Assessment Instrument Table: DRA2

Element	Description	
Instrument Name	Name of specific instrument (more than vendor name).	Developmental Reading Assessment 2nd edition (DRA2)
Vendor	Name of the company or organization that produces the instrument.	Pearson
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument.	**DRA2** enables primary teachers to systematically observe, record, and evaluate changes in student reading performance. DRA2 provides teachers with information that helps teachers determine each student's independent reading level and identify what the student needs to learn next. The **DRA Word Analysis** is a diagnostic assessment that provides classroom and reading teachers with a systematic means to observe how struggling and emerging readers attend to and work with the various components of spoken and written words. It is intended to support teachers to: 1. Determine students' level of control of various word analysis tasks. 2. Document students' progress over time. 3. Group students according to their instructional needs. 4. Plan more effectively for instruction.
Population	Who (which students) could be assessed using the instrument.	DRA2 can be used with students from kindergarten through eighth grade. It includes a K-3 kit and a 4-8 kit. The DRA Word Analysis is intended for: • Emerging readers in kindergarten and beginning first grade to identify their level of phonological awareness and basic knowledge of phoneme/grapheme relationships. • Struggling readers in the latter part of first grade through third grade who are reading below grade level or designated levels of proficiency due to ineffective word-solving skills and strategies. • Fourth- and fifth-grade students whose independent DRA reading level is 38 or below.
When? How frequently?	How frequently the instrument can be administered in a school year, and	The DRA2 assessment can be used on a semi-annual or annual basis to monitor and document change over time in each student's reading. It may be used more frequently with

	recommended or required administration windows.	struggling readers to ensure continued progress. Testing windows are set at the local level. CDE encourages districts to administer DRA2 at least three times during the school year. **DRA Word Analysis** should be administered during the first part of the school year after the DRA2 has been administered to students in first through fifth grades. Teachers will use the information gained from the DRA2 to determine which emerging and/or struggling readers should be given this assessment. It is best to wait until midyear to give this assessment to emerging readers in kindergarten. It is also recommended that teachers re-administer the DRA Word Analysis midyear and at the end of the school year to: • Determine if students have gained control of those tasks that they initially demonstrated no, little, and/or some control. • Identify a new focus of instruction for students who are still reading below a designated level of proficiency on the DRA2 due to ineffective word-solving skills and strategies.
Content Area (s)	Content area or areas being assessed.	Reading
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	**DRA 2** Reading engagement (student survey) -- describes the student's level of engagement with reading. Engaged readers read often, know books and authors, and have goals for themselves as readers. Oral reading fluency (student oral reading of text at an appropriate level) Comprehension (retell, responding to comprehension questions, write summaries) **DRA Word Analysis** 1) Phonological awareness: rhyming, alliteration, phonemic awareness, and segmentation 2) Phonics: encoding, decoding, substitutions/analogies 3) Meta-language (language used to talk about printed language concepts) 4) Letter/Word Recognition 5) Structural Analysis and Syllabication
Individual Metrics	The scores provided at the individual (student) level.	**DRA2 Scores:** • Students receive individual scores for reading engagement, oral reading fluency and comprehension/printed language concepts. Depending on the student's independent

reading level, scores are translated into a performance level of: intervention, instructional, independent, or advanced.

- Students oral reading fluency and comprehension/printed language concepts scores are combined to determine an *overall performance level*, which also depends on the students independent reading level. Overall performance level ratings include: Emerging, Developing, or Independent for Levels A–12; and Intervention, Instructional, Independent, or Advanced for Levels 14–40.
- Students also receive an independent reading level rating from level A to level 40 (A, 1, 2, 3, 4, 6, 8, 10, 12, 14, 16, 18, 20, 24, 28, 30, 34, 38, and 40). Independent Reading Level is the reading level at which the student can engage with the text independently (e.g., the teacher does not provide any scaffolding). The student's total score in Oral Reading/Oral Reading Fluency and the student's total score in Comprehension/ Printed Language Concepts determines whether a text was read at an independent, instructional, or advanced level.

The relationship between student performance ratings and independent reading levels are described in greater detail below:

Reading Engagement: Teachers rate students' responses in the Student Reading Survey. Scores range from 2 to 8, where scores of 2 to 3 indicate an Intervention level of performance, scores of 4 to 5 indicate an Instructional level of performance, scores of 6 to 7 indicate an Independent level of performance, and a score of 8 indicates an Advanced level of performance.

Oral Reading Fluency: At levels 14-80, Oral Reading Fluency describes the student's oral reading behaviors in terms of expression, phrasing, rate, and accuracy. At levels 4-12, Oral Reading Fluency is comprised of phrasing, monitoring/self-corrections, problem-solving unknown words, and accuracy. The Oral Reading Fluency score is the sum of the four indicators (e.g., for levels 14-80, Expression, Phrasing, Rate, and Accuracy). Scores range from 4 to 16, where scores of 4 to 6 indicate an Intervention level of performance, scores of 7 to 10 indicate an Instructional level of performance, scores of 11 to 14 indicate an Independent level of performance, and scores of 15 to 16 indicate an Advanced level of performance.

Comprehension/ Printed Language Concepts:

Comprehension describes the student's ability to retell and understand the text including the main ideas, key facts, and characters, events, or topics. At lower levels (A- 3), printed language concepts are evaluated. At Levels A–1, the student's use of printed language concepts is evaluated, specifically directionality and one-to-one correspondence. At Levels 2–3, evaluation of students' use of words/letters is added. At Levels 4–24, in addition to evaluating the student's retelling of the story (including the sequence of events, characters and details, and key vocabulary), the teacher evaluates the student's preview or predictions about the story, the level of interpretation of the story, the level of reflection on the story, and how much teacher support the student required to retell the story. At Levels 4–16 only, a student's performance is evaluated for making connections with the text. At Levels 28–80, teachers rate the student's responses to the questions and prompts in the Student Booklet. At Levels 28–38, teachers also evaluate the use of key vocabulary in the summary. At Levels 40–80, teachers additionally evaluate the skill of Metacognitive Awareness. Each task is rated on a four-point scale. Different descriptions are used for fiction and nonfiction texts for Summary and Reflection and also for texts at Levels 28– 38 versus Levels 40–80. The teacher selects the best description of the student's performance on each indicator and sums the score to obtain the Comprehension score. Comprehension scores range in DRA2 K–3 from 7 to 28 (except Level 40, which ranges from 6–24); and in DRA2 4–8, scores range from 6 to 24.

With DRA2 K–3 (except Level 40), scores of 7 to 13 reflect an Intervention level of performance; scores of 14 to 18 reflect an Instructional level of performance; scores of 19 to 25 reflect an Independent level of performance; and scores of 26 to 28 reflect an Advanced level of performance. For independent reading level 40, scores of 6 to 11 indicate an Intervention level of performance, scores of 12 to 16 indicate an Instructional level of performance, scores of 17 to 22 indicate an Independent Level of performance, and scores of 23 to 24 indicate an Advanced Level of performance.

DRA Word Analysis

A total of 40 tasks are available. Each task produces a raw score (range of 7-50), which can be categorized into four levels of control:
- No/Little Control (0-39% correct)
- Some Control (40-79% correct)

- Gaining Control (80-99% correct)
- Control (100% correct)

Testing stops when the student is no longer able to perform well on any three tasks (i.e., does not demonstrate control).

| Individual Comparison Points (cut scores) | Information provided regarding how good is good enough performance on the instrument. Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores. | Students **reading engagement**, **oral fluency**, **comprehension/printed language concepts** are rated at four levels: Intervention, Instructional, Independent and Advanced. Students rated at an "independent" or "advanced" level are considered proficient. |

Independent Reading Level Expectations:

Note: the spring reading level is the end of year expectation for each grade level.

Grade	Time	Proficient/Independent	Instructional
Kindergarten	Fall	Pre A	
	Mid-Year	1	A
	Spring	3	2
1st Grade	Fall	3	2
	Mid-Year	8	6
	Spring	16	14
2nd Grade	Fall	16	14
	Mid-Year	20	18
	Spring	28	24
3rd Grade	Fall	28	24
	Mid-Year	34	28
	Spring	38	30-34
4th Grade	Fall	38	30-34
	Mid-Year	38 (34-39)	34
	Spring	40 (28)	38
5th Grade	Fall	40 (28)	38
	Mid-Year	40 (34-36)	38
	Spring	50 (28)	10
6th Grade	Fall	50 (28)	10
	Mid-Year	50 (33)	10
	Spring	60 (28-30)	50
7th Grade	Fall	60 (28-30)	50
	Mid-Year	60 (32-34)	50

	Spring	70 (31-33)	60	
8th Grade	Fall	70 (31-33)	60	
	Mid-Year	70 (35-36)	60	
	Spring	80 (31-32)	70	

Individual Comparison Points (CDE)	Cut Scores for Significant Reading Deficiency	CDE has identified the following cut scores for students *independent reading level* as scored by DRA2. Students scoring at the identified independent reading level or lower would be identified has having a significant reading deficiency.

	Fall	**Winter**	**Spring**
Kindergarten	**NA***	**NA****	**A**
1st Grade	**A**	**6**	**10**
2nd Grade	**10**	**14**	**18**
3rd Grade	**18**	**20**	**28**

*Kindergarten: For the beginning and middle of the year, teachers should use the Word Analysis assessments from DRA2 for Kindergarten students to determine a Significant Reading Deficiency. For the beginning of the year, teachers should use Tasks 3, 5, and 6 (Isolating Initial Sound, Recognizing Lowercase Letters, and Recognizing Capital Letters). Students should score higher than 3 on Task 3 (Isolating Initial Sound) and higher than 9 on Tasks 5 and 6 (Recognizing Lowercase and Capital Letters). Students must score above the cut-off score on at least one of the three tests to not be identified as having a Significant Reading Deficiency.

**Kindergarten: For the middle of the year, in addition to Tasks 3, 5, and 6, teachers should use Task 21 (Segmenting Words into Phonemes). Students should score higher than 7 on Task 3 (Isolating Initial Sound), higher than 20 on Tasks 5 and 6 (Recognizing Lowercase and Capital Letters), and higher than 5 on Task 21 (Segmenting Words into Phonemes). Students must score above the cut-off score on at least one of the four tests to not be identified as having a Significant Reading Deficiency.

Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.	• The number and/or percent of students reading at the independent or advanced level for the expected independent reading level (by grade level) • The number and percent of students identified as having a significant reading deficiency (by grade level)

Aggregate Comparison Points (cut scores)	Information provided regarding how good is good enough performance at the group level.	None provided by vendor.
Aggregate Comparison Point (CDE)	CDE has established comparison points for requests to reconsider	50% of students receive an independent or advanced over-all performance level rating for the target independent reading level.
Alignment	Information provided by the vendor about alignment of this instrument to other instruments, standards, etc.	Concurrent validity is reported in the technical manual (Page 56): http://assets.pearsonschool.com/asset_mgr/current/20139/DRA2_Technical_Manual_2012.pdf
Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	**Student Reports:** Student Progress Over Time Book Graph (K-3, 4-8) Assessment Summary Continuum Word Analysis and FFI Summary **Class Reports:** Class Completion Class Reporting Form Class Focus for Instruction Summary Class Focus for Instruction Detail Class Word Analysis Group Profile Class Word Analysis Group Profile Detail Class Word Analysis Performance Class Word Analysis Performance Detail Class Word Analysis Task Performance Class Word Analysis History Class Word Analysis FFI Summary Class Word Analysis FFI Detail Historical Reports Class List/Student Students per Reading Level Students per Reading Stage Focus Group

	Demographics Word Analysis Completion Word Analysis Performance DRA2 online management system is described here: http://www.pearsonschool.com/index.cfm?locator=PSZw5u&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=3289&PMDbProgramID=23721
Technical Quality	Technical report: http://assets.pearsonschool.com/asset_mgr/current/20139/DRA2_Technical_Manual_2012.pdf