

## DRA2 2006 Updates Quick Reference Chart

This Chart identifies minimal changes in the point values on the DRA2 continuum. Students being assessed using DRA2 levels 28 – 38 may now score in the instructional range in written comprehension. Independent oral reading scores remain the same. These updates will not impact any assessments that have already been completed using DRA2.

DRA2 K-3 Level	Update
Levels A – 1	The score ranges for Reading Engagement and Oral Reading on the DRA2 continuum were changed as follows: Emerging 3 – 4 Developing 5 – 7 Independent 8 – 9 Printed Language Concepts remains the same.
Level 2	The score ranges for Reading Engagement, Oral Reading <u>and</u> Printed Language Concepts were changed as follows: Emerging 3 – 4 Developing 5 – 7 Independent 8 - 9
Level 3	The score ranges for Reading Engagement, Oral Reading, and Printed Language Concepts on the DRA2 continuum were changed as follows: Emerging 3 – 4 Developing 5 – 7 Independent 8 - 9 Comprehension has been removed from this level.
Levels 4 - 24	Oral Reading Fluency scores must fall in the independent range. Comprehension scores on the DRA2 continuum were changed as follows: Intervention 7 – 13 Instructional 14 – 18 Independent 19 – 25 Advanced 26 – 28 Students must score in the independent range for both Oral Reading <u>and</u> comprehension. If a student’s total comprehension score is less than 19, the student should be reassessed at a lower text level.
Levels 28 – 38	Oral Reading Fluency scores must fall in the independent range. Comprehension scores on the DRA2 continuum were changed to: Intervention 7 – 13 Instructional 14-18 Independent 19-25 Advanced 26 - 28 Scores for comprehension may fall within the independent or instructional range. If a student’s total comprehension score is less than 14, the student should be reassessed at a lower level text. Scores will be reported with a colon at the top of the continuum, such as, 28:19.

Level 40	<p>Oral Reading Fluency scores must fall in the independent range.  Comprehension scores on the continuum were changed to:  Intervention 6 – 11  Instructional 12 – 16  Independent 17 – 22  Advanced 23 – 24</p> <p>Scores for comprehension may fall within the independent or instructional range. If a student’s total comprehension score is less than 12, the student should be reassessed at a lower text level.  Scores will be reported with a colon at the top of the continuum, such as, 40:19.</p>
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<b>DRA2 4-8 Level</b>	<b>Update</b>
Levels 40 – 80	<p>Oral Reading Fluency scores must fall in the independent range.  Comprehension scores on the continuum were changed to:  Intervention 6 – 11  Instructional 12 – 16  Independent 17 – 22  Advanced 23 – 24</p> <p>Comprehension scores may fall in the independent or instructional range. If a student’s score is less than 12, the student should be reassessed with a lower level text.  Scores will be reported with a colon at the top of the continuum, such as, 40:19.</p>

<b>DRA2 Bridge Pack</b>	<b>Update</b>
Levels 20 – 38	<p>Oral Reading Fluency scores must fall in the independent range.  Comprehension scores on the continuum were changed to:  Intervention 6 – 11  Instructional 12 – 16  Independent 17 – 22  Advanced 23 - 24</p> <p>Comprehension scores may fall in the independent or instructional range. If a student’s score is less than 12, the student should be assessed at a lower text level.  Scores will be reported with a colon at the top of the continuum, such as, 28:19.</p>

<b>Other considerations:</b>	All scoring changes listed above are reflected in all components as appropriate, including the BLMs, TE and the CD.
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	The intervention and instructional levels on the WPM fluency and accuracy boxes have been shaded to make the scoring easier. Captions have also been placed above these boxes labeling them to match the corresponding column on the continuum.
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	Guidelines have been provided within the TE for districts that wish to identify the instructional level of reading.
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	The book graph on the folder will be updated to reflect these changes at the beginning of next year. In the meantime, please refer to the corrected book graph that will be in the BLMs, and/or on the CD.
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