Cheney Public Schools requires that all students demonstrate reading growth and achievement every year in elementary school. Specifically, we are committed to ensuring all students engage in a screening assessment in the fall, a winter formative assessment (where applicable as noted in the DRA2 Benchmarks), and a spring assessment that contribute to a body of evidence that helps to identify students who may not meet grade level expectations and to help inform instructional programming, such as determining the need for supplemental intervention services. The DRA2 will be used for: kindergarten through fifth grades for both required state reporting (2nd grade only) and our internal best-practice instructional purposes. DRA2 helps build consistency and facilitates conversations about instructional programming and how we best meet students’ needs as they move through our system.

RCW.28A.300.320 requires that all second graders be assessed in the fall and that students who score substantially below grade level when assessed in the fall are assessed at least one more time in second grade.

Requirements for DRA2 Overview:

- **WHO:** Please refer to *Cheney School District Assessment Calendar* and *DRA2 Benchmark Achievement Levels for Grading and Reporting* for guidance on which students to assess during which terms.

- **HOW:** Please refer to the *DRA2 Teacher Guide* for specific support in scoring. Exceptions to scoring as intended in the DRA2 Teacher’s Guide are ONLY those listed below under *Specific DRA2 Administration requirements for Cheney Public Schools*.

- **WHEN:** Please refer to the *Cheney School District Assessment Calendar* for the timeline to administer DRA2 each grade level. If a student enrolls without a current DRA2 assessment, work to administer it as soon as possible to inform instructional practices.

- **REPORTING:** Data must be entered into the *DRA Online Management System prior to parent conference dates*: [https://www.draoms.com/](https://www.draoms.com/). This link is provided on the assessment page of our district website.
  - At conferences: use DRA data to inform families of each student’s strengths and needs and share a plan for supporting the student in achieving next steps. Access DRA2 reports, such as the *Continuum* report to share with families on [https://www.draoms.com/](https://www.draoms.com/).
  - Year-end documentation: All hardcopies of assessment materials from the Trimester 3 administration should be retained and *passed up* to students’ subsequent teachers for use in next year’s planning. *You must include the hardcopy record of the student’s oral reading and written responses for independent and instructional levels given.*

- **ROSTERS:** All students are rostered for you. *Please do not add students to your roster.* Contact the Student Information Specialist at 559-4588 if students are missing from your roster.

**Specific DRA2 Administration Requirements for Cheney Public Schools:**

See Next page for important changes to DRA2 for 2019-2020 school year.
Specific DRA2 Administration Requirements for Cheney Public Schools:
Exceptions to scoring as intended in the DRA2 Teacher’s Guide are ONLY those listed below:

1. Determine & report the highest independent level:

The highest independent level shows the greatest level the student is able to read without support. The highest independent level is the reported on https://www.draoms.com/. Since children can be independent on more than one level, we must report the highest level at which the student scores independent in both the Oral Reading Fluency (ORF) and Comprehension. We will know we’ve found the highest independent level when we’ve also found a level at which the child does not score in the independent range (student’s score falls into the instructional, emergent, or intervention range in ORF and/or Comprehension on the DRA2 continuum). The instructional level gives critical feedback and teaching points to guide instruction.

2. Reading Engagement Change of Practice:

Our practice for assessing reading engagement with DRA2 has changed. While reading engagement is essential to develop in students, it is not appropriate to score when determining DRA level. We will no longer score reading engagement in the on-line management system or include the score when determining independent level for three reasons: 1. Students should be supported in their engagement, not scored; 2. Students don’t have equitable access to reading engagement factors; 3. The latest revision of DRA3 made reading engagement optional for similar reasons. Do the following:

- **Continue** the practice of asking the reading engagement questions for the first level the child reads.
- **Make notes** so you can respond to student needs. Teachers will continue to foster motivation and interest in reading.
- **Do not count the score for reading engagement.** When the DRA2 management systems requires you to enter a score for this category, simply input level 3 in all areas. This will indicate a passing score regardless of answers to engagement questions.

3. Grades 4-5 students who are achieving at or above DRA level 60 AND proficient on MAP or SBA:

For students who meet both the following criteria, it is not mandatory to administer DRA:

- At or above DRA2 level 60 according to evidence in hard copy DRA2 assessment
- And score proficient on MAP (according to the District MAP leveling document) or SBA level of 3 or higher.

Instead do the following:

- Carry forward the previous score to next the reporting periods, thereby entering the same DRA information.
- Use other measures to locate instructional needs and set challenging goals with students. Other helpful measures may include EOU assessments, MAP profiles of ELA, or etc.

The rationale for this change is in response to feedback from upper grade teachers via our DRA Focus Group meeting last spring 2019. These teachers find the information from DRA2 less useful for students with highly advanced reading skills and use other measures more effectively to help them meet these students’ needs.

Need additional support? Have other questions?

Always refer to the DRA2 Teacher Guide for administration questions and scoring, except for those conditions listed above on this requirements document. If you need support beyond that offered in your teacher guide, please contact one of your building’s DRA2 advisors or instructional coaches.