oral running record. After this brief preview, read the introduction outlined on the teacher’s guide.
  3. Ask the student to read aloud the assigned paragraphs, explaining that you will be timing their reading. Take a running record at this time, recording miscues and self-corrects, noting phrasing and expression.
  4. Record the seconds, circle the number or errors, and figure WPM when the student has finished reading.
  5. Using the appropriate level Alpine District DRA2 Summary rubric, total the Oral Fluency section. If you believe the student’s total Oral Fluency score falls within the instructional range (fall) or independent range (winter, spring) continue with the assessment. If not, have them read a lower level text. (Refer to page 15 in the Alpine School District DRA2 handbook before changing levels of assessment.)

Step 3: Written Comprehension
• Procedures
  1. Following the oral running record, the teacher is directed to read aloud the prompts on page one in the student booklet, and record the student’s prediction and text feature responses on the same page. Do not give additional teacher prompts. Total the Oral Fluency score on the summary page before testing the next student.
  2. After you have recorded prediction responses on page one, give the student the comprehension booklet and a copy of the selected benchmark book. Say: Read the book. When you are finished, write a summary of what you have read and answer the remaining questions in the Student Booklet. Students may use the text as they finish written comprehension pages 2-3. (If a student has a written plan in place for reading and/or written communication, follow the plan. You may read the prompts aloud and scribe their responses if required.)

Step 4: Scoring
• Procedures
  1. Complete each section of the scoring rubric on the Alpine District DRA2 Summary page.
  2. If a student’s total comprehension score falls in the intervention range, they should be retested on a lower level text.
  3. Record several goals on the bottom of the Alpine Summary page, and/or on the Focus for Instruction Checklist.
  4. Report results on the Alpine District DRA2 Data file prior to the data entry deadline.
  5. Keep all student records for use to inform instruction and to communicate with parents. (After the spring assessment the hard copy of the DRA2 Summary page should be filed for next year’s teacher.)
Procedures for Administering the DRA2
Levels 40 – 80

Step 1: Student Reading Survey
- **Materials:** 2 page survey for each student (4-5, or 6-8 grade survey form.)
- You may review the questions and brainstorm possible answers prior to administration.
- Survey may be given to the whole class in one sitting. (Takes approximately 10-15 minutes.)
  (For students with an individual written plan, the teacher may record the responses.)

Step 2: One-on-One Student Reading Conference
- **Materials**
  7. 2 page Teacher Observation Guide for grade level selection per student (Copied from Blackline Masters CD or DRA2 Teacher Guide provided for your school.)
  8. Student Comprehension booklet for each grade level selection per student.
  9. Alpine District **DRA2 Summary** page for each selected level per student.
  10. A Focus for Instruction Checklist per student. (This could be copied on the back of the summary page.)
  11. Selected grade level student books. (The teacher should read the texts prior to testing.)
  12. Timer to record student rate. (Test may also be tape recorded, if desired for teacher accuracy. Apple Sound Studio, Audacity, Microsoft Word Notebook, or Powerpoint programs record well.)
- **Procedures**
  6. Make sure you have collected the student survey.
  7. Show the student the selected book. Require the child to scan all the text features on the pages included in the oral running record. After this brief preview, read the introduction outlined on the teacher’s guide.
  8. Ask the student to read aloud the assigned paragraphs, explaining that you will be timing their reading. Take a running record at this time, recording miscues and self-corrects, noting phrasing and expression.
  9. Record the seconds, circle the number or errors, and figure WPM when the student has finished reading.
  10. Using the appropriate level Alpine District **DRA2 Summary** rubric, total the Oral Fluency section. If the student’s total Oral Fluency score falls within the instructional range (fall) or independent range (winter, spring) continue with the assessment. If not, have them read a lower level text. (Refer to page 15 in the Alpine School District DRA2 handbook before changing levels of assessment.)

Step 3: Written Comprehension
- **Procedures**
  3. If you can see that the total Oral Fluency score will fall at least in the instructional range, instruct the student to complete the first page of the written comprehension making predictions based on the passage they have just read aloud. They may not refer to the text at this time. Total the Oral Fluency score on the summary page before testing the next student.
  4. After the student has completed the prediction page, give him/her a copy of the student book. For levels 40-50 say: **Read the book. When you are finished, write a summary of what you have read and answer the remaining questions in the student booklet.** At levels 60-80, say: **Read the book. As you read, use the graphic organizer on page 2. Record the important information from this book. When you are finished, write a summary of what you have read and answer the remaining questions in the student booklet.** At all levels students may return to the text for examples as they finish the written comprehension pages 2-3. (If a student has an individual written plan in place for reading and/or written communication, follow the plan.)

Step 4: Scoring
- **Procedures**
  6. Complete each section of the scoring rubric on the Alpine District **DRA2 Summary** page.
  7. If a student’s total comprehension score falls in the intervention range, retest on a lower level text.
  8. Record goals on the bottom of the Alpine Summary page, and/or on the Focus for Instruction Checklist.
  9. Report results on the Alpine District DRA2 Data file prior to the data entry deadline.
  10. Keep all student records for use to inform instruction and to communicate with parents. (After the spring assessment the hard copy of the DRA2 Summary page should be filed for next year’s teacher or passed on to the designated jr. high reading specialist.)
Procedures for Administering the DRA2
Bridge Pack Levels 20 – 38

Step 1: Student Reading Survey
- Materials: 2 page survey for each student (4-5 or 6-8 grade survey form)
- You may review the questions and brainstorm possible answers prior to administration.
- Survey may be given to the whole class in one sitting. (Takes approximately 10-15 minutes.)
  (For students with an individual written plan, the teacher may record the responses.)

Step 2: One-on-One Student Reading Conference
- Materials
  13. 2 page Teacher Observation Guide for grade level selection per student (Copied from Blackline Masters CD or DRA2 Teacher Guide provided for your school.)
  14. Student Comprehension booklet for each grade level selection per student.
  15. Alpine District DRA2 Summary page for each selected level per student.
  16. A Focus for Instruction Checklist per student. (This could be copied on the back of the summary page.)
  17. Selected grade level student books. (The teacher should read the texts prior to testing.)
  18. Timer to record student rate. (Test may also be tape recorded, if desired for teacher accuracy. Apple Sound Studio, Audacity, Microsoft Word Notebook, or Powerpoint programs record well.)
- Procedures
  11. Make sure you have collected the completed student survey.
  12. Show the student the selected book. Require the child to scan all the text features on the pages included in the oral running record. After this brief preview, read the introduction outlined on the teacher's guide.
  13. Ask the student to read aloud the assigned paragraphs, explaining that you will be timing their reading. Take a running record at this time, recording miscues and self-corrects, noting phrasing and expression.
  14. Record the seconds, circle the number or errors, and figure WPM when the student has finished reading.
  15. Using the appropriate level Alpine District DRA2 Summary rubric, total the Oral Fluency section. If the student’s total Oral Fluency score falls within the instructional range (fall) or independent range (winter, spring) continue with the assessment. If not, have them read a lower level text. (Refer to page 15 in the Alpine School District DRA2 handbook before changing levels of assessment.)

Step 3: Written Comprehension
- Procedures
  5. Following the oral running record, the teacher is directed to read aloud the prompts on page one in the student booklet, and record the student’s prediction and text feature responses on the same page. Do not give additional teacher prompts. Total the Oral Fluency score on the summary page before testing the next student.
  6. After you have recorded prediction responses on page one, give the student the comprehension booklet and a copy of the selected benchmark book. Say: Read the book. When you are finished, write a summary of what you have read and answer the remaining questions in the Student Booklet. Students may use the text as they finish written comprehension pages 2-3. (If a student has a written plan in place for reading and/or written communication, follow the plan. You may read the prompts aloud and scribe their responses if required.)

Step 4: Scoring
- Procedures
  11. Complete each section of the scoring rubric on the Alpine District DRA2 Summary page.
  12. If a student’s total comprehension score falls in the intervention range, they should be retested on a lower level text.
  13. Record several goals on the bottom of the Alpine Summary page, and/or on the Focus for Instruction Checklist.
  14. Report results on the Alpine District DRA2 Data file prior to the data entry deadline.
  15. Keep all student records for use to inform instruction and to communicate with parents. (After the spring assessment the hard copy of the DRA2 Summary page should be filed for next year’s teacher or passed on to the designated jr. high reading specialist.)