K–3: Scoring the Assessment

Introduction

This guide reviews the process of scoring the assessment for Grades K–3. If you teach Grades 4–8, please watch the tutorial, 4–8: Scoring the Assessment.

The process of scoring the assessment involves analyzing the students' responses from the Assessment Conference and using that data to complete the Teacher Observation Guide, the Continuum, and the Focus for Instruction.

Step 1: Teacher Observation Guide

The first step in the scoring process is to complete the Teacher Observation Guide. Use the information from the Record of Oral Reading to check the appropriate responses on the Analysis of Oral Reading Chart.

First, check the appropriate boxes that indicate how students solved unknown words during the assessment. Some of the strategies students may have used to figure out words might be sounding out the beginning letters or rereading.

Next, record the miscues and identify how many were self-corrected and how many were not. Also note the number of words the student was told during the assessment. Mark the miscues that interfered with meaning, and also check whether the miscues were omissions, insertions, reversals, or substitutions. To help analyze the student's attention to visual information, record each substitution from the Record of Oral Reading.

On the next part of the form, record the Oral Reading Rate for the student. This part of the assessment is optional. To calculate the student's oral fluency rate, convert the overall reading time to seconds. Then, use the formula to calculate the student's exact words per minute.

Step 2: Continuum

There are consistent and clear criteria on each Continuum for scoring student responses in Reading Engagement, Oral Reading Fluency, and Comprehension. Circle the descriptors that best describe the students' reading behaviors. Then, use the recorded observations from the Teacher Observation Guide to select the statement that best describes their Oral Reading Fluency and Comprehension.

Reading Engagement

In the first part of the Continuum, score the student's Reading Engagement. Reading Engagement consists of the amount of reading, knowledge of books and authors, the variety of the materials read, and the personal awareness as a reader.

To ensure reliable scoring in the assessment, it is important to become familiar with the criteria used for establishing performance levels. It is also important to become familiar with the texts students will be reading. To help learn the criteria, there is a section in the Teacher Guide called Analyzing Student Performance. This section provides definitions and examples that illustrate the types of Independent and Advanced responses for both Reading Engagement and Comprehension.

On the Continuum, a score of 4 represents an Advanced performance, 3 an Independent performance, 2 either a Developing or Instructional performance, and 1 either an Emerging or Intervention performance. Circle the appropriate level for students.

When scoring students' oral and written responses, make sure to read and consider content only. All structural and/or mechanical errors,

DRA2 CONTINUUM	LEVEL 28		EXTENDING READER	
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement				
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 Titles slightly below grade level; rather limited reading experiences	3 Titles within 2 genres or multiple books within a genre; generally on-grade-level texts	4 Titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/ Goal Setting	1 No strengths and/or goals	2 General strength(s) and goal(s) related to the reading process	3 2 specific strengths and 2 specific goals related to the reading process	4 3 specific strengths and 3 specific goals that reflect a higher level of thinking
Score	2 3	4 5	6 7	8

including grammar, punctuation, and spelling, should not be factored into the assessment score. However, these errors can be noted for instructional purposes.

For Emergent Readers, Levels A–3, Reading Engagement includes literacy support, favorite book, and book-handling skills. For Early and Transitional Readers, Levels 4–24, Reading Engagement consists of Book Selection and Sustained Reading. For Extended Readers, Levels 28–38, students' overall engagement as readers is based on their written responses to questions and prompts about Wide Reading, Self-Assessment, and Goal Setting. Students complete this written part of the assessment in their Student Booklets.

Oral Reading Fluency

Next, take the data from the Teacher Observation Guide to complete the Oral Reading Fluency portion of the Continuum. Use the Record of Oral Reading to determine the score for Expression and Phrasing. The data to help complete the information on Rate and Accuracy is found on page 2 of the assessment (on the Oral Reading Words Per Minute and Percent of Accuracy Chart).

Oral Reading Fluency

Expression	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, and tension at times	4 Expression reflects mood, pace, and tension most of the time
Phrasing	1 Reads mostly word-by-word	2 Reads in short phrases most of the time; inappropriate pauses	3 Reads in longer phrases at times; heeds most punctuation	4 Reads in longer, meaningful phrases most of the time; heeds all punctuation
Rate	1 59 WPM or less	2 60–69 WPM	3 70–100 WPM	4 101 WPM or more
Accuracy	1 93% or less	2 94%	3 95%–98%	4 99%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16

Comprehension

Finally, use the data from the Comprehension portion of the assessment to complete the Teacher Analysis. While preparing to evaluate this part of the assessment, look for key words in each category on the Continuum. For example, if a student "Makes at least 1 reasonable prediction related to the text," the score would be a 2. If the student "Makes at least 2 reasonable predictions that go beyond the pages read aloud," the score would be a 3.

Comprehension

Prediction	1 Makes unrelated or no prediction(s)	2 Makes at least 1 reasonable prediction related to the text	3 Makes at least 2 reasonable predictions that go beyond the pages read aloud	4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud
Retelling: Sequence of Events	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
Retelling: Characters and Details	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes all important details
Retelling: Vocabulary	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
Retelling: Teacher Support	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
Interpretation	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications with supporting details or rationale
Reflection	1 Identifies an unrelated event; no reason for opinion or no response	2 Identifies a less significant event and/or gives a general reason for response	3 Identifies a significant event and gives relevant reason(s) for opinion	4 Identifies a significant event and gives reason(s) for opinion that reflects higher-level thinking
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

For Levels 4–24, the focus for Comprehension is Retelling. Use the information noted during the Assessment Conference in the Teacher Observation Guide under Story Overview to help select the appropriate descriptors on the Continuum.

For Levels 28–40, the categories for focus for Comprehension include Questioning/Prediction, Summary, Literal Comprehension, Interpretation, Reflection, and Metacognitive Awareness. Use information from the Student Booklet and the examples in the Teacher

Guide to help select the descriptors on the Continuum that best reflect each student's performance.

Additional examples and directions for scoring students' oral and written responses are provided in the Handbook in the Teacher Guide. These examples are labeled with the tabs Comprehension and Student Written Responses.

Scoring

Next, to get a total score for each section of the Continuum, add the circled numbers. The data collected regarding Reading Engagement is only used for instructional purposes. In order to determine reading levels for students, use the data from the Continuum for both Oral Reading Fluency and Comprehension.

If students fall in the Developing or Intervention level for both Fluency and Comprehension, they should be reassessed. If students score at a Developing or Instructional level in Fluency, Comprehension, or both, then reassess them with a lower level text on another day. Students reading text Levels 28–38 are not reassessed using a lower level text if their total comprehension score falls within the Instructional range on the Continuum.

Students will be considered Independent readers if they score at an Independent range in both Fluency and Comprehension.

Remember to go back and record the scores on the first page of the Teacher Observation Guide for Reading Engagement, Oral Reading Fluency, and Comprehension.

Step 3: Focus for Instruction

Use the information gathered on the Continuum to help determine where to place the instructional focus. Select three to five learning and teaching activities on the Focus for Instruction. For Levels A–12, use the features that were identified as Emerging or Developing as a guide to help select the activities. For Levels 14–40, use the features on the Continuum that were identified as Intervention or Instructional as a guide to help select activities for students at these specific levels.

Review

This guide discussed how to analyze students' responses after completing the assessment. It also looked at the specific steps to follow in order to complete the Teacher Observation Guide, the Continuum, and the Focus for Instruction.