

DRA COLLECTION, REPORTING AND ANALYSIS

Accuracy in data collection has become increasingly important. The data input, verification and validation process is an integral part of the larger data analysis, target setting and school improvement process. By ensuring that the DRA data input each term is accurate, staff can focus their energy on analyzing the data and making connections between the data and classroom instruction. Inaccurate DRA recording prevents the transfer of data into Skopus. Please ensure that all data is recorded in accordance with the guidelines below.

To assist with ensuring data input is accurate, please refer to the following:

1. PRIMARY DRA SCORES:

- a student can not have a blank value on their record.
- if a student on the list did not complete a DRA that term, input NA.
- If a student has transferred into your school record NA for the terms that the student was not at your school.
- When administering a DRA for levels A to 2, there is no retell so the comprehension level will be recorded as NA for the students who are tested at these levels.
- if a student's DRA score was less than A, input <A.
- Primary DRA scores must come from the following list: A, 1, 2, 3, 4, 6, 8, 10, 12, 14, 16, 18, 20, 24, 28, 30, 34, 38, 40, 44.
- **NO** other scores can appear on the record.
- Reading comprehension scores must be 16 or higher for the DRA score to indicate the appropriate instructional level and the accuracy rate must be higher than 90%.
- Do not record a comprehension score that is lower than 16. In this case, record the highest level where the comprehension score meets this criteria.
- Teachers are to ensure that the nonfiction alternative titles are administered for levels 16, 28 and 38.
- If a student has achieved level 44 of the assessment in first or second term of grade 3, check the DRA folder to ensure that the nonfiction selections were used at the levels indicated. If they were not used, administer the nonfiction titles. If they were used, record level 44.
- Do not use the Junior DRA assessment until a student is registered in Grade 4.
- For additional information on How to administer the Primary DRA, please view the training video on the Elementary Program website:
www.lkdsb.net/program/elementary/primary .
- For practice on completing running records, please see the training videos on www.eworkshop.ca .
- When a student transfers out of the school, please ensure that the DRA folder is forwarded to the new school.

2. JUNIOR AND INTERMEDIATE DRA SCORES

- a student can not have a blank value on their record.
- if a student on the list did not complete a DRA that term, input NA.

- If a student has transferred into your school record NA for the terms that the student was not at your school.
- If a student is reading below DRA level 28, then the Primary DRA score must be determined.
- If a student is reading at the primary level, refer to the Primary Continuum folder.
- Once a student has reached DRA level 28, the level 40 DRA assessment can be used. At this time move to the Junior/Intermediate Continuum folder to track progress.
- Ensure that students use the grade appropriate assessment package. Do not use a package for the next grade, regardless of the student's reading ability. This will prevent teachers from being able to conduct the assessment in higher grades.
- Booklet levels by grade: Level 40: Grade 4, Level 50: Grade 5, Level 60: Grade 6, Level 70: Grade 7, Level 80: Grade 8.
- A student who had the Junior DRA level 40 assessment administered in Grade 5 + can move on to the next text level after demonstrating success. (e.g., Grade 5 - Level 40 demonstrating success moves to Level 50 in Grade 6.)
- Grades 4 - 8 DRA scores must come from the following range: 54 – 128 and have the DRA text level identified. Students below grade level may have values from the Primary DRA entered.
- NO other scores can appear on the record.
- If you administer the non-fiction passage in term 1, then administer the non-fiction passage in term 3 also.
- It is recommended that teachers use the definitions and examples included in the DRA Teacher's Guide to help them to determine the appropriate level of the student's response. The examples help to ensure reliable scoring by demonstrating the criteria for each level.
- The Continuum and Student Assessment Folder document the students' level of achievement. These forms are informative and reflect the student's level of performance. They can be used when sharing the results with students and parents.
- Teachers complete the front of the Grades 4-8 Student Assessment Folder after each assessment including information such as the date the assessment was administered, the grade, text level and total score out of 128. The DRA stage can be determined by referencing the graph on the back of the folder.
- More specific information such as the type of text (fiction, nonfiction), book title, text level, and scores for accuracy, engagement, oral reading and comprehension are recorded by the teacher on the inside of each student's folder. This information is valuable when sharing with parents and students their reading progress and needs in specific areas.
- The graph on the back cover enables teachers, parents and students to see the child's present reading level as well as the progress he or she has made over time.
- To identify next steps for reading instruction, use the DRA 4-8 Focus for Instruction sheet which suggests possible interventions. This form can be found in the "Additional Blackline Masters" package supports teachers in identifying the student's reading strengths and needs.

- The Class Profile sheet can be used to record specific data regarding each child's achievement in the areas of engagement, oral reading fluency, comprehension skills/strategies, and DRA stage.
- For additional information on How to administer the Junior/Intermediate DRA, please view the training video on the Elementary Program website: www.lkdsb.net/program/elementary/junior .
- When a student transfers out of the school, please ensure that the DRA folder is forwarded to the new school.

3. GB+ SCORES

- a student can not have a blank value on their record.
- if a student on the list did not complete a DRA that term, input NA
- GB+ scores must be between levels 1-30.
- Reading comprehension must be “bon” or “très bon” for the GB+ score to indicate the appropriate instructional level.

4. VERIFICATION AT THE SCHOOL LEVEL

- The school principal is to verify that all teachers have completed the DRA assessments and input and saved the data to the electronic form on the school T:/drive.
- Be sure to save the file **in EXCEL**.
- The principal is to validate that teachers have used only the DRA scores that are listed above. Any other score input on the record must be corrected by the teacher, and then rechecked by the school principal.
- Principal to email the Helpdesk when all DRA spreadsheets are complete for the term.
- Primary Continuum folders can be destroyed once the student enters Grade 5 (unless the primary assessment is still being used with the student).
- Junior/Intermediate Continuum folders can be forwarded to the high school with OSRs.

Interpreting JUNIOR AND INTERMEDIATE DRA Scores

DRA Reading Level	Beginning Grade Level Score	Mid Grade Level Score	Approaching Next Grade Level Score
Grade 2	54 – 56	57 – 60	61 – 63
Grade 3	64 – 66	67 – 70	71 – 73
Grade 4	74 – 76	77 – 80	81 – 83
Grade 5	84 – 86	87 – 90	91 – 93
Grade 6	94 – 96	97 – 100	101 – 103
Grade 7	104 – 106	107 – 110	111 – 113
Grade 8	114 – 116	117 – 120	121 – 128

The Grades 4 - 8 DRA produces a total score which can be interpreted to understand a student's reading level. Student's reading level may be different than their grade placement (i.e. a grade 5 student may have a Grade 3 DRA Reading Level). The student's actual reading level is used to select appropriate reading material. The Grades 4 - 8 DRA provides the teacher with information to guide the selection of a reading strategy for instruction from the sequential list within the Grades 4 - 8 DRA rubric (see below). Once an identified strategy has been modeled, practiced, and independently demonstrated by the student, the teacher selects the next strategy for instruction based on the latest assessment.

The sequential order of strategies for student comprehension from the Junior DRA rubric are:

1. Oral Reading Fluency
2. Prediction
3. Summarization / Literal Comprehension
4. Interpretation
5. Reflection
6. Metacognitive Awareness
 - a. Using Background Knowledge
 - b. Questioning
 - c. Making Connections
 - d. Determining Important Information
 - e. Inferring
 - f. Visualizing

DRA REPORTING REMINDERS

1. Only record results from **DRA K-3** or **DRA Grades 4-8 Canadian Edition**.
2. **Do not leave any spaces blank.**
3. Use “NA” as appropriate instead of phrases such as “moved.”
4. **When a student enters your class** during the school year, use “NA” to denote the previous terms’ assessments.
5. The score for *Comprehension Level* should **ALWAYS** be **16 or higher**.
6. **Do not introduce materials from the next year to students** who have shown mastery of their current year’s materials i.e. Junior resources to Primary Division students. Introduce **non-fiction materials** to these students.
7. **If a student in the Junior Division has been assessed utilizing a Primary Division booklet:** Fill in the *Text Level*; Assign a *Comprehension Level* in the “DRA Total Score out of 128” column; and Fill in the *Grade Level*.
8. **Always save as an *Excel* document.**

