DRA Observation Guide

Generic Fiction Retelling Form	Levels 1-6

Name_____ Grade_____ Teacher _____ Date_____

Book Title: _____ **Book Level:** _____

After Running Record is finished, enter the results below.

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

	Error Rate	Accuracy	SC Rate (self-corrections)	Fluency Rubric Score
Running Words = _____ Errors	1: _____	_____ %	1: _____	1 2 3 4 WCPM (word count per minute) _____

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
1	• All reading is done word by word. • Long pauses between words. • Little evidence of phrasing. • Little awareness of punctuation. • There may be 2 word phrases, but word groupings are often awkward.
2	• Most reading is done word by word. • Some 2 word phrasing. • Expressive interpretation may result in longer examples of phrasing. • Inconsistent application of punctuation and syntax with rereading for problem solving.
3	• Reading is done as a mixture of word by word reading, fluent reading, and phrased reading. • Attention to punctuation and syntax with rereading for problem solving.
4	• Reading is in large, meaningful phrases. • Few slow-downs for problem solving of words or to confirm accuracy. • Expressive interpretation is evident throughout reading. • Attention to punctuation and syntax is present.

Generic Fiction Retelling Form	Levels 1-6

Comments:

DRA Observation Guide

Generic Fiction Retelling Form

Levels 1-6

	Count		**Analysis of Errors and Self-Corrections**	
Book Title_____ **Level**_____ **Running Words**_____	**Errors**	**Self-Corrections**	**E msv**	**SC msv**
Total				

Analysis of MSV* Errors and Self-Corrections (information used or neglected):			
	Meaning		
	Structure		
	Visual		

3

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

DRA Observation Guide

Generic Fiction Retelling Form	Levels 1-6

Circle items which apply: Read orally   Read silently

Rubric Score	Descriptors
1: Unable	• The student was unable to provide information related to the text.
2: Some	• The student provided some information related to the text. • The student provided limited details. • Some of the information provided was inaccurate or vague.
3: Sufficient	• The student provided sufficient information related to the text. • The student provided some precise details. • The information provided was accurate.
4: Exceeds	• The student provided sufficient information related to the text. • The student provided several precise details with elaboration. • The information provided was accurate and exceeded expectations.

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
Setting (Time/Location Where did the story take place?			1 unable 2 some 3 sufficient 4 exceeds
Character/Object (Use specific names if applicable) Who/what are the characters/objects? What else can you tell me about _____?			1 unable 2 some 3 sufficient 4 exceeds
Events (in sequence) What happened in this story? What else happened in the story?			1 unable 2 some 3 sufficient 4 exceeds
Author's Purpose (May be very basic at these levels) Why do you think the author wrote this story? What was the author trying to tell/teach us? Did you learn anything from the author? Why do you think the author called this book _____?			1 unable 2 some 3 sufficient 4 exceeds
Connections (text:text, text:self, or text:world) Do you know anyone like _____ (character)? Has anything like this happened to you? How does this story remind you of other stories? Did you like this book? Why or why not?			1 unable 2 some 3 sufficient 4 exceeds
		4 Total Oral Retell Score	