



K-3 Assessment Procedures Overview

STAGE: Emerging Early Transitional Extending Intermediate

DRA2 TEXT LEVELS A-3 4-12 14-16 18-24 28-38 40

	A-3	4-12	14-16	18-24	28-38	40
Reading Engagement						
Teacher asks Reading Engagement questions and records student's responses.	●	●	●	●		
Student may either dictate responses or complete a Student Reading Survey independently.					●	
Student completes a Student Reading Survey independently.						●
Book Selection and Oral Reading						
Teacher selects one or more possible texts for the student.	●	●	●	●	●	●
Student selects a text that is "just right."		●	●	●	●	●
Teacher introduces the text.	●	●	●	●	●	●
Student looks at the illustrations and text features and either tells the teacher what is happening in the story or identifies topics in an informational text.	●	●	●			
Student reads a portion or the whole text aloud; teacher takes a Record of Oral Reading or a running record.	●	●	●	●	●	●
Teacher times the student's oral reading and marks the words per minute range.			●	●	●	●
Teacher counts the number of miscues not self-corrected and circles the accuracy rate.		●	●	●	●	●
Student demonstrates an understanding of words used to talk about printed language concepts.	●					
Comprehension						
Student predicts what he or she thinks will happen in the story or will read about in an informational text. Teacher records the student's responses.				●	●	
Student independently completes the Prediction page in the Student Booklet.						●
Student reads the rest of the text silently.				●	●	●
Student retells what happened in the story or the information read in an informational text; teacher records the student's responses on the text overview.		●	●	●		
Student uses the structure (headings or transitional phrases) provided in the Student Booklet to write a summary of the text.					●	
Student writes a summary of the text independently.						●
Teacher asks Reflection, Making Connections, Using Nonfiction Text Features, or Interpretation questions and records the student's responses.		●	●	●		
Student records his or her response to a Literal Comprehension, an Interpretation, and a Reflection question in the Student Booklet.					●	●
Student identifies a comprehension strategy he or she used to help understand the text and gives examples in the text where he or she used the strategy.						●
Teacher Analysis						
Teacher reads and scores the student's written responses.					●	●
Teacher circles Continuum descriptors that best describe the student's reading behaviors and responses.	●	●	●	●	●	●
Teacher marks three to five items on Focus for Instruction (except for Levels A-1).	●	●	●	●	●	●