1. READING ENGAGEMENT

Ask the student to bring his or her reading record to the conference. If the Student Reading Survey was not completed prior to the assessment conference, read aloud the questions on the survey and record the student’s responses.

2. ORAL READING FLUENCY

INTRODUCTION

T: This book is called Slammin’ Sammy: A Real Hero. Sammy Sosa is a famous baseball player. Please read aloud pages 2 through 4. Show the student where to stop reading at the *. 

RECORD OF ORAL READING

Record the student’s oral reading behaviors. Note the student’s fluency (expression and phrasing). Be sure to time the student’s reading.

Page 2

Meet Sammy Sosa

It’s a sunny Saturday afternoon at the ballpark. The fans watch as Sammy Sosa steps up to the plate. He pulls back on his bat and swings with all his might.

Crack! The crowd watches as the ball flies out of the park. It’s another home run for Slammin’ Sammy. As he runs around the bases, Sammy kisses his fingers, touches his heart, and then blows a kiss. This is how Sammy sends a message to his mother.

Sammy’s smile shines when he crosses home plate. The fans are on their feet chanting, “Sam-my! Sam-my!”
Page 4

Sammy as a Boy

Sammy Sosa is one of baseball’s great stars. He grew up in a small town in the Dominican Republic. As a kid, Sammy helped his mother, four brothers, and two sisters. His father died when he was seven years old. Sammy did all sorts of things to help make money. Sometimes he would shine shoes or wash cars. Other times he would sell oranges.

Like many kids on the island, Sammy dreamed of playing baseball in the United States. He didn’t have a baseball or a bat. When he played baseball, he used a milk carton as a glove. He used stuffed socks as a ball. A tree branch was used as a bat. That is all he had.

Time: ________ minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student’s oral reading time to circle the WPM range.

Word Count: 221

<table>
<thead>
<tr>
<th></th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes:Seconds</td>
<td>3:11 or more</td>
<td>3:10–2:29</td>
<td>2:28–1:46</td>
<td>1:45 or less</td>
</tr>
<tr>
<td>WPM</td>
<td>69 or less</td>
<td>70–89</td>
<td>90–125</td>
<td>126 or more</td>
</tr>
</tbody>
</table>

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

<table>
<thead>
<tr>
<th></th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Miscues</td>
<td>13 or more</td>
<td>10–12</td>
<td>8–9</td>
<td>4–5</td>
</tr>
<tr>
<td>Percent of Accuracy</td>
<td>94 or less</td>
<td>95</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>

• If the student’s score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text at another time.
3. COMPREHENSION

TEXT FEATURES and STUDENT PREDICTION
Read aloud the questions/prompts on page 1 of the Student Booklet, and record the student’s responses on the same page. Do not give additional prompts. Students may use the indicated book pages when responding to the Prediction and Nonfiction Text Features questions/prompts.

Note: Continue with the assessment if time permits. Otherwise, have the student read the book and complete the Student Booklet at another time.

STUDENT READS AND RESPONDS
All students may use the text to complete pages 2–3 of the Student Booklet.

T: Read the book. When you are finished, write a summary of what you have read and answer the remaining questions in the Student Booklet. If you have questions, please come to me (or raise your hand).

Note: For students who have an Individual Education Plan in place for reading and/or written communication, follow the directions in their plan. You may read aloud the prompts on pages 2 and 3 of the Student Booklet and/or scribe their responses if required. Give no additional prompts.

While the student reads the text independently, complete the Teacher Analysis of Oral Reading on the next page and circle the descriptors on the DRA2 Continuum that best describe the student’s oral reading fluency.
4. TEACHER ANALYSIS

ORAL READING

If the student had 5 or more different miscues, use the information recorded on the Record of Oral Reading to complete the chart below.

<table>
<thead>
<tr>
<th>Student problem-solves words using:</th>
<th>Number of miscues self-corrected: ____</th>
<th>Number of miscues not self-corrected: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ beginning letter(s)/sound(s)</td>
<td>□ never</td>
<td>□ visually similar</td>
</tr>
<tr>
<td>□ letter-sound clusters</td>
<td>□ at times</td>
<td>□ not visually similar</td>
</tr>
<tr>
<td>□ blending letters/sounds</td>
<td>□ often</td>
<td></td>
</tr>
<tr>
<td>□ onset and rime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ knowledge of spelling patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(analogies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ syllables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ rereading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ no observable behaviors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Miscues interfered with meaning:

<table>
<thead>
<tr>
<th>Missed</th>
<th>Omissions</th>
<th>Insertions</th>
<th>Reversals</th>
<th>Substitutions that were</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at times</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>often</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Miscues included: | |
|-------------------| |
|                    | |
|                    | |
|                    | |

Copy each substitution to help analyze the student’s attention to visual information.

e.g., chatting (substitution)
chanting (text)

Oral Reading Rate: (Optional) Use the formula below to determine the student’s exact oral reading rate. Convert the student’s reading time to all seconds.

\[ \frac{221 \text{ (words)}}{\text{total seconds}} = \text{WPS} \times 60 = \text{WPM} \]

DRA2 Continuum

- Use the information from the Student Reading Survey and the Student Booklet to circle the descriptors that best describe the student’s responses for Reading Engagement and Comprehension.
- Add the circled numbers to obtain a total score for each section.
- Record the total scores at the top of page 1. Record the Comprehension score at the top of page 5 after the colon.

Note: If the Comprehension score is less than 14, administer DRA2 with a lower-level text.
Choose three to five teaching/learning activities on the **DRA2** Focus for Instruction on the next page.

<table>
<thead>
<tr>
<th><strong>DRA2 CONTINUUM</strong></th>
<th><strong>LEVEL 38</strong></th>
<th><strong>EXTENDING READER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERVENTION</strong></td>
<td><strong>INSTRUCTIONAL</strong></td>
<td><strong>INDEPENDENT</strong></td>
</tr>
<tr>
<td><strong>Reading Engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wide Reading</strong></td>
<td>1 Title(s) below grade level; limited reading experiences and book knowledge</td>
<td>2 Titles slightly below grade level; rather limited reading experiences</td>
</tr>
<tr>
<td><strong>Self-Assessment/Goal Setting</strong></td>
<td>1 No strengths and/or goals</td>
<td>2 General strength(s) and goal(s) related to the reading process</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>2 3</td>
<td>4 5</td>
</tr>
<tr>
<td><strong>Oral Reading Fluency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td>1 Little expression; monotone</td>
<td>2 Some expression that conveys meaning</td>
</tr>
<tr>
<td><strong>Phrasing</strong></td>
<td>1 Mostly word-by-word</td>
<td>2 Short phrases most of the time; inappropriate pauses</td>
</tr>
<tr>
<td><strong>Rate</strong></td>
<td>1 69 WPM or less</td>
<td>2 70–89 WPM</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>1 94% or less</td>
<td>2 95%</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>4 5 6</td>
<td>7 8 9 10</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prediction</strong></td>
<td>1 Unrelated question(s) or no response</td>
<td>2 At least 1 reasonable question related to the text</td>
</tr>
<tr>
<td><strong>Nonfiction Text Features</strong></td>
<td>1 Limited information accessed from text features or no response</td>
<td>2 Partial information accessed from text features</td>
</tr>
<tr>
<td><strong>Scaffolded Summary</strong></td>
<td>1 1–2 ideas/facts in own language and/or copied text; may include incorrect information</td>
<td>2 Partial summary; generally in own language; some important ideas/facts may include misinterpretations</td>
</tr>
<tr>
<td><strong>Scaffolded Summary:Vocabulary</strong></td>
<td>1 General terms or labels; limited understanding of key words/concepts</td>
<td>2 Some language/vocabulary from the text; some understanding of key words/concepts</td>
</tr>
<tr>
<td><strong>Literal Comprehension</strong></td>
<td>1 Incorrect response or no response</td>
<td>2 Partial response; may include misinterpretation</td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td>1 Little or no understanding of important text implications</td>
<td>2 Some understanding of important text implications; no supporting details</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>1 Insignificant message; no reason for opinion or no response</td>
<td>2 Less significant message and/or a general reason for opinion</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>7 8 9 10 11 12 13</td>
<td>14 15 16 17 18</td>
</tr>
</tbody>
</table>
DRA2 FOCUS FOR INSTRUCTION FOR EXTENDING READERS

READING ENGAGEMENT

Wide Reading
- Teach student strategies to select appropriately leveled texts for independent reading
- Introduce student to reading materials from a variety of genres
- Teach strategies to build reading stamina
- Create structures and/or routines to support reading at home
- Develop clear expectations for amount of independent reading
- Teach student how to use a reading log to monitor book selection and set reading goals
- Model/teach how to read for different purposes

Self-Assessment/Goal Setting
- Model and discuss strategies good readers use
- Help student identify 1–2 reading goals and a plan of action to improve reading
- Support revision of ongoing reading goals

ORAL READING FLUENCY

Expression and Phrasing
- Model and support reading in longer, meaningful phrases with appropriate expression
- Have student practice appropriate expression with familiar texts
- Teach student to recognize and emphasize key phrases and words in nonfiction texts
- Teach student to heed punctuation

Rate
- Provide materials and time for repeated reading to increase reading rate
- Teach student to read lower-level and/or familiar texts at an appropriate rate

Accuracy: Word Analysis
- Support and reinforce self-corrections of miscues
- Model and support how to take words apart (e.g., onset and rime, syllables) to problem-solve unknown words
- Teach how to use word chunks and analogies to problem-solve unknown words

COMPREHENSION

Prediction
- Provide opportunities for student to make predictions based on title, table of contents, and headings
- Model and support using background information to make meaningful predictions
- Model and teach student how to pose questions as a basis for predictions

Nonfiction Text Features
- Model and support how to read and interpret charts, graphs, maps, tables, etc.
- Model and teach how to use table of contents, headings, glossary, etc.

Summary
- Share and identify characteristics of good summaries
- Model and co-construct written summaries of texts read aloud
- Model and support how to distinguish between more important and less important ideas and facts
- Model and support how to write a summary in one’s own words
- Model and support how to use examples from the text
- Teach student how to use headings to organize a summary of an informational/nonfiction text

Literal Comprehension
- Show student how to use key words to identify specific information from the text
- Provide opportunities for student to answer and construct literal questions
- Teach student how to use graphic organizers to keep track of key ideas and facts

Interpretation
- Teach and share examples of inferences
- Provide opportunities for student to support inferences with information or examples from the text
- Give student opportunities to respond to inference questions orally and in writing
- Model and support how to interpret nonfiction text features (e.g., how to read a chart or diagram)

Reflection
- Help student identify important information and key vocabulary
- Demonstrate how to support opinion with details from the text
BEFORE READING

PREDICTION

Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

NONFICTION TEXT FEATURES

Turn to page 13. Read the graph, and tell me what this graph shows you.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Turn to the glossary. What does the word scouts mean in this book?

________________________________________________________________________________________

________________________________________________________________________________________
AFTER READING

Summary

Write a summary of this book in your own words. Include the important ideas and facts. You may use the book and the headings below to help you write your summary.

Sammy as a Boy

Sammy Tries Out for a Baseball Team

Sammy Begins to Hit Home Runs

The Great Home Run Race

A Hero on and off the Field
Literal Comprehension

List 3 things that Sammy used to play baseball when he was a young boy.

Sammy used...

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________

Interpretation

Why do you think Sammy wants to help the people in his home country?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reflection

What do you think is the most important thing that you learned from this book?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Tell why you think it is important. ________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reread what you have written to make sure your answers are the way you want them before you hand in your booklet.