



Word Analysis

Introduction This guide discusses the essential features of the DRA2 Word Analysis assessment. Learn when to administer word analysis, which tasks to administer, how to score the tasks, and how to use the results in direct-classroom instruction.

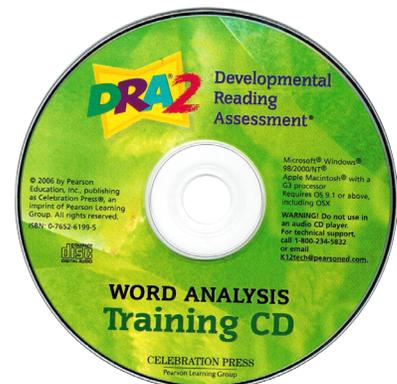
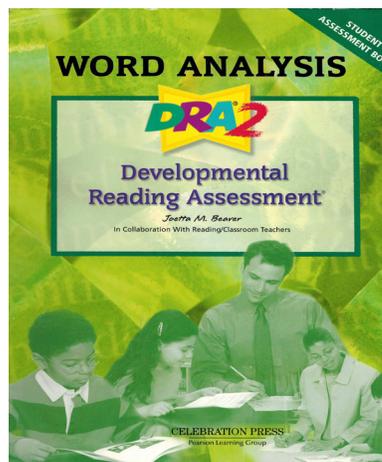
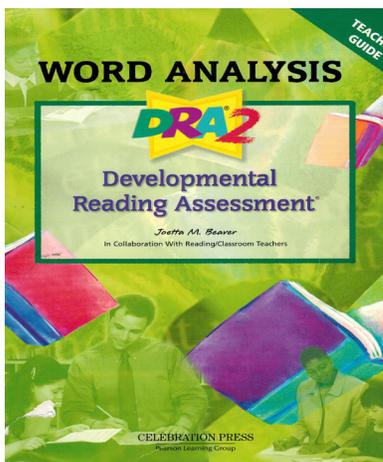
Background and Rationale The DRA2 Word Analysis is a diagnostic assessment that provides teachers with a systematic means to observe how struggling and emerging readers attend to and work with various components of spoken and written words.

Forty tasks are divided into five strands:

1. phonological awareness
2. metalanguage, or language used to talk about printed language concepts
3. letter/high-frequency word recognition
4. phonics
5. structural analysis and syllabication

The tasks reflect what developing readers need to know and do in order to successfully problem solve unknown or less-familiar words as they read meaningful texts. The tasks are sequenced in order of difficulty based upon the performance of students at the same DRA2 text levels as well as research-based expectations for phonological research.

Components The DRA2 Word Analysis components include the Teacher Resource Guide, the Student Assessment Book and the Training CD.



The Teacher Resource Guide has directions for administration, recording, and scoring of each assessment task along with the Blackline masters, an explanation with various samples of completed Blackline masters, sample mini-lessons and/or learning activities for word analysis tasks, a glossary, and recommended references. The Student Assessment Book includes the pictures, letters, and/or words for the assessment tasks. The Training CD demonstrates how different types of tasks are conducted and scored.

Administering

It is recommended that Word Analysis be administered during the first part of the school year after the DRA2 has been administered. It is also recommended that teachers re-administer Word Analysis midyear and at the end of the year to determine if students have gained control of those tasks they initially demonstrated, “no/little”, and/or “some” control. It is also readministered to identify a new focus for instruction for students who are still reading below a designated level of proficiency on the DRA2 due to ineffective word-solving strategies.

The DRA2 Word Analysis is intended for

- emerging readers in Kindergarten and beginning first grade to identify their level of phonological awareness and basic knowledge of phoneme/grapheme relationships
- struggling readers in the latter part of first grade through third grade who are reading below grade level or designated levels of proficiency due to ineffective word-solving skills and strategies
- fourth- and fifth-grade students whose independent DRA2 text level is 38 or below

GRADE	Beginning of Yr.	Midyear	End of Year
K	Optional	Level 1 and below	Level 2 and below
1	Level 2 and below	Level 10 and below	Level 14 and below
2	Level 14 and below	Level 18 and Below	Level 24 and below
3	Level 24 and below	Level 30 and below	Level 34 and below
4	Level 34 and below	Level 38 and below	Level 38 and below

It is not intended for students who have demonstrated adequate progress on the DRA2 and are meeting established levels of proficiency. Furthermore, it is not meant for students who are able to decode text but have difficulty demonstrating their comprehension of what they have read or students whose silent and oral reading rates are slow but who basically make only a few miscues.

First Administration

The first time the DRA2 Word Analysis is administered, the initial task is determined by the student's current independent DRA text level. After identifying the students' independent DRA text level, teachers will use the chart to determine which DRA2WA task to administer first. The second and/or subsequent times the DRA2 Word Analysis is administered, teachers will assess only those tasks on which the student previously scored no, little, or some control.

Stopping Administration

Teachers begin with the recommended entry task and continue administering until the student performs any three tasks with "no/little," and/or "some" control on any three tasks. The three tasks do not need to be in consecutive order.

When should I stop?	
Task	Score
Task 1	Control
Task 2	Some Control 
Task 3	Gaining Control
Task 4	No/Little Control 
Task 5	Gaining Control
Task 6	No/Little Control 

3 RED FLAGS:STOP!

Assessment Procedures

When administering the assessment, teachers should use the following directions:

- Follow the specific directions for each task.
- Read aloud to the student all statements, words, and/or sounds that are in boldface italics.
- Use a stopwatch to document the amount of time it takes for the student to complete each designated timed task. An icon of a stopwatch and the maximum length of time recorded in minutes and seconds is included on timed tasks as a reminder.

Write the student's name and date at the top of the Record of Responses form for each task administered.

Guidelines

The teacher records observation of the student's responses on the Record of Responses for each task in the appropriate column for the first, second, and third administration of the task. A correct response is indicated by a check mark. If a response is incorrect, the teacher writes the incorrect response given by the student. If an incorrect response is self-corrected, the teacher places *sc* to the right of the incorrect response that the student self-corrected. If an item is skipped or omitted, the teacher will place a dash. For each timed task, record the length of time in minutes and seconds on the designated lines. The teacher will write observations of how the student responded.

Scoring

The teacher will need to follow the specific criteria provided with each task to identify correct and self-corrected responses. Adding the number of correct and self-corrected responses will yield a total score. The total score is recorded at the bottom of the page. Use the student's total score to identify the student's level of control for the task. There are four levels of control:

- No/Little Control (0–39% correct)
- Some Control (40–79% correct)
- Gaining Control (80–99% correct)
- Control (100% correct)

Student Cumulative Record

On the Student Cumulative Record, record both the date on which the DRA2 Word Analysis is administered and the student's current DRA2 text level in the appropriate grade-level section each time the assessment is given.

DRA™ Word Analysis Student Cumulative Record									
Student Name <u>Murgatroid Huffpuff</u>									
School <u>Anywhere</u>									
Record both the date on which the <i>DRA Word Analysis</i> is administered and the student's current <i>DRA</i> text level in the appropriate grade-level section each time the assessment is given.									
Grade	Beginning of Year			Middle of Year			End of Year		
	Date	DRA Level	Tasks	Date	DRA Level	Tasks	Date	DRA Level	Tasks
Kindergarten									
First									
Second									
Third				1/9/08	28	24-30			
Fourth									
Fifth									

On the second and third pages of the Student Cumulative Record, record the date when each task was completed in the appropriate column, depending upon the student's level of control.

DRA™ Word Analysis Student Cumulative Record												
Task Number	Task Objective	No/Little Control			Some Control			Gaining Control			Controls	
		1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd		
Phonics												
Encoding: Phoneme/grapheme relationships												
10	Spells 2-3 letter high frequency words											
16	Spells words with short vowels, high frequency words with common spelling patterns											
27	Spells words with VCe, initial digraphs, preconsonant nasals, suffixes					10/11						
36	Spells words with r-controlled vowels, suffixes, initial blends, "ck," open first syllable											
40	Spells words with prefixes, closed first syllables, suffixes, 3-letter initial blends, diphthongs, long vowel patterns											
Decoding: Grapheme/phoneme relationships												
11	Identifies and uses initial sounds											
25	Blends and uses initial consonant sounds					10/11						
26	Identifies words with long/short vowels									10/11		
32	Identifies words with vowel patterns											
33	Blends and uses initial syllables											
Substitutions/analogies												
23	Substitutes onsets: rhyming words											
24	Substitutes final sounds									10/11		
30	Substitutes rimes					10/11						
31	Uses analogies to decode words											
Structural Analysis and Syllabication												
28	Uses structural analysis to determine word meaning: suffixes I									10/11		
34	Segments words into syllables II											
35	Uses structural analysis to determine word meaning: suffixes II											
37	Uses structural analysis to determine word meaning: prefixes											
38	Uses structural analysis to determine word meaning: suffixes III											
39	Segments words into syllables III											

Use the tasks that the student scored "no/little" or "some" control to determine the next step and identify what he/she needs to learn next on the Focus for Instruction on the back of the folder.

Focus for Instruction

The Focus for Instruction is designed to help teachers use the information gained from the DRA2 Word Analysis to plan for instruction and implement developmentally appropriate learning activities. The following guidelines will help determine a focus for instruction and select related activities:

1. Identify what the student needs to learn next based on his or her responses to the three DRA2 Word Analysis tasks in which the student demonstrated, "no/little", and/or "some" control.
2. Determine the focus for instruction, and place the date by the strand(s) that the student is in need of instruction on the back of the Student Cumulative Record.
3. Review and select sample mini-lessons or learning activities located in the Teacher Resource Book to teach and reinforce the identified word analysis tasks.

Group Profile Form

After the identification of a focus for instruction is completed, teachers will want to complete a DRA2 Word Analysis Group Profile form. This form will enable teachers to compile each student's levels of control for the tasks completed in order to group the students according to instructional needs and plan more effectively for their instruction.

Review

The primary goal of the DRA2 is to identify each student's independent DRA2 text level and to document how this changes over time. Teachers often encounter a number of students who make little or no progress in their ability to read more challenging texts due to inefficient word analysis strategies. Some of these students are "struggling" readers who do not know how to efficiently problem solve unknown words they meet in text. Their oral reading is often slow, choppy, and repetitious as they work to figure out words. Others are at-risk emerging readers who do not understand how oral language is related to written language or how to attend to print. To help these at-risk struggling and emerging readers, teachers need further information about their knowledge and skills in working with words in context and in isolation. The DRA2 Word Analysis was created for this very purpose.