Analyzing Student Performance

The fourth step in the DRA2 is analysis. Your analysis of the students’ behaviors and responses is an important part of the assessment.

**Step 4: Teacher Analysis**

After students have completed the independent work on the assessment, read and evaluate all the written responses to determine the student’s DRA2 performance. The Continuum will scaffold your analysis of each student’s performance in Reading Engagement, Oral Reading Fluency, and Comprehension. The series of descriptors on the Continuum for each text reflects a range of student responses—from Intervention, Instructional, Independent, to Advanced.

Using the information from the Student Reading Survey, the Teacher Observation Guide, and the Student Booklet, select and circle the descriptors or descriptor numbers that best describe the student’s responses in each section of the Continuum. It is highly recommended that the analysis of Oral Reading Fluency be completed immediately after the one-on-one student reading conference while the student is writing his or her predictions. If a student’s Oral Reading Fluency score falls within the Independent range, that text level is the student’s Independent Oral Reading Fluency level, but instructional needs in Comprehension may be identified as the analysis of the other assessment areas is completed.

The analysis of the other areas—Reading Engagement and Comprehension—may be completed in any order. Examples and definitions of student responses for Reading Engagement scored at Intervention, Instructional, Independent, and Advanced are provided in the Handbook in the back of this Teacher Guide. These can be used as a reference when scoring your students’ assessments. Examples and definitions of Independent responses in Comprehension for each of the Benchmark Assessment Books in Levels 40–80, and both Independent and Advanced responses for the Bridge Pack books, are also included as a reference guide.

When reading, analyzing, and scoring students’ written responses, read for content only. No structural and mechanical errors (e.g., grammar, punctuation, spelling) should be factored into your decision, but they may be noted for future instruction. If responses are difficult to read because of the student’s handwriting, ask the student to read aloud his/her written responses to ensure that the evaluation is based on the intended responses.

When students neglect to respond to a question or a prompt, circle the Intervention descriptor or number for that part.
**Reading Engagement**

When analyzing student responses on the Student Reading Survey, look for evidence of engagement. Engaged readers read often, know books and authors, and have goals for themselves as readers. Sample student responses for Wide Reading and Self-Assessment/Goal Setting are included in the Handbook section of this Teacher Guide.

To analyze and score student responses for Reading Engagement, complete the following steps:

1. Read the student’s responses to the prompts and questions in the Wide Reading and Self-Assessment/Goal Setting sections of the Student Reading Survey.

**Teacher Analysis Example**

**Wide Reading**

Alyssa’s responses indicate an Independent score in Wide Reading for a beginning fifth-grade student. She listed several titles across three genres, is currently reading different books at school and home, and identified two genres she enjoys reading.

![Student Response Image]

1. What are you currently reading at school and at home?

   *Tooth and lamendings, The Phantom Tollbooth, Amber Brown, extra credit*

   *Series of Unfortunate Events, The Grotto, National Geographic Kids, Harry Potter, and The Sorcerer’s Stone, Because of Winn-Dixie, Rent, Meet Kayla*

Think about your favorite authors, topics, and books. What do you like to read? Tell why.

*I like to read non-fiction and fantasy because non-fiction has a lot of true facts in them and you can do things you can’t in real life but can in fantasy books.*
**Teacher Analysis Example**

**Self-Assessment/Goal Setting**
Alyssa’s self-assessment, goals, and plan for improvement reflect an Instructional response. All of her responses are related to reading, but they are general in nature.

She is an engaged reader. With some instruction and support, her ability to identify more specific strengths and goals would improve.

1. Select and highlight/circle the Continuum descriptors or descriptor numbers that best reflect the student’s degree of Wide Reading Engagement and Self-Assessment/Goal Setting.

2. Add together the highlighted/circled numbers to obtain the student’s Reading Engagement score. Circle the total score (from 2 through 8) at the bottom of the Reading Engagement section.

**DRA2 Online Management System**
If you are a DRA2 Online user, the system will automatically compute the student’s total score after you select the descriptors. The scores for the remaining Continuum sections will be computed for you in the same way after you select the descriptors.
Oral Reading Fluency

Effective oral reading fluency generally indicates that the reader is accessing the deeper meaning of the text. Slow and/or choppy reading, even at high levels of accuracy, is not good reading. Good readers read in longer, meaningful phrases with effective expression that reflects the author’s intended message. They also read quickly and smoothly. To analyze and score students’ oral reading behaviors, complete the following steps:

4 Number the miscues not self-corrected on the student’s Record of Oral Reading to determine the student’s accuracy rate.
5 On the WPM chart, circle the range that corresponds to the student’s oral reading time.

6 On the Percent of Accuracy chart, circle the number of miscues not self-corrected to determine the student’s accuracy rate.

7 Stop the assessment if the student’s score falls in the shaded areas (below the Independent level) for either words-per-minute or accuracy. Reassess the student with a lower-level text.
On the Record of Oral Reading, note the types of miscues the student made and decide if the miscues interfered with meaning. Also record your observations about the student’s attention to visual information if they made 5 or more different miscues.

Use the Oral Reading Rate formula to determine the student’s exact oral reading rate.

Select the Continuum descriptors that best describe the student’s Expression, Phrasing, Rate, and Accuracy.

Add the highlighted/circled numbers in the section together to obtain an Oral Reading Fluency score. Circle the total score (from 4 through 16) at the bottom of the Oral Reading Fluency section.

Teacher Analysis Example

Alyssa’s total score for Oral Reading Fluency fell within the Independent range on the Continuum. Her miscues were similar at the beginning but she neglected to use visual information within and at the end of words.

DRA2 Online Management System

If you are a DRA2 Online customer, you would enter the student’s oral reading time and the system will calculate the exact Words Per Minute for you.
Comprehension

Good readers understand and can communicate about what they read. They construct meaning on multiple levels before, during, and after reading a text. Before reading, they begin to engage with the text by accessing background and initial information gained from the text to make predictions and to generate questions.

While reading, they identify important information and are aware of the strategies they use to construct and monitor meaning. After reading, they are able to synthesize, prioritize, and organize the significant points of stories and/or informational pieces into effective summaries.

Good readers also are able to determine important text implications and respond thoughtfully to literal comprehension, interpretation, and reflection questions. They are able to give examples in the text to show where or how they used specific comprehension strategies.

Sample Independent student responses for each of the skills and strategies within Comprehension for all Benchmark Assessment Books are included in the Handbook in the back of this Teacher Guide. Advanced student responses are also included for the Bridge Pack books.

To analyze and score students’ written responses for Comprehension, complete the steps shown on the following pages.

Teacher Analysis Example

Prediction
Alyssa’s questions and predictions represent an Independent response. She has several reasonable questions. She made two reasonable predictions. One of her three predictions simply reiterates one of her questions. Overall, her questions and the last two predictions set a purpose for reading and establish a preliminary basis for self-monitoring her construction of meaning as she reads the story.

12 Read the student’s responses in the Student Booklet and evaluate the student’s performance for Prediction, Summary, Literal Comprehension, Interpretation, Reflection, and Metacognitive Awareness. Remember that the student is to read for content only.
Teacher Analysis Example

Summary
Alyssa demonstrates an Instructional response in her understanding of the story. She uses her own language to compose a summary that includes some ideas and supporting facts from most sections of the text. This partial summary is probably like many summaries you will score. She will benefit from instruction to help her grasp the overall intent of the book and add more supporting information from each section of the text to her summary.
Teacher Analysis Example

Literal Comprehension
Alyssa’s response to the Literal Comprehension prompt yielded an Instructional score. It is evident that she used some information from the text to identify what she learned about storm chasers. However, her total response is only a partial answer to the prompt. One of her responses is about storms and not storm chasers, and the other is very general.

Interpretation
Her response to the Interpretation question reflects an Independent score because she demonstrates an understanding of an important text implication. She successfully gives information that tells how researchers and Hurricane Hunters are similar and different.
Teacher Analysis Example

Reflection
Alyssa’s reflection response represents an Independent score. She cited what she thought was an important event in the story and justified her decision with a relevant statement to support her opinion. Her response could have been more thoughtful.

Metacognitive Awareness
This response reveals her metacognitive awareness of the use of one strategy. It is clear in her written example that she used the headings in the text as she read to help her know what information was coming in the next section of text. She did not give a second example about the use of headings. This represents an Independent response.
Select and circle the Continuum descriptors or descriptor numbers that best reflect the student’s performance.

Add the highlighted/circled numbers together to obtain a Comprehension score. Circle the total score (from 6 through 24) at the bottom of the Comprehension section.

Record the Comprehension score at the top of the page. When comparing a student’s assessments within the school year, you can use these scores to check progress.

Note: Record the total scores on the first page of the Teacher Observation Guide.

Alyssa is Instructional at Level 50 because she scored in the Independent range in Oral Reading Fluency on the Continuum. However, she did not demonstrate an Independent level of Comprehension. Her instructional needs are identified on the Continuum. The colon after the level indicates the student’s total Comprehension score. It is appropriate for students at the beginning of the year to show instructional needs in Comprehension.

**DRA2 Online Management System**

If you are a *DRA2 Online* customer, you would enter into the computer the descriptor numbers circled on a student’s assessment. The system will then create for you a complete Continuum report along with computed scores for that student. The highlighted sections on the Continuum report represent the items you circled. You can use these highlighted sections to help you mark items on the Focus for Instruction.

If you are using the *DRA Online Writer*, the completed assessment will automatically be uploaded into the computer. A Continuum report will be generated without your having to enter data.
Focus for Instruction

Students gain control over the different aspects of the reading process at different times. Even though students have demonstrated that they are able to read the selected DRA2 text with an appropriate percent of accuracy and reading rate, their overall performance in Reading Engagement and/or Comprehension may range from Intervention (1) to Advanced (4). Students who score at Intervention in Comprehension must be assessed with a lower-level text.

The descriptors circled on the Continuum indicate not only the student’s level of performance, but also suggest the level of support required. Descriptors circled within Intervention (1) clearly indicate that these students need highly-effective instruction and support so that confusions can be eliminated and effective skills and strategies can be learned and practiced.

The descriptors circled within Instructional (2) indicate that these students need models and demonstrations of what is expected and opportunities to learn and practice effective strategies and skills in order to become Independent.

Circled descriptors within Independent (3) suggest that these students are reading on level but would benefit from instruction that extends their thinking and responses.

Descriptors circled within Advanced (4) represent students who are performing well on DRA2-level materials. They will benefit from opportunities to read more challenging texts and interact with others to develop their critical literacy.

To decide a focus for instruction, complete the following procedure:

**Step 1: Use the information marked on the Continuum.**

The information marked on the Continuum will help you to identify the student’s strengths and needs.

**Step 2: Determine what the student needs to learn next.**

Any behaviors or responses that fall within Intervention or Instructional should be a primary focus for instruction.

**Step 3: Select three to five instructional strategies.**

Look for strategies that will enable the student to become a better reader from the following areas in the Focus for Instruction: Reading Engagement, Oral Reading Fluency, and Comprehension.

**DRA2 Online Management System**

After you submit your assessment online, an Assessment Summary Report will be generated automatically.
Teacher Analysis Example

Wide Reading

1. In the Wide Reading section, “Teach student strategies to select appropriately leveled texts for independent reading” was selected to reinforce and extend Alyssa’s engagement with books and other texts.

Self-Assessment/Goal Setting

2. “Help student identify 1–2 reading goals and a plan of action to improve reading” was selected to help her develop a more specific plan of action. Even though she identified two things to do to become a better reader, her plan could be more specific.

Oral Reading Fluency

3. Since Alyssa read at 97% accuracy, a Focus for Instruction has been chosen in the Accuracy: Word Analysis section and explained in more detail under Other. She made several substitutions where she did not work through the word to the ending. “Help student look through words to monitor word choice” will help her inspect words more carefully while reading.

Comprehension

4. Alyssa wrote a summary that scored within Instructional. It did not include many of the important ideas from each section of the text. “Model and support how to write a summary in one’s own words” has been selected to help the student improve the quality of her summary writing.

5. She scored Instructional in the Literal Comprehension section. “Show student how to use key words to identify specific information from the text” has been chosen to assist her in being more specific with literal responses.

You will find suggestions for Moving Into Instruction in the Handbook section of this Teacher Guide.
Documenting and Sharing the Assessment

The results of DRA2, 4–8, can be shared with administrators, parents, and students. The information in the Continuum helps parents to understand and appreciate their child’s reading progress and needs in Reading Engagement, Oral Reading Fluency, and Comprehension. After seeing this information, parents also have a better understanding of what teachers are trying to accomplish.

It is important for this information to be shared with students, as well. It helps them know what is expected and provides them with the language to discuss and evaluate their own performance as readers. The Continuum also enables students to identify their strengths and areas for improvement. In addition, it helps them to select appropriate reading goals in Reading Engagement, Oral Reading Fluency, and/or Comprehension. When intermediate and middle school students are given the opportunity to set personal reading goals, it gives them a sense of ownership, reinforces a purpose for their work, and fosters a more positive attitude toward learning and reading.

Student Book Graph

On the Student Book Graph, a student may fall within the Advanced, Independent, or Instructional range for each DRA2 text level.

The goal for each student is to be at least within the Independent range in Oral Reading Fluency and Comprehension on a grade-level text by the end of the school year.

Discussing the Student Book Graph with parents enables them to see their child’s present reading level as well as the progress he or she has made over time.
Class Reporting Form

Teachers may use the DRA2, 4–8, Class Reporting Form to record students’ DRA test levels and total scores (below, on, or above grade level) for school or district administrators.

Classroom teachers and administrators use this information to identify students who remain at risk in their development as readers across years and are in need of further assessments and/or other support services.

For ease in tracking changes in student reading behaviors over the school year, make several copies of this reporting form (see the Blackline Masters book or CD). Determine how many times you will administer the assessment during the year. If you plan to administer the assessment twice a year, skipping a line between student names will permit you to enter the end-of-year data on the blank line directly under the fall data.

Place an asterisk after the text level if the student’s Comprehension score falls below the Independent range.

DRA2 Online Management System

DRA2, OMS provides more than one type of report to track each student’s progress over time.

- You can access the assessment history for a student which is helpful in selecting Focus for Instruction items based on previous assessments.
- The Reading Stage Performance Report shows your class’s progress through reading stages.
- The Reading Level Performance Chart shows your class’s performance and progression in benchmark levels.
- Words Per Minute and Accuracy Progress Reports show you how students are performing in oral reading.

Also available as reports in DRA2 Online are all of the additional forms available in the Blackline Masters book. These include the Focus for Instruction: Class Profile, the Class Reporting Form, and the Student Book Graph. These reports will help you keep track of the progress individual students and your entire class make over multiple assessments.

The reporting forms and/or DRA2 Online Management System enable teachers to compile student information. This data may be used to justify and/or support decisions about student achievement, as well as to report the results of instruction at the district or state levels to boards of education and other interested community members.
Grouping for Instruction

Focus for Instruction: Class Profile

These forms enable you to decide how to group students for instruction based on specific needs. Fill out the form to create a class list. Write each student’s name. Check the areas needing instruction in Reading Engagement, Oral Reading Fluency, and/or Comprehension. Use this information to determine the most effective ways to group students.

Guidelines for Instructional Level Texts

If you are directed to find an instructional level for each student, follow these guidelines.

1. Oral Reading Fluency
   - Stop the assessment after the record of oral reading if the student’s score for words-per-minute or accuracy falls within the Intervention range on the charts. Reassess with a lower level text.*
   - Continue the assessment even if the student’s score for words-per-minute or accuracy falls within or above the Independent range.

2. Comprehension
   - Reassess with a lower level text at another time if the student’s total Comprehension score falls within the Intervention range on the Continuum.*
   - Reassess with the next level text at another time if the student scored within an Independent range in Oral Reading Fluency and Comprehension.

3. DRA Focus for Instruction
   - Select three to five activities on the Focus for Instruction that address specific areas on the Continuum where the student’s responses fell below the Independent range.

4. Reporting Forms
   - On the Student Book Graph, plot the student’s current instructional level by filling in or marking the Instructional section for the text level assessed.
   - Place an asterisk after any DRA text title or level that is identified as an Instructional level on the front or inside the Student Assessment Folder.
   - Indicate at the bottom of the Class Reporting Form that the DRA2 level text listed for each student is an instructional level.

*Note: If the student has previously read and scored within an Independent range in Oral Reading Fluency and Comprehension on the preceding text level, it is not necessary to administer another assessment.