



4–8: Scoring the Assessment

Introduction

This guide reviews the process of scoring the Assessment Conference for Grades 4–8. For information on Grades K–3, please watch the tutorial K–3: Scoring the Assessment.

The process of scoring the assessment involves analyzing the students’ responses after they have completed the Assessment Conference. The data collected during the conference is used to complete the Teacher Observation Guide, the Continuum, and the Focus for Instruction.

Step 1: Teacher Observation Guide

After students have completed the independent work on the assessment, read and evaluate all the written responses to determine their DRA®2 performance. 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.

The chart provided in the analysis portion of the Teacher Observation Guide only needs to be completed if the student has five or more miscues during the assessment. Check the appropriate boxes to indicate how students solved unknown words during the assessment.

| | | |
|---|---|--|
| Student problem-solves words using: <input type="checkbox"/> blending letter sounds <input type="checkbox"/> letter-sound clusters <input type="checkbox"/> onset and rime <input type="checkbox"/> knowledge of spelling patterns (analogies) <input type="checkbox"/> syllables <input type="checkbox"/> rereading <input type="checkbox"/> no observable behaviors | Number of miscues not self-corrected: ____ Number of words told to the student: ____ | |
| | <table border="1"> <tr> <td> Miscues interfered with meaning: <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often </td> <td> Miscues included: <input type="checkbox"/> omissions <input type="checkbox"/> insertions <input type="checkbox"/> reversals <input type="checkbox"/> substitutions that were <input type="checkbox"/> visually similar <input type="checkbox"/> not visually similar </td> </tr> </table> | Miscues interfered with meaning: <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often |
| Miscues interfered with meaning: <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often | Miscues included: <input type="checkbox"/> omissions <input type="checkbox"/> insertions <input type="checkbox"/> reversals <input type="checkbox"/> substitutions that were <input type="checkbox"/> visually similar <input type="checkbox"/> not visually similar | |
| Copy each substitution to help analyze the student’s attention to visual information. e.g., already (substitution) ready (text) | | |

Some of the strategies students may use to figure out words include blending letter sounds or rereading.

Next, record the miscues. Identify how many were not self-corrected and the number of words the student needed to be told during the assessment. Mark the miscues that interfered with meaning and 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.

Oral Reading Rate: (Optional) Use the formula below to determine the student's exact oral reading rate. Convert the student's reading time to all seconds.

$$255 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

Step 2: The 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. The series of descriptors on the Continuum for each text reflects a range of student responses. These responses are categorized into four levels: Intervention, Instructional, Independent, and Advanced.

| Name/Date _____ | | Teacher/Grade _____ | | Unit #1, Page 6 | |
|--------------------------------------|--|---|---|--|-----------------|
| | | | | Comprehension Score | |
| | | | | 40 | |
| DR42 CONTINUUM | | | | | |
| | | INTERVENTION | INSTRUCTIONAL | INDEPENDENT | ADVANCED |
| 1. Reading Engagement | | | | | |
| Wide Reading | 1. 1 title(s) below grade level; limited reading experiences and book knowledge | 2. 2-3 titles slightly below grade level; some reading experiences | 3. At least 4 titles from 2-3 genres or multiple levels from 1 genre; generally on-grade-level texts | 4. Wide variety of titles across 3 or more genres; many on- and above-grade-level texts | |
| Self-Assessment/ Goal Setting | 1. No strengths and/or goals related to the reading process; no real plan | 2. General strengths and goals (e.g., read more); general plan | 3. At least 1-2 specific strengths and goals related to the reading process; relevant plan | 4. 3 specific strengths and goals related to the reading process; 2-3 step plan | |
| Score | 2 3 | 4 5 | 6 7 | 8 | |
| 2. Oral Reading Fluency | | | | | |
| Expression | 1. Reads with little expression | 2. Some expression that conveys meaning | 3. Expression reflects mood, pace, and breaks at lines | 4. Expression reflects mood, pace, and breaks most of the time | |
| Pacing | 1. Mostly read by word | 2. Inappropriate accents rarely phrase read of the line | 3. Generally appropriate accents; some read punctuation; larger meaningful phrases read in rhythm | 4. Appropriate accents; most of punctuation; consistently rhythmic; meaningful phrases read in rhythm | |
| Rate | 1. 75 WPM or less | 2. 75-100 WPM | 3. 100-140 WPM | 4. 140 WPM or more | |
| Accuracy | 1. 90% or less | 2. 90% | 3. 90%-98% | 4. 98%-100% | |
| Score | 4 5 6 | 7 8 9 10 | 11 12 13 14 | 15 16 | |
| 3. Comprehension | | | | | |
| Questions/Procedures | 1. Single or unrelated questions and/or procedures related to the text | 2. 2-3 reasonable questions and/or procedures related to the text | 3. At least 7 reasonable questions and procedures that go beyond the text read aloud | 4. At least 8 thoughtful questions and procedures that go beyond the text read aloud | |
| Summary | 1. 1-2 words in one language or one word in any include named characters | 2. Partial summary; general or one important character(s); may include misinterpretations | 3. Summary is one paragraph; includes most of the important characters; names, some details, and main of the important events in sequence from the beginning, middle, and end | 4. Well organized summary in one paragraph; includes all important characters; names, specific details, and all important events from the beginning, middle, and end | |
| Literal Comprehension | 1. Little information from the text; may include misinterpretations | 2. Partial information from the text; may include misinterpretations | 3. Information from the text that accurately responds to questions in general | 4. All important information from the text that effectively responds to questions in general | |
| Interpretation | 1. Little or no understanding of important text implications | 2. Partial understanding of important text implications; little or none | 3. Understands important text implications; relevant supporting details | 4. Detailed understanding of important text implications; relevant supporting details | |
| Inference | 1. Uninformed or unrelated message or event; no reason for action or no response | 2. Little significant message or event; not general enough for reason | 3. Significant message or event; not general enough for reason | 4. Significant message or event; well reasoned for action; text reflects important thinking | |
| Metacognitive Awareness | 1. Uninformed or no awareness; may copy a strategy | 2. General or limited awareness | 3. At least 1 specific strategy from the text related to the strategy; may include details | 4. At least 2 specific strategies from the text related to the strategy; may include details | |
| Score | 4 7 8 9 10 11 | 12 13 14 15 16 | 17 18 19 20 21 22 | 23 24 | |

Use the information from the Student Reading Survey, the Teacher Observation Guide, and the Student Booklet to complete the Continuum. Descriptions and examples of student responses can be found in Reading Engagement and Comprehension in the Handbook in the Teacher Guide.

Reading Engagement

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

| 1. Reading Engagement | | | | |
|--------------------------------------|---|--|---|---|
| Wide Reading | 1. Title(s) below grade level; limited reading experiences and book knowledge | 2. 2-3 titles slightly below grade level; some reading experiences | 3. At least 4 titles from 2-3 genres or multiple books from 1 genre; generally on-grade-level texts | 4. Wide variety of titles across 3 or more genres; many on- and above-grade-level texts |
| Self-Assessment/ Goal Setting | 1. No strengths and/or goals related to the reading process; no real plan | 2. General strengths and goals (e.g., read more); general plan | 3. At least 1-2 specific strengths and goals related to the reading process; relevant plan | 4. 3 specific strengths and goals related to the reading process; 2-3 step plan |
| Score | 2 3 | 4 5 | 6 7 | 8 |

To ensure reliable scoring in the assessment, it is important to become familiar with the criteria used for establishing performance levels. The section labeled *Reading Engagement* in the Handbook of the Teacher Guide can help with understanding the performance level criteria. There are definitions and examples that show sample

student responses specifically for Wide Reading and Self-Assessment/Goal Setting in each of the four levels: Intervention, Instructional, Independent, and Advanced.

First, read students' responses to the Wide Reading and Self-Assessment/Goal Setting sections of the Student Reading Survey. Use this information to analyze and score the students' level of Reading Engagement.

Oral Reading Fluency

It is possible to complete the analysis of Oral Reading Fluency immediately after the one-on-one student reading conference. Complete this section while the students are writing their predictions in their Student Booklet.

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 help 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 Teacher Observation Guide, on the Oral Reading Words Per Minute and Percent of Accuracy chart.

| | INTERVENTION | INSTRUCTIONAL | INDEPENDENT | ADVANCED |
|-----------------------------|------------------------------------|--|---|--|
| Oral Reading Fluency | | | | |
| Expression | 1 Monotone; very little expression | 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 Mostly word-by-word | 2 Inappropriate pauses; shorter phrases most of the time | 3 Generally appropriate pauses; heeds most punctuation; longer, meaningful phrases most of the time | 4 Appropriate pauses; heeds all punctuation; consistently longer, meaningful phrases |
| Rate | 1 74 WPM or less | 2 75–104 WPM | 3 105–140 WPM | 4 141 WPM or more |
| Accuracy | 1 95% or less | 2 96% | 3 97%–98% | 4 99%–100% |
| Score | 4 5 6 | 7 8 9 10 | 11 12 13 14 | 15 16 |

Comprehension Use the data from the Comprehension portion of the assessment that the student completed in the Student Booklet to score the rest of the Continuum. While preparing to evaluate this part of the assessment, look for key words in each category on the Continuum.

| Comprehension | | | | |
|--------------------------------|---|--|---|--|
| Questioning/Prediction | 1 Illogical or unrelated question(s) and/or prediction(s) | 2 1–2 reasonable questions and/or predictions related to the text | 3 At least 2 reasonable questions and predictions that go beyond the text read aloud | 4 At least 3 thoughtful questions and predictions that go beyond the text read aloud |
| Summary | 1 1–2 events in own language and/or copied text; may include incorrect information | 2 Partial summary; generally in own language; some important characters/events; may include misinterpretations | 3 Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end | 4 Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end |
| Literal Comprehension | 1 Little information from the text and/or incorrect information | 2 Partial information from the text; may include misinterpretation | 3 Information from the text that accurately responds to question(s) or prompt(s) | 4 All important information from the text that effectively responds to question(s) or prompt(s) |
| Interpretation | 1 Little or no understanding of important text implication(s) | 2 Partial understanding of important text implication(s); little or no detail | 3 Understands important text implication(s); relevant supporting details | 4 Insightful understanding of important text implication(s); important supporting details |
| Reflection | 1 Insignificant or unrelated message or event; no reason for opinion or no response | 2 Less significant message or event and general reason(s) for opinion | 3 Significant message or event and a relevant reason for opinion | 4 Significant message or event and reason(s) for opinion that reflect higher-level thinking |
| Metacognitive Awareness | 1 Unrelated or no example(s); may copy a strategy | 2 General or limited example(s) | 3 At least 1 specific example from the text related to the identified strategy; may include details | 4 At least 2 specific examples from the text related to the identified strategy; includes details |
| Score | 6 7 8 9 10 11 | 12 13 14 15 16 | 17 18 19 20 21 22 | 23 24 |

The Handbook in the Teacher Guide provides examples of student responses to help clarify each of the descriptors on the Continuum. These examples help analyze and score student responses more effectively on the Continuum.

There is another resource available labeled *Student Response Examples*. This section provides examples of Independent student responses to the Comprehension questions and prompts in the student booklet for each Benchmark Assessment Book. It also gives both Independent and Advanced examples for students working with the Bridge Pack.

Read the students' responses in the Student Booklet and evaluate the students' performance for Questioning/Prediction, Summary, Literal Comprehension, Interpretation, Reflection, and Metacognitive Awareness. Remember that the students' written responses are evaluated only for content. Evaluation is not based on structural or mechanical errors such as grammar, punctuation, and spelling. Any errors, however, can be noted for future instruction. If students fail to respond to a question or prompt on the assessment, circle the Intervention descriptor or number for that part.

Scoring

After completing the evaluation and recording the scores on the Continuum, add the numbers together to get a total score for Comprehension. Circle the total score from 6 to 24 at the bottom of the Comprehension section. In Grades 4–8, also record the Comprehension score at the top of the Continuum page.

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 Intervention level for both Fluency and Comprehension, they should be reassessed. If students score at an Instructional level in Fluency, Comprehension, or both, then reassess them with a lower level text on another day.

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

**Step 3:
Focus for
Instruction**

The descriptors circled on the Continuum indicate not only the students' level of performance but also suggest the level of support required. Descriptors circled within the Intervention or Instructional levels clearly indicate the students' instructional needs. Follow three simple steps to complete the Focus for Instruction.

First, use the information marked on the Continuum to help identify the students' strengths and needs. Then, determine what the students' instructional focus or what they need to learn next. Any behaviors or responses that fall within Intervention or Instructional should be the primary focus of instruction. Finally, select three to five instructional strategies that will help the students become better readers.

Review

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