DRA Tracking Boards

Using data to guide instruction and professional dialogue
What is it?

- A visual representation of school data
- Shows results over time
- Tracks progress
- Shows alignment between targets and actuals
- Guides teaching decisions
- Next steps
Organized by Benchmark Level Grades in different colours
Also by level
Grades in separate rows
| Grades in rows | Space for multiple entries of DRA and RR data | Results over time |
Multiple entries
DRA
Grades colour coded
Includes RR data
Set Up the chart by Grades. Glue library pockets in a row. Label pockets according to grade appropriate DRA levels. Use large popsicle sticks, one colour per class, place student names at the end of the sticks. Place the sticks in the corresponding DRA pocket, the names will not be visible to ensure student confidentiality. The Data Board can be used to help make classroom Guided Reading Groups, determine target groups (level 2 students who need extra support to reach level 3), further identify students for Resource support, and we are also experimenting with cross groupings. The DRA Data Board has been an excellent tool to facilitate meaningful dialogue around literacy and improved student achievement.
The different grades are on different coloured sticky notes which have the students' names on them. This gives our primary teachers a quick picture of where groupings are in order to work within their classrooms. It also gives our LRC teacher an idea of where he can best help students who are struggling in the various grades.
We use red stickers to denote female and green sticks to denote males, to show gender spreads.
The DRA datawall at Hillcrest uses coloured popsicle sticks to differentiate between grades (ie. grade 1 students are red, grade 2 students are green, and grade 3 students are blue). The DRA levels are written on the pocket cards using colours for the expected grade levels (levels 4-18 are red for grade 1, 18-28 are green for grade 2, etc.) We have recorded where students are this term. The Post-it notes allow us to track changes from term to term and identify target groups.
The DRA chart is colour coded to match the DRA from the Pearson Series: Purple indicates pre grade 1; Red Grade 1; Green Grade 2; Blue Grade 3; Black above grade 3.

Paper clips in the same colours group the children in their respective grades in the DRA level they have last been assessed (Nov 10/06).

Library Book Cards: Child's name, gender (pink/blue dot), if receiving resource support (yellow dot), date of DRA, DRA Bk. Title, DRA level/comprehension.

Popsicle sticks: Child's name, grade, resource support if applicable.
Legend

Pre, Grade 1
Grade 1
Grade 2
Grade 3
Resource Support
Withdrawn
Speech
IEP/IPRD
Post Grade 3
Girl
Boy
Each pocket has the name of the student, and the card inside has a date and level for each time the DRA is done. The cards are colour-coded for the level of need.
Sir John Moore
The data wall is stored on the t-drive which makes it accessible to all staff but keeps it confidential as well. Students' initials are typed in as there is not enough room for the entire name. We know which students the initials refer to.
## PRIMARY DRA LEVELS

### TERM: 1

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<thead>
<tr>
<th>Levels</th>
<th>A</th>
<th>1</th>
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<th>3</th>
<th>4</th>
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<th>34</th>
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<tbody>
<tr>
<td><strong>Grade One</strong></td>
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<td>MK</td>
<td>BM</td>
<td>KA</td>
<td>KB</td>
<td>PC</td>
<td>LC</td>
<td>RA</td>
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<td>BD</td>
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<td><strong>Grade Three</strong></td>
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<td>AF</td>
<td>LC</td>
<td>AH</td>
<td>LF</td>
<td>FB</td>
<td>JT</td>
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<tr>
<th>Emergent</th>
<th>Early Years</th>
<th>Transitional End Gr 1 BM</th>
<th>Extending End Gr 2</th>
<th>End Gr 3</th>
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The tracking board is a visual tool that enables teachers to view the progress of their classes and division ‘at a glance’. In the following process each teacher comes to the professional learning community meeting prepared to discuss one or two students in particular. A teacher may select a student who is struggling, or who is “stuck” at a certain level. Or the teacher may be seeking direction in regard to a student who is ‘on the move’, or wish to focus on a student who is experiencing difficulties in comprehension.

The teacher brings the child’s last Running Record, as well as any artifacts or student work samples and teacher observation notes that will assist the group to frame an accurate picture / description of the student’s reading behaviours. These will serve to focus the discussion on what the student knows and can do, as well as many area(s) of concern.

A chart paper, with headings as shown below, is prepared to focus the collaborative dialogue and problem solving. Charting discussions will also serve as a record of action and can be reviewed at the next meeting when the teacher updates the group on how the student has progressed in light of the learning strategy(s) that was selected and tried.

Cooperative problem solving with peers at a professional learning community meeting provides the teacher with support. In addition, collaborative dialogue will assist all teachers to develop a shared / common language as it applies to reading and assist them to acquire a greater depth of knowledge when selecting effective learning strategies.
For team discussion

- What do students need to learn?
- How will we know if they have learned it?
- What do we do when they don’t learn it?