

# DRA Observation Guide

Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

<b>Generic Nonfiction Retelling Form</b>	<b>Levels 1-6</b>
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**Book Title:** \_\_\_\_\_ **Book Level:** \_\_\_\_\_

After Running Record is finished, enter the results below.

<b>Oral Retell Score</b>	<b>DRA Summative Rubric Score (circle one)</b>			
	<b>1 (0-7 points)</b>	<b>2 (8-13 points)</b>	<b>3 (14-17 points)</b>	<b>4 (18-20 points)</b>

$\frac{\text{Running Words}}{\text{Errors}} = \underline{\hspace{2cm}}$	<b>Error Rate</b>	<b>Accuracy</b>	<b>SC Rate (self-corrections)</b>	<b>Fluency Rubric Score</b>												
	1: _____	_____ %	1: _____	<table style="margin: auto;"> <tr> <td style="padding: 0 5px;">1</td> <td style="padding: 0 5px;">2</td> <td style="padding: 0 5px;">3</td> <td style="padding: 0 5px;">4</td> </tr> <tr> <td colspan="4" style="text-align: center; padding: 5px;"><b>WCPM (word count per minute)</b></td> </tr> <tr> <td colspan="4" style="text-align: center; padding: 5px;">_____</td> </tr> </table>	1	2	3	4	<b>WCPM (word count per minute)</b>				_____			
1	2	3	4													
<b>WCPM (word count per minute)</b>																
_____																

**Instructional Implications:**

  
  
  

*A student's instructional reading level should reflect a 90-94% rate of accuracy and a retell score of 3 or higher. An appropriate fluency rate should also be attained in Grades One and Two. See HCPS K-2 Literacy Notebook for benchmark requirements for accuracy, fluency and retell.*

## Qualitative Fluency Rubric

Rubric Score	Descriptors
<b>1</b>	<ul style="list-style-type: none"> <li>All reading is done word by word.</li> <li>Long pauses between words.</li> <li>Little evidence of phrasing.</li> <li>Little awareness of punctuation.</li> <li>There may be 2 word phrases, but word groupings are often awkward.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Most reading is done word by word.</li> <li>Some 2 word phrasing.</li> <li>Expressive interpretation may result in longer examples of phrasing.</li> <li>Inconsistent application of punctuation and syntax with rereading for problem solving.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Reading is done as a mixture of word by word reading, fluent reading, and phrased reading.</li> <li>Attention to punctuation and syntax with rereading for problem solving.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Reading is in large, meaningful phrases.</li> <li>Few slow-downs for problem solving of words or to confirm accuracy.</li> <li>Expressive interpretation is evident throughout reading.</li> <li>Attention to punctuation and syntax is present.</li> </ul>

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**Comments:**

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## Generic Nonfiction Retelling Form

**Levels 1-6**

	Count		Analysis of Errors and Self-Corrections	
<b>Book Title</b> _____ <b>Level</b> _____ <b>Number of Errors</b> _____ <b>Number of SC</b> _____	<b>Errors</b>	<b>Self-Corrections</b>	<b>E msv</b>	<b>SC msv</b>
<b>Total</b>				
<b>Analysis of MSV* Errors and Self-Corrections (information used or neglected):</b>  <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<b>Meaning</b>			
	<b>Structure</b>			
	<b>Visual</b>			

\*Meaning (M), Structure or Syntax (S), Visual (V)

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<b>Generic Nonfiction Retelling Form</b>		<b>Levels 1-6</b>
<b>Circle items which apply:</b>		Read orally
		Read silently
Rubric Score	Descriptors	
<b>1: Unable</b>	<ul style="list-style-type: none"> <li>• The student was unable to provide information related to the text.</li> </ul>	
<b>2: Some</b>	<ul style="list-style-type: none"> <li>• The student provided some information related to the text.</li> <li>• The student provided limited details.</li> <li>• Some of the information provided was inaccurate or vague.</li> </ul>	
<b>3: Sufficient</b>	<ul style="list-style-type: none"> <li>• The student provided sufficient information related to the text.</li> <li>• The student provided some precise details.</li> <li>• The information provided was accurate.</li> </ul>	
<b>4: Exceeds</b>	<ul style="list-style-type: none"> <li>• The student provided sufficient information related to the text.</li> <li>• The student provided several precise details with elaboration.</li> <li>• The information provided was accurate and exceeded expectations.</li> </ul>	

**Directions for Oral Retell Assessment Scoring:** Write in answers you feel are important to record. If the assessor has to ask questions in order to get answers, place a check mark in the “Aided” column. Determine the rubric score in each section of the retell based on the descriptors. Circle the appropriate number next to the descriptor in each box. Add the rubric scores together and place the total in the “Total Oral Retell Score” box. Place that score on page one in the “Oral Retell Score” box. Use the “Oral Retell Score” to determine the “DRA Summative Rubric Score.”

	Unaided Response	Aided Response	Rubric Score
<b>Topic/Main Idea:</b> What is this book about?			1 unable 2 some 3 sufficient 4 exceeds
<b>Ideas/Key Vocabulary:</b> What is important for me to know about _____? What new ideas/vocabulary did you learn in this book?			1 unable 2 some 3 sufficient 4 exceeds
<b>Conclusions/Inferences:</b> What did you learn from reading this book? What can you tell me about the book in just a few sentences?			1 unable 2 some 3 sufficient 4 exceeds
<b>Author’s Purpose (May be very basic at these levels)</b> Why do you think the author wrote this book? What was the author trying to tell/teach us? What do you think the author wanted you to learn from this book?			1 unable 2 some 3 sufficient 4 exceeds
<b>Connections (text:text, text:self, or text:world)</b> What else did you learn about _____ as you were reading this book? Did this book make you think about another book you have read/hear? Tell me about it. Did you like this book? Why or why not?			1 unable 2 some 3 sufficient 4 exceeds
<b>4 Total Oral Retell Score</b>			