

Name _____

Grade _____

Teacher _____

Date _____

Text selected by: ☐ teacher ☐ student

Accuracy Rate _____ Comprehension Level _____ Phrasing and Fluency _____

INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

T: Read the title and then say: *In this story, Where Is My Hat?, a little boy named Ben doesn't know where his hat is. Look at all of the pictures and tell me what is happening in this story.*

As the student previews the pictures he/she:

- | | |
|--|--|
| ☐ gathers limited information | ☐ comments briefly about each event, action |
| ☐ gathers some information | ☐ connects one or two events, actions (e.g. <i>and, then, now</i>) |
| ☐ gathers pertinent information | ☐ connects events, actions without prompting |

T: Read the title again and then say: *Now read to find out where Ben and his mom looked for his hat. Please point to the words as you read.*

ORAL READING AND STRATEGIES USED

Record the student's oral reading behaviors on the record of oral reading below or take a running record on a blank sheet of paper as the student reads. Number the miscues that are not self-corrected.

Page 2

"Where is my hat?" said Ben.

Page 3

Ben looked under his bed.

"It is not here," he said.

Page 4

Mom looked in the closet.

"It is not here," she said.

Page 5

Ben looked in his toybox.

"It is not here," he said.

He looked and looked.

Page 6

Mom looked behind the chair.

Page 7

"Here it is!" she said.

Circle accuracy rate: Word Count 53

%	100	99	98	97	96	95	94	93	92	91	90	89	88
Miscues	0		1		2		3		4	5		6	

Phrasing and fluency

Student reads:

- ☐ word by word
- ☐ word by word with some short phrases
- ☐ in short phrases most of the time
- ☐ in longer phrases at times; inconsistent rate
- ☐ in longer phrases most of the time; adequate rate
- ☐ in longer meaningful phrases; rate adjusted appropriately

Intonation

Student reads with:

- ☐ no intonation; monotone
- ☐ little intonation; rather monotone
- ☐ some intonation; some attention to punctuation; monotone at times
- ☐ adjusts intonation to convey meaning at times; attends to punctuation most of the time
- ☐ adjusts intonation to convey meaning; attends to punctuation
- ☐ begins to explore subtle intonation that reflects mood, pace, and tension

At difficulty

Student problem solves using:

- ☐ picture
- ☐ letter/sound
- ☐ letter sound clusters
- ☐ syllables
- ☐ rereading

- ☐ no observable behaviors
- ☐ pausing
- ☐ multiple attempts

Appealed for help: ____ times

Was told/given: ____ words

Analysis of miscues and self-corrections

Miscues interfered with meaning:

- ☐ no
- ☐ at times
- ☐ sometimes
- ☐ often

Student:

- ☐ detects no miscues
- ☐ self-corrects a few significant miscues
- ☐ self-corrects some significant miscues
- ☐ self-corrects most significant miscues
- ☐ self-corrects most significant miscues quickly
- ☐ self-corrects all significant miscues quickly

Comments:

COMPREHENSION AND RESPONSE

Close the book before the retelling and then say:

T: *Start at the beginning and tell me what happened in this story.*

Highlight or underline information included in the student's retelling on the story overview. Please note the student does not need to use the exact words in order for you to underline the statement, idea, action, or event. Place "TP" by information given in response to a teacher prompt.

Characters: Ben, Mom, dog

Setting/Places depicted in story: Various rooms in the house

STORY OVERVIEW

1. Ben misses hat, looks under the bed, and says, "It is not here."
2. Mom looks in closet and says, "It is not here."
3. Ben looks in his toy box and says, "It is not here."
4. Mom looks behind a chair and . . .

Ending: Mom finds hat behind the chair with dog lying on it and says, "Here it is!"

Use one or more of the following prompts to gain further information.

1. *Tell me more.*
2. *What happened at the beginning?*
3. *What happened after ____ (an event mentioned by the student)?*
4. *Who else was in the story?*
5. *How did the story end?*

Use these questions only if the following information was omitted from the retelling.

1. *Where did Ben or Mom look for his hat?*
2. *Where did they find his hat?*

Record all other questions asked.

RESPONSE

T: *Tell me your favorite part of this story.*

T: *What does this story make you think of?*

MAKING CONNECTIONS

The student links to:

- ☐ personal experience
☐ other media or events

☐ other literature

☐ other _____

DRA Comprehension Rubric

Circle the number to the left of one statement in each row that best describes the student's retelling. Then add the circled numbers together to obtain a total score.

Circle the total score (from 6–24) where it appears in the row of numbers at the top of the rubric to determine the level of comprehension.

Very Little Comprehension 6 7 8 9	Some Comprehension 10 11 12 13 14 15	Adequate Comprehension 16 17 18 19 20 21	Very Good Comprehension 22 23 24
1 Tells 1 or 2 events or key facts	2 Tells some of the events or key facts	3 Tells many events in sequence for the most part, or tells many key facts	4 Tells most events in sequence or tells most key facts
1 Includes few or no important details from text	2 Includes some important details from text	3 Includes many important details from text	4 Includes most important details and key language or vocabulary from text
1 Refers to 1 or 2 characters or topics using pronouns (<i>he, she, it, they</i>)	2 Refers to 1 or 2 characters or topics by generic name or label (<i>boy, girl, dog</i>)	3 Refers to many characters or topics by name in text (<i>Ben, Giant, Monkey, Otter</i>)	4 Refers to all characters or topics by specific name (<i>Old Ben Bailey, green turtle, Sammy Sosa</i>)
1 Responds with incorrect information	2 Responds with some misinterpretation	3 Responds with literal interpretation	4 Responds with interpretation that reflects higher-level thinking
1 Provides limited or no response to teacher questions and prompts	2 Provides some response to teacher questions and prompts	3 Provides adequate response to teacher questions and prompts	4 Provides insightful response to teacher questions and prompts
1 Requires many questions or prompts	2 Requires 4 or 5 questions or prompts	3 Requires 2 or 3 questions or prompts	4 Requires 1 or no questions or prompts

READING PREFERENCES

T: *Who reads with or to you?*

T: *What is one of your favorite stories?*

Circle the statements on the DRA Continuum that best describe the student's observable reading behaviors and responses.