

The logo for DRA 2 features the letters 'DRA' in a bold, sans-serif font. The 'D' is teal, the 'R' is purple, and the 'A' is blue. A red, brush-stroke style number '2' is positioned to the right of the 'A'. The entire logo is set against a yellow, four-pointed star shape with a 3D effect.

DRA[®] 2

**ONLINE
USER GUIDE**

for Teachers

The Pearson logo consists of the word 'PEARSON' in a white, serif font, centered within a dark blue rectangular box. A thin yellow arc is positioned below the text.

PEARSON

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Contents

DRA2 & DRA2 ONLINE	4
Overview	4
Benefits.....	4
Technical Support	4
Getting Started: How do you access <i>DRA2 Online</i> ?	5
Registration Notification Email	5
Logging In.....	5
Changing Username and Password	6
DRA2 ONLINE TEACHER HOME PAGE	6
STUDENT ASSESSMENT	9
Entering Assessments.....	9
Assessment Summary Report.....	11
WORD ANALYSIS	15
Entering a Word Analysis Assessment	16
Word Analysis Summary	18
REPORTS	19
DRA2 Reports	19
Downloading Reports	19
Report Descriptions	19
Student Reports.....	19
Student Progress Over Time	19
Book Graph	20
Assessment Summary.....	22
Continuum	24
Word Analysis and FFI Summary.....	24
Class Reports	25
Class Completion	26
Class Reporting Form.....	26
Class Focus for Instruction Summary.....	27
Class Focus for Instruction Detail.....	28
Class Word Analysis Group Profile.....	29
Class Word Analysis Group Profile Detail	31
Class Word Analysis Performance	31
Class Word Analysis Performance Detail	32
Class Word Analysis Task Performance	33
Class Word Analysis History	34
Class Word Analysis FFI Summary	35
Class Word Analysis FFI Detail	36
Historical Reports.....	37
Class List/Student.....	37
Students per Reading Level	38
Students per Reading Stage	39

Focus Group.....	40
Demographics	41
Word Analysis Completion	41
Word Analysis Performance	42
Download Files.....	43
Downloading Files and Reports.....	43
Deleting Files and Reports	43
ADMINISTRATION	44
Class Roster.....	44
Adding a Student.....	44
Editing a Student's Profile	45
Releasing a Student	45
Transferring a Student.....	46
Editing/Adding Classes.....	46
Student Groups	47
Viewing and Editing Student Groups	47
Guided Reading Groups.....	49
My Account	51
TOOLS.....	52
Book Search.....	53
MESSAGES	54
View a Message.....	54
Remove a Message	54

DRA2 & DRA2 ONLINE

Overview

Welcome to the *DRA2 Online Management System*—or *DRA2 Online*—the Web-based, yearly subscription service offered by Pearson to help organize, manage, report on, and archive *DRA2* assessment results.

- With *DRA2 Online*, all assessment data gathered with *DRA2* are securely housed. Registered users have access to the data from any computer at any time.
- *DRA2 Online* streamlines the collection and use of *DRA2* data for teachers and administrators at the school and district level.
- District administrators can review their district's reading performance against district-level benchmarks. School administrators can view the reading performance of their entire school population at a glance.
- Teachers can use *DRA2 Online* to keep track of student *DRA2* information and generate focus reports for individual or group instruction.
- Report analysts, such as reading coaches, have access to reports in read-only mode. *DRA2* results are available and organized at the individual student, class, school, and district levels for their review and analysis.

Benefits

DRA2 Online is a powerful tool that makes it easy to store, manage, and retrieve assessment results.

- Student assessment data are stored and managed centrally, with access for both teachers and administrators.
- You can check on the progress of one particular student or see the progress of a whole class, grade, building, or district.
- *DRA2 Online* makes it easy to group students by instructional needs and to identify appropriate strategies and activities for each group.
- You can obtain a variety of student progress reports for both teachers and administrators.
- To meet accountability requirements of Reading First and school improvement plans, you can also disaggregate *DRA2* data.

Use *DRA2 Online* to simplify and streamline student assessment, and use the results to focus and support instruction!

Technical Support

Technical Support is available Monday through Friday from 8:00 A.M. (EST) to 8:00 P.M. (EST). A support representative can be reached via one of the following methods:

Phone – 1-800-968-4558

Email – Technical.Support@Pearson.com

Getting Started: How do you access *DRA2 Online*?

Registration Notification Email

After your *DRA* administrator has created an account in the system for you, you will receive a Registration Notification Email. This email will contain the Web address for accessing the site, your temporary username and password, and the technical support email address.

Hello Josie Artin!

Congratulations! You have been registered to use the DRA Online Management System.

You can login to the system at <https://secure.pearsonlearning.com/> - we suggest you bookmark this URL.

For your records, keep the following login information in a safe place.
Your login is TMPLOG243250
Your password is TMPPASS243250
Once you have logged into the system, you can change your user name and password at any time by clicking the "My Account" link at the top of any page.

If you have any questions or concerns, you can reach us at DRA.Pearson@pearsonlearning.com

Thank you for using the DRA Online Management System.

Click the link provided to complete the registration process.
Enter your username and password.
Click **Log In**.

Logging In

- Go to <https://www.draoms.com>.
- Enter your username and password.
- Click **Log In**. You are automatically taken to the *DRA2 Online* Teacher Home page.

DRA Online Management System Help **PEARSON**

Welcome to DRA. Whether you are using DRA First Edition or Second Edition (DRA2) this is the gateway to accessing the online management system. If you are a current DRA Online user login with your existing user name and password. If you are new to DRA Online, click "Register Here" to set up your account.

Please note that the DRAOMS.com Web site will be down for an upgrade on Friday, August 14. The site will be unavailable for approximately one hour starting at 9:00 a.m. EST.

Log In

If you are an existing user, please log in below.

Username:

Password:

Log In

[Forgot your password?](#)

New to DRA Online?

- ➔ **Register Here** [Registration Tutorial](#)
- Request a free teacher demo account**
- Registration and Upgrade Information**
- Contact Us**

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Changing Username and Password

You may change your username and password anytime after you log in. Starting from the Teacher Home page:
 Click **My Account** at the top of the page.
 Complete the required fields, including your new username and password.
 Click **Save** to update your username.

DRA2 ONLINE TEACHER HOME PAGE

Overview of the Teacher Home Page

The *DRA2 Online* Teacher Home page contains all of the navigation tabs to move within *DRA2 Online*. When you first arrive at this page, the default view will be the Class Overview, which shows all the students registered to your account. You may use the Student Group drop-down box to restrict the view in this report to show a single group at a time. Shown below is an example of a *DRA2 Online* Teacher Home page. To return to the *DRA2 Online* Home page from anywhere within the site, simply click the **Home tab** at the top left of the page.

The screenshot shows the DRA2 Online Teacher Home page. At the top, there is a navigation bar with tabs for Home, Word Analysis, Reports, Administration, Tools, and Messages (1). The main content area displays the 'Teacher Home' page with a table of student assessment data for the period July 1, 2009 - August 30, 2010. The table includes columns for Student, Grade, Assessment Status, Reading Level, Reading Stage, and Scores (Reading Enqmnt., Oral Reading, Printed Language, Comprehension). A legend at the bottom explains the color coding for Reading Levels and Scores.

Student	Grade	Assessment Status	Reading Level	Reading Stage	Scores				Assess Student
					Reading Enqmnt.	Oral Reading	Printed Language	Compre-hension	
Abdalla, Jamir s	3	Complete	6	Early	5	12	--	22	
Arevalo, Jacquelynn	K	Complete	18	Transitional	7	13	--	22	
Ballesteros, Anisha	1	Complete	8	Early	8	12	--	22	
Darden, Kelsey	K	Complete	4	Early	4	11	--	21	
graham, paul	12	Not Started	--	--	--	--	--	--	
Guthrie, Ani	1	Not Started	--	--	--	--	--	--	
Jolley, Tristan	K	Complete	1	Emergent	6	7	6	--	
Lai, Reid	K	Not Started	--	--	--	--	--	--	
lutts, mike	12	Not Started	--	--	--	--	--	--	
Meraz, Shakeem	1	Not Started	--	--	--	--	--	--	
Montague, Lester	K	Not Started	--	--	--	--	--	--	
quinlan, jim	12	Not Started	--	--	--	--	--	--	
simpson, bart	3	Not Started	--	--	--	--	--	--	
smith, bill	12	Not Started	--	--	--	--	--	--	
swanson, bob	12	Not Started	--	--	--	--	--	--	
Wise, Rahul	1	In Progress	3	Emergent	5	5	4	--	

Reading Level:
 ● = Assessment meets benchmark
 ○ = Assessment does not meet benchmark
 Red = Selected book is below benchmark level

Scores:
 ● = Advanced
 ● = Independent
 ● = Developing/Instructional
 ● = Emerging/Intervention

From this page, you can access the following sections and functions, which are described in further detail later in this chapter:

Student Management

Clicking the **Student Management** link on the Teacher Home page opens a page where you may edit your class or group rosters.

NOTE: This function is only available if your administrator has enabled it for teachers in your school or district.

Student Groups

Clicking the **Student Groups** link on the Teacher Home page opens a page where you may manage your students in the form of groups. You can view, edit, delete, or add groups.

Student Group Drop-Down Box

The Class/Group drop-down box lists all of your groups. The group you select will be shown in the Class Overview section, and only students within that group will appear in class reports. You can create these groups through the Student Grouping link on the upper-right side of the Teacher Home page.

Detailed Student List

The detailed student list section provides a quick glance at the status of your students' assessments. From this screen, you may start or continue an assessment and view student reports. To switch to a different or a filtered view of your class, select a group from the Class/Group drop-down box at the top right above the detailed student list.

The detailed student list on the teacher home page contains the following information:

- **Student**: This column lists all the students in the selected class. Students are listed in alphabetical order by last name. Click on a name to access reports for that student.
- **Grade**: This column lists each student's current grade level.
- **Assessment Status**: This column displays the status of the current assessment for the student.
- **Reading Level**: This column lists each student's *DRA2* Independent Reading Level for the current assessment period. If an assessment has not been completed, a double dash appears. If the student's score does not meet the benchmark it is circled in red, if the level of the book is below the recommended benchmark the level number will also appear in red..
- **Reading Stage**: This column lists each student's *DRA2* Reading Stage for the current assessment period. If an assessment has not been completed, a double dash appears.
- **Scores**: This column lists student Reading Engagement, Oral Reading, Printed Language, and Comprehension scores. The colored circles represent the levels of student assessment scores; red for emerging, yellow for developing, green for independent, and blue for advanced.
- **Assess Student**: Clicking the icon in a student's row takes you to the first step in that student's assessment. From there you can start a new assessment or update the existing one.

**Note: Clicking the text in a column heading will sort the class roster by that specification. Click the same heading to sort the class roster in reverse order by the same specification.*

Additional Links

The following navigational links are available at the top of the Teacher Home page:



Home

This link takes you to the Teacher Home page from any other screen.

My Account

This link takes you to the My Account screen, where you may change your personal information, including your username and password.

Help

This link activates a pop-up window with information on contacting Technical Support and Customer Service for placing an order. There is also a live support chat link that will connect you to a support representative during normal business hours.

Logout

This link logs you out of your *DRA2 Online* account. You will be taken back to the *DRA Online* Log In page.

Pearson Logo

This link takes you to Pearson's Web site.

Student Assessment

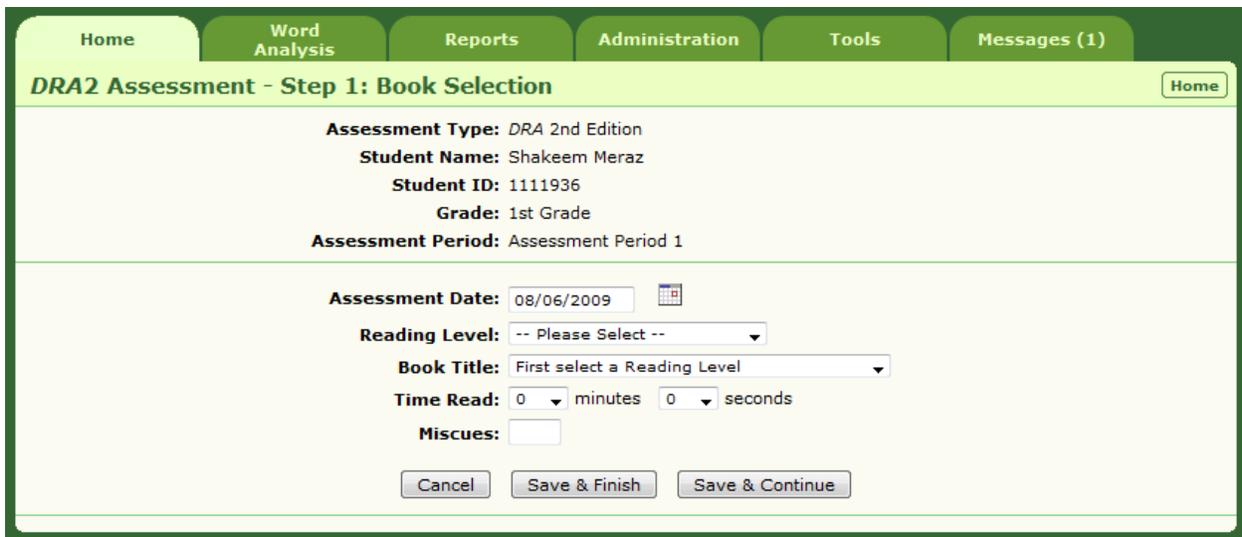
From the Class Overview section on the Teacher Home page, you may start, continue, or edit a student assessment.

Entering Assessments

Step 1: Book Selection

To enter a completed assessment for a student into the system, start at the *DRA2 Online* Teacher Home page. Click on the Student Assessment icon  in the Assess Student column in the same row as the student's name.

You will then be taken to the first step of the student data entry process.. See the following example.



The screenshot shows a web interface for entering student assessment data. At the top, there is a navigation bar with tabs for Home, Word Analysis, Reports, Administration, Tools, and Messages (1). Below this is a header for "DRA2 Assessment - Step 1: Book Selection" with a Home button on the right. The main content area is divided into two sections. The first section contains preselected information: Assessment Type: DRA 2nd Edition, Student Name: Shakeem Meraz, Student ID: 1111936, Grade: 1st Grade, and Assessment Period: Assessment Period 1. The second section contains input fields: Assessment Date (08/06/2009 with a calendar icon), Reading Level (a drop-down menu showing "-- Please Select --"), Book Title (a drop-down menu showing "First select a Reading Level"), Time Read (0 minutes and 0 seconds), and Miscues (an empty text box). At the bottom of the form are three buttons: Cancel, Save & Finish, and Save & Continue.

The Assessment Type and Assessment Period will have been preselected for you by your *DRA2 Online* administrator.

Enter the **Assessment Date** with the keyboard or click the calendar icon  to select a date.

Select the student's **Reading Level** from the drop-down box.

Select the **Book Title** from the drop-down box.

Select the **Time Read** (for Levels 14 and up only).

Enter the number of **Miscues** for this assessment.

Click **Save & Continue** to move to Step 2.

Step 2: Continuum

The second step of the process is to record student data for the Continuum. See the following example.

Home
Word Analysis
Reports
Administration
Tools
Messages (1)

DRA2 Assessment - Step 2: Continuum Home

Assessment Type: DRA 2nd Edition

Student Name: Shakeem Meraz

Student ID: 1111936

Grade: 1st Grade

Assessment Period: Assessment Period 1

Book Title: Can You Sing?

Reading Level: A

Reading Stage: Emergent

Accuracy Rate: 70%

[Larger Font](#) [Hide Full Text](#)

Reading Engagement			
Literacy Support	<input type="radio"/> Emerging <small>1 No response or is uncertain</small>	<input type="radio"/> Developing <small>2 Names at least one person who reads with him or her at home</small>	<input type="radio"/> Independent <small>3 Names several people who read with him or her at home</small>
Favorite Book	<input type="radio"/> Emerging <small>1 No response or is uncertain</small>	<input type="radio"/> Developing <small>2 Tells something about a book</small>	
Book-Handling Skills	<input type="radio"/> Emerging <small>1 Relies on others to hold and turn pages of a book</small>	<input type="radio"/> Developing <small>2 Holds and/or turns page when prompted</small>	
Score:	3 4	5 6 7	

Oral Reading			
Monitoring/ Self-Corrections	<input type="radio"/> Emerging <small>1 Detects no miscues</small>	<input type="radio"/> Developing <small>2 Self-corrects at least 1 miscue and neglects to self-correct other miscues</small>	<input type="radio"/> Independent <small>3 Self-corrects 2 or more miscues or reads accurately (no miscues or self-corrects all miscues)</small>
Use of Cues	<input type="radio"/> Emerging <small>1 Often neglects cues (e.g., pictures, sentence pattern, visual information)</small>	<input type="radio"/> Developing <small>2 Uses cues (e.g., pictures, sentence pattern, visual information) at times</small>	<input type="radio"/> Independent <small>3 Uses cues (e.g., pictures, sentence pattern, visual information) most of the time</small>
Accuracy Rate	<input checked="" type="radio"/> Emerging <small>1 70% or less</small>	<input type="radio"/> Developing <small>2 80%</small>	<input type="radio"/> Independent <small>3 90%–100%</small>
Score:	3 4	5 6 7	8 9

Printed Language Concepts			
Directionality	<input type="radio"/> Emerging <small>1 No/little control of directionality</small>	<input type="radio"/> Developing <small>2 Inconsistent control of directionality</small>	<input type="radio"/> Independent <small>3 Controls directionality</small>
One-to-One Correspondence	<input type="radio"/> Emerging <small>1 Slides finger; no one-to-one match</small>	<input type="radio"/> Developing <small>2 Points to words; inconsistent one-to-one match</small>	<input type="radio"/> Independent <small>3 Points to words; consistent one-to-one match</small>
Score:	2 3	4 5	6

Exit Back Save & Finish Save & Continue

Please notice the options at the top of the Assessment screen:

Larger Font: Allows you to increase the size of the font displayed for the assessment.

Hide Full Text: Allows you to hide the descriptions for what each header means.

Select the appropriate descriptor for each skill or category within the Continuum. Although you will be able to advance to the next step, a student assessment will be considered incomplete until a descriptor has been chosen in every row.

Click **Save & Continue** to advance to the next step.

Step 3: Focus for Instruction

The third step is to select the student's Focus for Instruction items.

The screenshot displays the 'DRA2 Assessment - Step 3: Focus for Instruction' interface. At the top, there are navigation tabs: Home, Word Analysis, Reports, Administration, Tools, and Messages (1). The main header reads 'DRA2 Assessment - Step 3: Focus for Instruction' with a 'Home' button on the right. Below the header, student and assessment information is displayed:

- Assessment Type:** DRA 2nd Edition
- Student Name:** Shakeem Meraz
- Student ID:** 1111936
- Grade:** 1st Grade
- Assessment Period:** Assessment Period 1
- Book Title:** The "I Like" Game
- Reading Level:** 3
- Reading Stage:** Emergent
- Accuracy Rate:** 93%

On the right side, there is a 'Larger Font' link. The main content area is divided into two columns of activity options, each with a header and a list of items with checkboxes:

- Reading Engagement (Developing)**
 - Create structures and routines to support reading at home
 - Provide guided opportunities to select familiar stories for rereading
 - Model and support holding a book while previewing and reading
 - Model and support turning pages of a book while previewing and reading
- Oral Reading (Independent)**

Teach how to:

 - Monitor using one-to-one correspondence
 - Monitor using known words
 - Problem-solve unknown words by using beginning letter/sound relationships, pictures, and language structures
 - Confirm word choice by using beginning letter/sound relationships, pictures, and language structures
 - Self-correct miscues
- Printed Language Concepts (Emerging)**

Model and support:

 - Directionality
 - Concept of a letter and a word
 - Concept of first and last letter of a word
 - Concept of the terms begins and ends
 - Concept of the terms letter and/or sound
 - One-to-one correspondence
- Notes**

A large empty text box for adding notes.

At the bottom of the interface, there are four buttons: Exit, Back, Save & Finish, and Save & Continue.

To select the activities, click the check boxes of the desired items. You may also add your own notes to the text box under **Notes**.

NOTE: The Focus for Instruction categories, shown in the preceding example, are based on the sample book's DRA2 level and whether the book is fiction or nonfiction. The categories shown for your students may be different.

Click **Save & Continue** to complete the assessment and view the student's Assessment Summary Report.

Assessment Summary Report

After you have completed the three steps in the *DRA2 Online* assessment process, the system generates the student's Assessment Summary Report.

Home Word Analysis Reports Administration Tools Messages

DRA2 Assessment Summary Home

2009-2010 Student Assessment Summary

Student Name	Shakeem Meraz
Student ID	1111936
Grade	1st Grade
Period	Period 1
Date	08/06/09
Level/Score	3:-
Accuracy	93%
Oral Reading Fluency	-
Comprehension	-
Overall Performance	Independent
Word Analysis Score	-

Click the assessment date to view the corresponding assessment Continuum.

The **Level/Score** is composed of two numbers. The first number is the *DRA2* reading level and the second number is the Comprehension score.

The top of the Current Assessment Summary screen displays the following information:

- Student Name
- Student ID
- Grade
- Period: Period for which the assessment applies.
- Date: Date on which the assessment was started. Click a date to view the Continuum report from the appropriate assessment.
- Level/Score: The first number is the *DRA2* level. The number after the colon is the Comprehension score..
- Accuracy: Accuracy results based on this assessment.
- Oral Reading Fluency: Fluency performance score based on this assessment.
- Comprehension: Comprehension performance score based on this assessment.
- Overall Performance: Performance results based on this assessment.
- Word Analysis Score: The student's Word Analysis score (if entered separately).

The next section displayed is the Assessment Detail, which reports detailed assessment information and warnings.

Assessment Period 1 Detail

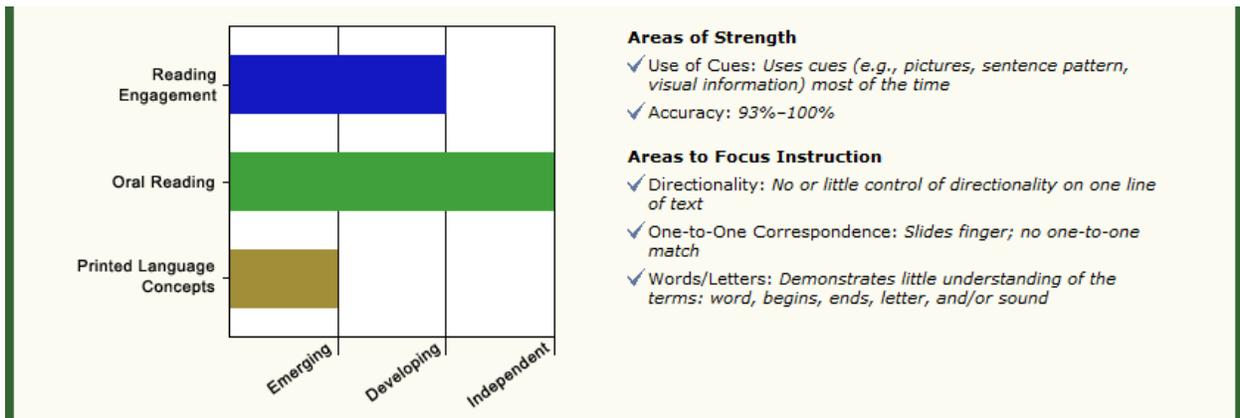
Word Analysis A Word Analysis assessment is recommended, but has not been started.

DRA2 Assessment The "I Like" Game (Level 3 - Emergent Reader) - 08/06/09

After the Assessment Detail the report displays the following information:

- Student Assessment Summary Bar Graph: This graph provides a visual overview of the student's performance in the areas of Reading Engagement, Oral Reading Fluency, and Comprehension.
- Areas of Strength: This area lists the areas of the student's strengths according to the assessment results.

- **Areas to Focus Instruction:** This area lists the places where the student would benefit from focused instruction according to the assessment results.



The bottom of the Current Assessment Summary displays the following information:

- **Focus for Instruction:** The activities selected in the Focus for Instruction portion of the assessment are listed.
- **Recommended Reading:** Displays the recommended Pearson books based on the student's Independent reading level.
- **Notes:** Displays any additional comments you added to the Notes text box in step 3.

Notes
Notes entered here

Recommended Reading

- *Where's Little Mole?* (Little Celebrations 1B; ISBN: 0673577767)
- *Caps!* (Ready Readers Stage 0/1; ISBN: 0765218836)
- *I Like to Count* (Ready Readers Stage 1; ISBN: 081361953X)
- *Potatoes on Tuesday* (Little Celebrations 2A; ISBN: 0673578062)
- *Pick a Pet* (Little Celebrations 1B; ISBN: 0673577651)
- *Who Fed the Chickens?* (Little Celebrations 1B; ISBN: 0673577775)
- *Three Blue Bugs* (Ready Readers Stage 0/1; ISBN: 0765219115)
- *Who Has Whiskers?* (Ready Readers Stage 0/1; ISBN: 0765219255)
- *My Best Friend* (Little Celebrations 1B; ISBN: 0673577635)
- *Happy 100th Day* (Little Celebrations 1A; ISBN: 0673576515)

NOTE: The Focus for Instruction categories, shown in the preceding example, are based on the sample book's DRA2 level and whether the book is fiction or nonfiction. The categories shown for your students may be different.

Click **Done** at the bottom of the page to return to the DRA2 Online Teacher Home page.

Student Not Assessed

To list a student as Not Assessed, start at the *DRA2 Online* Teacher Home page. Click the Student Assessment icon for the student.

From the Reading Level drop-down box, select **Student Not Assessed**.

Home Word Analysis Reports Administration Tools Messages

DRA2 Assessment - Step 1: Book Selection Home

Assessment Type: DRA 2nd Edition
 Student Name: Ani Guthrie
 Student ID: 1129013
 Grade: 1st Grade
 Assessment Period: Assessment Period 1

Assessment Date: 08/06/2009

Reading Level: -- Please Select --
 Book Title: -- Student Not Assessed --
 Time Read:
 Miscues:
 Cancel Continue

The page will automatically refresh, and you will be asked to select the reason the student was not tested. Select from one of the options in the Reason Not Assessed drop-down box, or enter your own description in the **Other** text box.

Home Word Analysis Reports Administration Tools Messages

Student Not Assessed Home

Student Name: Ani Guthrie
 Student ID: 1129013
 Grade: 1st Grade
 Assessment Period: Assessment Period 1

Reason Not Assessed: -- Please Select --
 Other:
 Cancel Assess Student Save & Finish

Click **Save & Finish** to update the student's assessment status and return you to the *DRA2 Online* Teacher Home page.

WORD ANALYSIS

Overview of *DRA Word Analysis*

Your account administrator has the ability to set up *DRA2 Online* so that Word Analysis is available for you to utilize. After administering Word Analysis to a student, you may enter the student's assessment results into *DRA2 Online*.

The *DRA Word Analysis* Continuum is accessible from the Word Analysis tab.

The *DRA Word Analysis* provides the ability to focus on a student's particular area of need. A student can be assessed with *DRA Word Analysis* after *DRA2* is administered or independent of *DRA2*. Once entered into the system, *DRA Word Analysis* data may be updated, reviewed, or finalized from within *DRA2 Online*.

When you click the Word Analysis tab at the top of any page, a page like the following appears. It is the Word Analysis Home page.

Student	Grade	Reading Level	Reading Stage	DRA Word Analysis			Word Analysis
				Status	Date	Score	
Abdalla, Jamir s	3	1	Emergent	Complete	Jul 17	7	
Arealo, Jacquelynn	K	18	Transitional	Not Started	--	--	
Ballesteros, Anisha	1	8	Early	Not Started	--	--	
Darden, Kelsey	K	2	Emergent	Complete	Jul 15	0	
graham, paul	12	--	--	Not Started	--	--	
Guthrie, Ani	1	--	--	Not Started	--	--	
Jolley, Tristian	K	1	Emergent	Not Started	--	--	
Lai, Reid	K	--	--	Not Started	--	--	
lutts, mike	12	--	--	Not Started	--	--	
Meraz, Shakeem	1	3	Emergent	Not Started	--	--	
Montaque, Lester	K	--	--	Not Started	--	--	
quinlan, jim	12	--	--	Not Started	--	--	
simpson, bart	3	--	--	Not Started	--	--	
smith, bill	12	--	--	Not Started	--	--	
swanson, bob	12	--	--	Not Started	--	--	
Wise, Rahul	1	3	Emergent	Not Started	--	--	

The Word Analysis Home page offers the following features:

Manage Information

You may manage class and student information through these options:

- *Student Group drop-down box*: This box lists all of your groups. The group you select will be shown in the Class Overview, and only students within that group will appear in class reports.
- *Student Management*: This link opens the Student Management area in which you may add, edit, or release students.

- Student Groups: This link opens the Student Grouping area in which you may view, add, edit, or remove student groups.

Word Analysis Home page

The Word Analysis Home page displays the following information:

- Student: Lists all students included in the selected group. Students are listed in alphabetical order by last name.
- Grade: Displays students' current grade levels.
- Reading Level: Displays each student's current reading level. If an assessment has not been administered, this mark appears: "--". If a student performed at less than Independent on *DRA2*, "N/A" appears.
- Reading Stage: This column lists the current stage of each student.
- Status: This column shows the status of the *DRA Word Analysis* for the current assessment period.
- Date: Displays the date that the last *DRA Word Analysis* was completed.
- Score: This column lists the score of the completed Word Analysis from the current assessment period.
- Word Analysis: This icon opens *DRA Word Analysis* so that you may enter a *DRA Word Analysis* assessment for this student.

NOTE: DRA2 Online will advise you to complete DRA Word Analysis if a student's DRA2 reading level falls below the grade-level benchmark.

Entering a Word Analysis Assessment

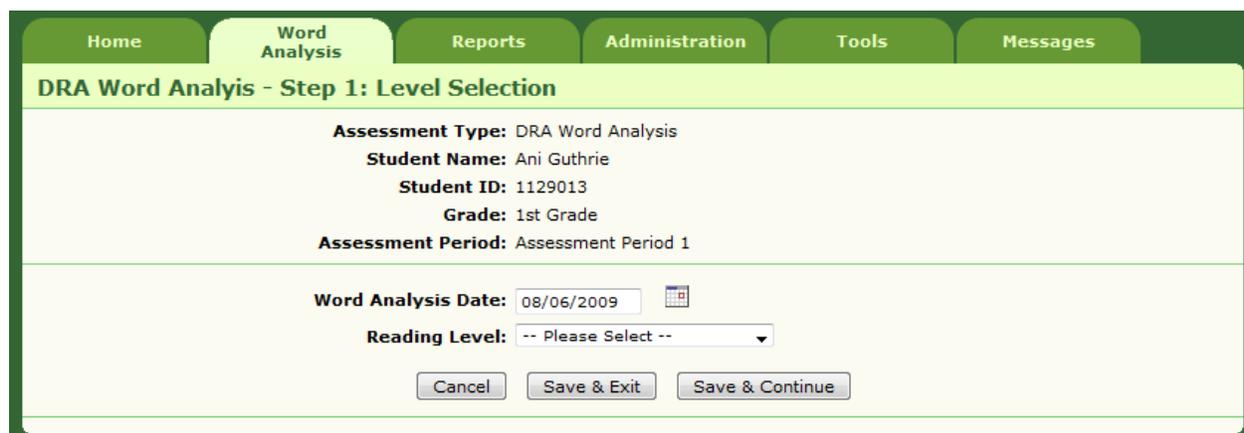
Step 1: Select Reading Level

To begin entering Word Analysis assessment data for a student click this icon  in the Assess Student column on the Word Analysis Home page.

Enter the Assessment Date with the keyboard or click the calendar button  to select a date.

Select an appropriate Reading Level.

Click **Save & Continue** to advance to step 2.



The screenshot shows a web interface for entering assessment data. At the top, there are navigation tabs: Home, Word Analysis (selected), Reports, Administration, Tools, and Messages. Below the tabs is a header for "DRA Word Analysis - Step 1: Level Selection". The form contains the following information:

- Assessment Type:** DRA Word Analysis
- Student Name:** Ani Guthrie
- Student ID:** 1129013
- Grade:** 1st Grade
- Assessment Period:** Assessment Period 1
- Word Analysis Date:** 08/06/2009 (with a calendar icon)
- Reading Level:** -- Please Select -- (dropdown menu)

At the bottom of the form are three buttons: "Cancel", "Save & Exit", and "Save & Continue".

Step 2: Score Tasks

This page presents you with a list of tasks and selectable scores. The tasks are organized into groups of ten. You may choose to view all the tasks on one screen using the **All Tasks** button, or you may move

from one set of tasks to another using the buttons labeled Tasks 1–10, Tasks 11–20, Tasks 21–30, and Tasks 31–40.

Use the Score drop-down boxes to select the student’s scores. When done, click **Save & Continue**.

Assessment Type: DRA Word Analysis
Student Name: Rashawn Caraballo
Student ID: 2218148
Grade: 2nd Grade
Assessment Period: Assessment Period 1

Buttons: All Tasks, Tasks 1–10, Tasks 11–20, Tasks 21–30, Tasks 31–40

Task	Score
Task 1: Distinguishing pictured rhyming words	-- select score --
Task 2: Distinguishing initial sounds of pictured words	-- select score --
Task 3: Isolating the initial sound of a word (Auditory/Oral)	-- select score --
Task 4: Understanding words used to talk about printed language concepts I	-- select score --
Task 5: Recognizing capital letters	-- select score --
Task 6: Recognizing lowercase letters	-- select score --
Task 7: Understanding words used to talk about printed language concepts II	-- select score --
Task 8: Segmenting sentences into words (Auditory)	6
Task 9: Recognizing high frequency words I	17
Task 10: Spelling check I	24

Buttons: Back, Exit, Save & Exit, Save & Continue, Save & Go To FFI

NOTE: You can jump straight to the Focus for Instruction portion of the assessment by clicking **Save & Go To FFI. This is especially helpful when going back and editing completed student assessments.**

Step 3: Focus for Instruction

The third step in the Word Analysis is to select Focus for Instruction items for the student.

Select the strategies and activities you want to focus on with this student.

Assessment Type: DRA Word Analysis
Student Name: Ani Guthrie
Student ID: 1129013
Grade: 1st Grade
Assessment Period: Assessment Period 1

Areas Requiring Attention:

- No/Little Control: [Task 1](#) Distinguishing pictured rhyming words, [Task 5](#) Recognizing capital letters, [Task 11](#) Identifying and using initial sounds, [Task 16](#) Spelling check II, [Task 17](#) Recognizing high frequency words II, [Task 25](#) Blending and using initial consonant sounds, [Task 26](#) Identifying words with long and short vowels, [Task 36](#) Spelling Check IV
- Some Control: [Task 2](#) Distinguishing initial sounds of pictured words, [Task 3](#) Isolating the initial sound of a word (Auditory/Oral), [Task 6](#) Recognizing lowercase letters, [Task 7](#) Understanding words used to talk about printed language concepts II, [Task 10](#) Spelling check I, [Task 33](#) Blending and using initial syllables, [Task 35](#) Using structural analysis to determine word meaning: suffixes II, [Task 38](#) Using structural analysis to determine word meaning: suffixes III

Callout: Click the task numbers to quickly jump to the Focus for Instruction recommendations for the student being assessed.

Buttons: Back, Exit, Go to Notes, Save & Exit, Save & Finish

Phonological Awareness - Rhyming [Back to Top](#)

- Provide opportunities to hear and read rhymes/poetry
- Provide opportunities to read and sing songs with rhymes
- Provide opportunities to sort pictured rhyming words
- Teach/support how to distinguish rhyming words
- Teach/support how to generate words that rhyme

Buttons: Back, Exit, Save & Exit, Save & Finish

NOTE: The Focus for Instruction categories shown in the example above are samples based on the student assessed. The categories vary by student and may be different from the ones shown here.

Click **Save & Continue** to view the Word Analysis Summary.

Word Analysis Summary

Once you have completed the three steps in the *DRA Word Analysis* data-entry process, the Word Analysis Summary is generated.

This report lists the completed tasks grouped by strand and level of control each task received. Tasks that received No/Little Control or Some Control are indicated in red type. Focus for Instruction items and notes previously entered also appear on this report.

Click **Done** to take you back to the Word Analysis Home page.

Home	Word Analysis	Reports	Administration	Tools	Messages
DRA Word Analysis Summary					
<p>Assessment Type: DRA Word Analysis Student Name: Ani Guthrie Student ID: 1129013 Grade: 1st Grade Assessment Period: Assessment Period 1</p>					
DRA Word Analysis Tasks					
Rhyming					
Task 1: Distinguishing pictured rhyming words	Score	Level of Control			
Task 13: Providing words that rhyme (Auditory/Oral)	2	No/Little Control			
Task 13: Providing words that rhyme (Auditory/Oral)	8	Control			
Alliteration					
Task 2: Distinguishing initial sounds of pictured words	3	Some Control			
Task 19: Providing words that begin with the same sound (Auditory/Oral)	8	Control			
Phonemic Awareness					
Task 3: Isolating the initial sound of a word (Auditory/Oral)	5	Some Control			
Task 12: Blending phonemes into words (Auditory/Oral)	7	Gaining Control			
Task 15: Deleting onsets (Auditory/Oral)	9	Control			
Task 20: Deleting final sounds (Auditory/Oral)	8	Gaining Control			
Task 21: Segmenting words into phonemes (Auditory/Oral)	8	Control			
Segmentation					
Task 8: Segmenting sentences into words (Auditory)	6	Gaining Control			
Task 14: Segmenting words into onsets and rimes (Auditory/Oral)	8	Control			
Task 18: Segmenting words into syllables I	8	Control			
DRA Word Analysis Focus For Instruction					
Rhyming					
Provide opportunities to hear and read rhymes/poetry					
Alliteration					
Teach/support how to distinguish words that begin with the same sound(s)					
Phonemic Awareness					
Teach/support how to blend phonemes into words					
Metalanguage					
Model/support concept of a word during "shared reading" and "interactive writing" experiences					
Notes					
Enter notes here					
<input type="button" value="Done"/>					

NOTE: The tasks and Focus for Instruction categories shown in this example are samples based on the performance of the student. The tasks and categories vary by student and may be different from the ones shown here.

Reports

DRA2 Reports

Downloading Reports

The download request options will allow you to save a .pdf version of the report for printing hard copies, or a comma separated spreadsheet (.csv) to your local machine.

To download any report in the DRA2 Reports section:

- Click **Download Report**.
- Select the formatting options and click **Submit**.

Report Descriptions

To view the description of any report in the DRA2 Reports section:

- Select a report from the Report drop-down box.
- Click the **Show Description** button.
- The description appears at the top of the page.
- Click **Show Description** button again to hide the report description.

Student Reports

Reports on individual students are available from the DRA2 Reports section of the Reports tab.

Select the **Student** option from the Report Type drop-down box.

The following reports become available in the Report drop-down box.

- Student Progress Over Time
- K–3 Book Graph
- 4–8 Book Graph
- Assessment Summary
- Continuum
- Word Analysis and FFI Summary

Student Progress Over Time Reports

The student's reading progress over time is displayed in the Student Progress Over Time Report. To view this report:

- Select **Student Progress Over Time** from the Report drop-down menu.
- Click **Run Report**.

Home Word Analysis **Reports** Administration Tools Messages

Student Progress Over Time [Home](#) [DRA2 Reports](#) [Historical Reports](#) [Download Files](#)

Report Type: Student Report: Student Progress Over Time

School Year: 2009-2010

Student: Abdalla, Jamir (251)

School Year	Grade	Assessment Period	Assessment Date	Book Title (Fiction/Nonfiction)	Level/Score	Grade-level Performance		
						Below	On	Above
2006-2007	1st Grade	Period 1	08/13/06	Get Your Umbrella (F)	4:19			✓
		Period 2	12/26/06	Get Your Umbrella (F)	4:19	✓		
		Period 3	05/09/07	Get Your Umbrella (F)	4:20	✓		
2007-2008	2nd Grade	Period 1	08/26/07	Grandma's Surprise (F)	10:-	✓		
		Period 2	12/21/07	Turtle's Big Race (F)	20:21		✓	
		Period 3	05/08/08	You Don't Look Beautiful to Me (F)	28:21		✓	
2008-2009	3rd Grade	Period 1	08/31/08	You Don't Look Beautiful to Me (F)	28:21		✓	
		Period 2	01/12/09	A Journey to Freedom (F)	40:20			✓
		Period 3	07/20/09	Where Is My Hat? (F)	4:18	✓		
2009-2010	3rd Grade	Period 1	07/16/09	Time to Play (F)	6:22	✓		

The **Level/Score** is composed of two numbers. The first number is the DRA2 reading level and the second number is the Comprehension score.

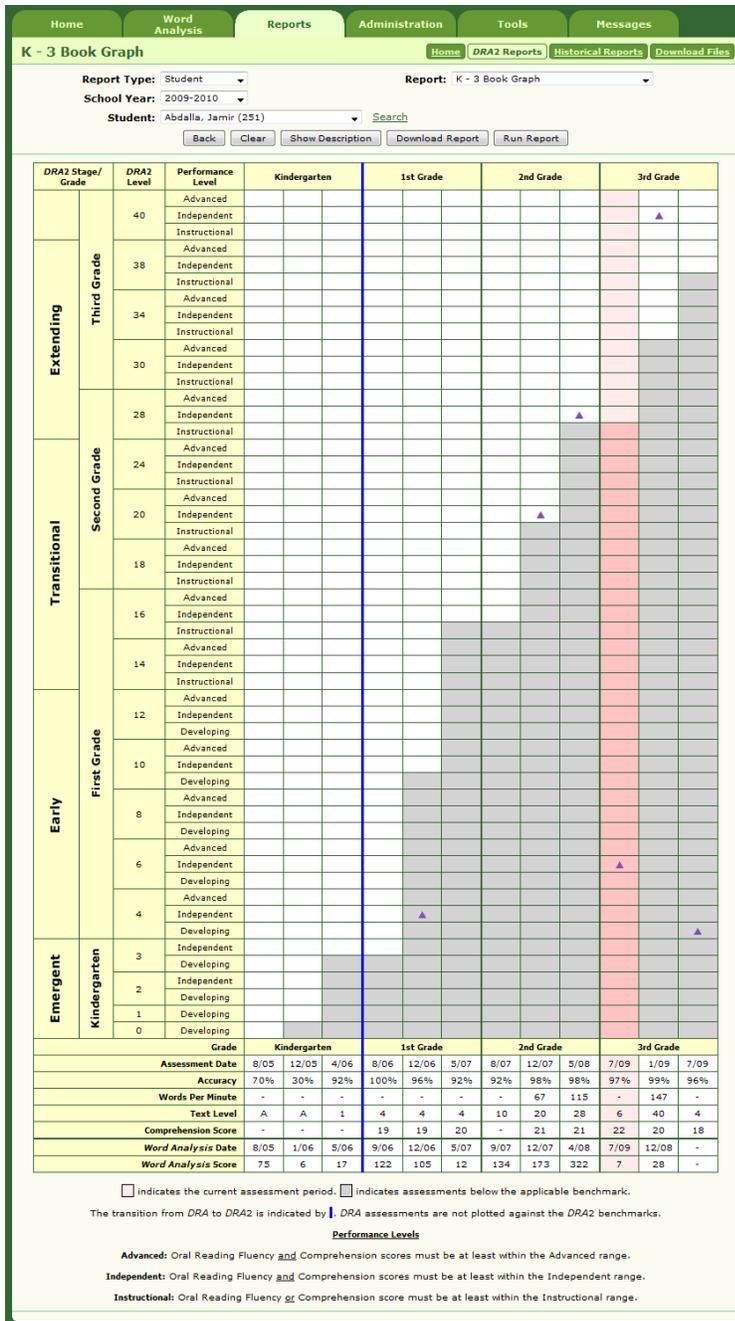
Level/Score values in **red** do not meet the DRA2 Independent performance level.

This report displays the following information on the student's most recent assessment:

- **School Year** – The school year range in which the assessment was taken.
- **Grade** – Grade in which this student is enrolled
- **Assessment Period** – Period for which this assessment applies
- **Assessment Date** – Date the assessment was accomplished
- **Level/Score** – The first number is the DRA2 level. The number after the colon is the Comprehension score.
- **Book Title** – Title of text used to assess the student (**F** or **NF** indicates a fictional or nonfictional text).
- **Grade-level Performance** – Indicates if the student was above, below or on the DRA2 Grade Level Benchmark for this grade and assessment period.

Student Book Graph Reports

The Student Book Graph is the default report displayed when you click a student's name on the Teacher Home page. The K–3 or 4–8 Book Graph opens based on the grade of the student you have selected. If the student is in Grades 4–8 and you would like to view the student's historical progress, you may opt to view the student's K–3 Book Graph if that information is available.



With the Student Book Graph, you may review a student’s reading level progress over several grades.

- Columns display information on the following:
 - **DRA2 Stage** – e.g., Emergent, Early, Transitional, Extending, Intermediate, and Middle School
 - **Grade** – Grade level at which this student is performing
 - **DRA2 Level** – DRA2 Level at which the student is performing
 - **Performance Level information** – Performance Level at which the student is performing
- Rows display the following:
 - **Student’s grade levels** – Grade level in which this student is enrolled (K–3 or 4–8)
 - **Assessment Dates** – Date(s) when this student was assessed
 - **Accuracy** – Accuracy rate this student achieved
 - **Words Per Minute** – Amount of words this student read per minute
 - **Text Level** – Level of the text used to assess this student

- **Comprehension scores** – Score student was given according to his or her comprehension of the text used in the assessment
- **Word Analysis Date** – Date(s) when the student was assessed.
- **Word Analysis Score** – The student’s Word Analysis score(s)
- Current assessment period: Highlighted in red
- Student’s progressive DRA2 reading levels: Represented by solid triangles
- Below benchmark-level performance: Gray shaded portion of the graph

NOTE: A legend below the graph explains the scoring system.

To view other reports:

Choose a specific report from the Report drop-down box at the top of the page. Click **Run Report**.

Assessment Summary Reports

The Assessment Summary report includes an overview of the selected student's DRA2 assessments for the selected school year with full details of the assessment for the selected assessment period.

2009-2010 Student Assessment Summary

Grade	3rd Grade
Period	Period 1
Date	07/16/09
Level/Score	6:22
Accuracy	97%
Oral Reading Fluency	Independent
Comprehension	Independent
Overall Performance	Independent
Word Analysis Score	7

Click the assessment date to view the corresponding assessment Continuum.
The **Level/Score** is composed of two numbers. The first number is the *DRA2* reading level and the second number is the Comprehension score.

The top of the Current Assessment Summary screen displays the following information:

- Student Name
- Student ID
- Grade
- Period: Period for which the assessment applies.
- Date: Date on which the assessment was started.
- Level/Score: The first number is the *DRA2* level. The number after the colon is the Comprehension score..
- Accuracy: Accuracy results based on this assessment.
- Oral Reading Fluency: Fluency results based on this assessment.
- Comprehension: Comprehension results based on this assessment.
- Overall Performance: Performance results based on this assessment.
- Word Analysis Score: The student’s Word Analysis score (if entered separately).

The next section displayed is the Assessment Detail, which reports detailed assessment information and warnings.

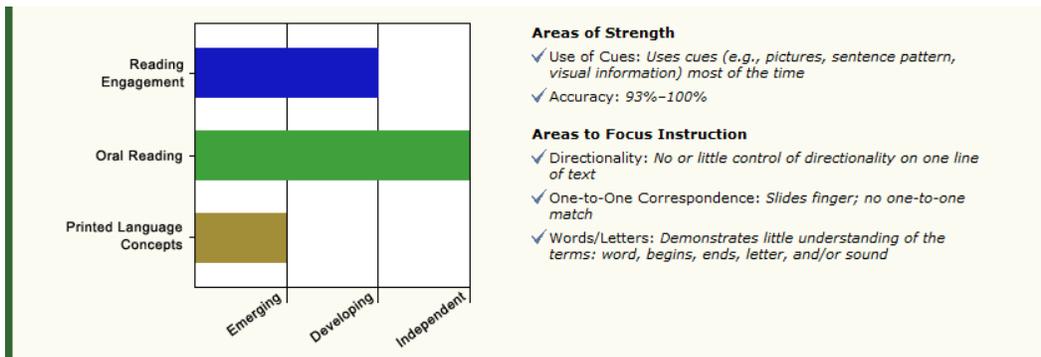
Assessment Period 1 Detail

Word Analysis A Word Analysis assessment is recommended, but has not been started.

DRA2 Assessment The "I Like" Game (Level 3 - Emergent Reader) - 08/06/09

The middle of the Current Assessment Summary screen displays the following information:

- **Student Assessment Summary Bar Graph**: This graph provides a visual overview of the student's performance in the areas of Reading Engagement, Oral Reading Fluency, and Comprehension.
- **Areas of Strength**: This area lists the areas of the student's strengths according to the assessment results.
- **Areas to Focus Instruction**: This area lists the places where the student would benefit from focused instruction according to the assessment results.



The bottom of the Current Assessment Summary displays the following information:

- **Focus for Instruction**: The activities selected in the Focus for Instruction portion of the assessment are listed.
- **Recommended Reading**: Displays the recommended Pearson books based on the student's Independent reading level.
- **Notes**: Displays any additional comments you added to the Notes text box in step 3.

Notes Notes entered here	Recommended Reading <ul style="list-style-type: none">• <i>Where's Little Mole?</i> (Little Celebrations 1B; ISBN: 0673577767)• <i>Caps!</i> (Ready Readers Stage 0/1; ISBN: 0765218836)• <i>I Like to Count</i> (Ready Readers Stage 1; ISBN: 081361953X)• <i>Potatoes on Tuesday</i> (Little Celebrations 2A; ISBN: 0673578062)• <i>Pick a Pet</i> (Little Celebrations 1B; ISBN: 0673577651)• <i>Who Fed the Chickens?</i> (Little Celebrations 1B; ISBN: 0673577775)• <i>Three Blue Bugs</i> (Ready Readers Stage 0/1; ISBN: 0765219115)• <i>Who Has Whiskers?</i> (Ready Readers Stage 0/1; ISBN: 0765219255)• <i>My Best Friend</i> (Little Celebrations 1B; ISBN: 0673577635)• <i>Happy 100th Day</i> (Little Celebrations 1A; ISBN: 0673576515)
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Back Done

Student Continuum Report

The Continuum report displays the continuum selected for an individual student assessment.

Home Word Analysis Reports Administration Tools Messages

Continuum Home ORA2 Reports Historical Reports Download Files

Report Type: Student Report: Continuum

School Year: 2009-2010

Student: Abdalla, Jamir (251) Search

Assessment: 2008-2009 Period 3 (3rd Grade - 07/09)

Back Clear Show Description Download Report Run Report

Grade:	3rd Grade
Assessment Date:	07/20/2009 (Assessment Period 3)
Book:	Where Is My Hat? (Level 4 - Early Reader)
Accuracy Rate:	96%

Reading Engagement

Book Selection	Emerging 1 Selects new texts from identified leveled sets with teacher support; uncertain about a favorite book	Developing 2 Selects new texts from identified leveled sets with moderate support; tells about favorite book in general terms	Independent 3 Selects new texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event	Advanced 4 Selects a variety of new texts that are "just right"; identifies favorite book by title and gives an overview of the book
Sustained Reading	Emerging 1 Sustains independent reading for a short period of time with much encouragement	Developing 2 Sustains independent reading with moderate encouragement	Independent 3 Sustains independent reading for at least 5 minutes at a time	Advanced 4 Sustains independent reading for an extended period of time
Score:	2 3	4 5	6 7	8

Oral Reading Fluency

Phrasing	Emerging 1 Reads word-by-word	Developing 2 Reads word-by-word with some short phrases	Independent 3 Reads in short phrases most of the time	Advanced 4 Reads in longer phrases at times
Monitoring/Self-Corrections	Emerging 1 Self-corrects no miscues	Developing 2 Self-corrects at least 1 miscue and neglects to self-correct other miscues	Independent 3 Self-corrects 2 or more miscues or only makes 1 uncorrected miscue	Advanced 4 Self-corrects miscues quickly or reads accurately
Problem-Solving Unknown Words	Emerging 1 Stops at difficulty, relying on support to problem-solve unknown words; 3 or more words told by the teacher	Developing 2 At difficulty, initiates problem-solving of a few unknown words; 1 or 2 words told by the teacher	Independent 3 At difficulty, uses 1 or 2 cues to problem-solve unknown words	Advanced 4 At difficulty, uses multiple cues to problem-solve unknown words
Accuracy	Emerging 1 91% or less	Developing 2 93%	Independent 3 94%-96%	Advanced 4 98%-100%
Score:	4 5 6	7 8 9 10	11 12 13 14	15 16

Comprehension

Previewing	Emerging 1 Comments briefly about each event or action only when prompted or is uncertain	Developing 2 Identifies and comments briefly about each event or action with some prompting	Independent 3 Identifies and connects at least 3 key events without prompting; some relevant vocabulary	Advanced 4 Identifies and connects at least 4 key events without prompting; relevant vocabulary
Retelling: Sequence of Events	Emerging 1 Includes only 1 or 2 events or details (limited retelling)	Developing 2 Includes at least 3 events, generally in random order (partial retelling)	Independent 3 Includes most of the important events from the beginning, middle, and end, generally in sequence	Advanced 4 Includes all important events from the beginning, middle, and end in sequence
Retelling: Characters and Details	Emerging 1 Refers to characters using general pronouns; may include incorrect information	Developing 2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	Independent 3 Refers to most characters by name and includes some important details	Advanced 4 Refers to all characters by name and includes most of the important details
Retelling: Vocabulary	Emerging 1 Uses general terms or labels; limited understanding of key words/concepts	Developing 2 Uses some language/vocabulary from the text; some understanding of key words/concepts	Independent 3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	Advanced 4 Uses important language/vocabulary from the text; good understanding of key words/concepts
Retelling: Teacher Support	Emerging 1 Retells with 3 or more questions or prompts	Developing 2 Retells with 3 or 4 questions or prompts	Independent 3 Retells with 1 or 2 questions or prompts	Advanced 4 Retells with no questions or prompts
Reflection	Emerging 1 Gives an unrelated response; no reason for opinion, or no response	Developing 2 Gives a limited response and/or a general reason for opinion	Independent 3 Gives a specific story event/action and a relevant reason for response (e.g., personal connection)	Advanced 4 Gives a response and reason that reflects higher-level thinking (e.g., synthesis/inference)
Making Connections	Emerging 1 Makes an unrelated connection; relates an event in the story, or gives no response	Developing 2 Makes a connection that reflects a limited understanding of the story	Independent 3 Makes a literal connection that reflects a basic understanding of the story	Advanced 4 Makes a thoughtful connection that reflects a deeper understanding of the story
Score:	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

NOTE: Viewing the Continuum report in this section gives you the opportunity to review and download the report for any student quickly and easily.

Student Word Analysis and FFI Summary Report

The Word Analysis and FFI Summary report displays the same information that you will find at the end of an individual student Word Analysis data entry process.

Home Word Analysis Reports Administration Tools Messages

WA and FFI Summary Home DRA2 Reports Historical Reports Download Files

Report Type: Student Report: Word Analysis and FFI Summary

School Year: 2009-2010

Student: Abdalla, Jamir (251) Search

Word Analysis: 2008-2009 Period 1 (3rd Grade - 08/08)

Back Clear Show Description Download Report Run Report

DRA Word Analysis Tasks

Rhyming	Score	Level of Control
Task 13: Providing words that rhyme (Auditory/Oral)	8	Control
Alliteration		
Task 19: Providing words that begin with the same sound (Auditory/Oral)	8	Control
Phonemic Awareness		
Task 12: Blending phonemes into words (Auditory/Oral)	8	Control
Task 15: Deleting onsets (Auditory/Oral)	9	Control
Task 20: Deleting final sounds (Auditory/Oral)	9	Control
Task 21: Segmenting words into phonemes (Auditory/Oral)	6	Gaining Control
Segmentation		
Task 14: Segmenting words into onsets and rimes (Auditory/Oral)	8	Control
Task 18: Segmenting words into syllables I	8	Control
Letter/Word Recognition		
Task 17: Recognizing high frequency words II	30	Control
Task 22: Recognizing high frequency words III	39	Some Control
Encoding: Phoneme/grapheme relationships		
Task 16: Spelling check II	27	Gaining Control
Structural Analysis and Syllabication		
Task 34: Segmenting words into syllables II	3	No/Little Control
Task 37: Using structural analysis to determine word meaning: prefixes	3	No/Little Control

DRA Word Analysis Focus For Instruction

Letter/Word Recognition
Teach/support high frequency words

NOTE: Viewing the Word Analysis and FFI Summary report in this section gives you the opportunity to review and download the report for any student quickly and easily.

Class Reports

Class reports are available from the DRA2 Reports section of the Reports tab.

Select the **Class** option from the Report Type drop-down box.

The following reports become available in the Report drop-down box.

- Class Completion
- Class Reporting Form
- Class Focus for Instruction Summary
- Class Focus for Instruction Detail
- Class Word Analysis Group Profile
- Class Word Analysis Group Profile Detail
- Class Word Analysis Performance
- Class Word Analysis Performance Detail
- Class Word Analysis Task Performance
- Class Word Analysis History

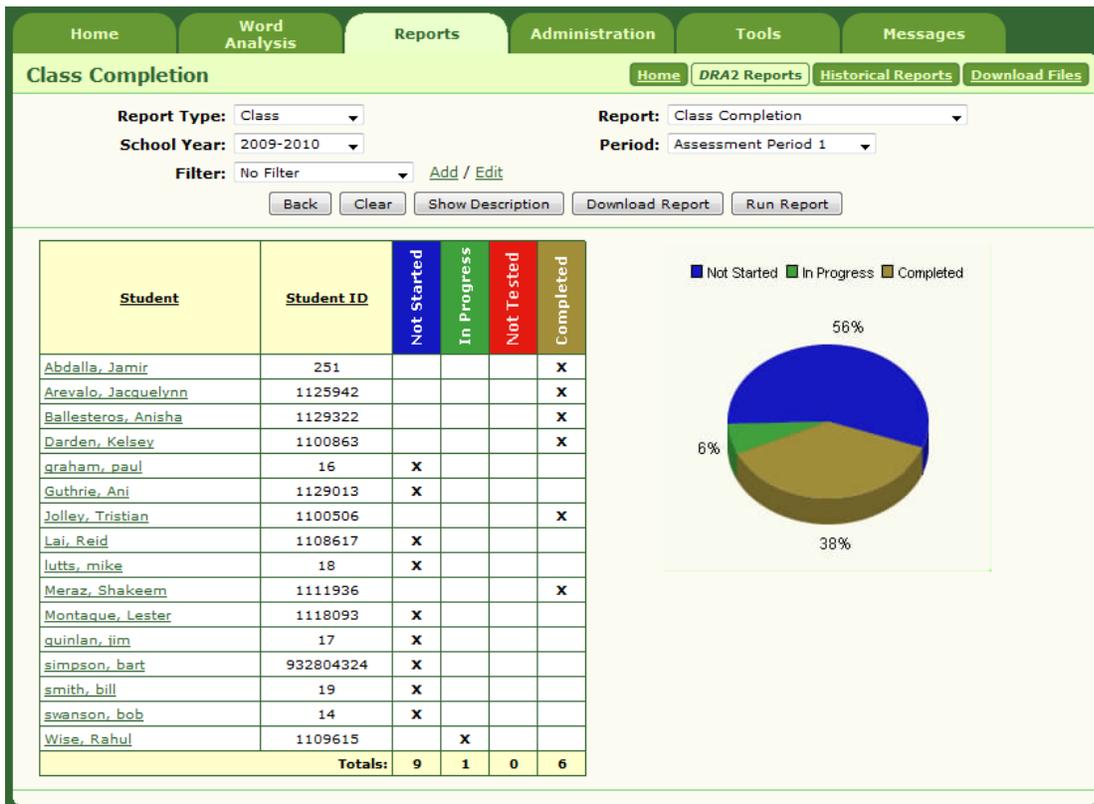
Class Completion Reports

The Class Completion report shows DRA2 assessment completion statistics for the selected school year and assessment period. Click a column header to sort the report data; click the same header again to reverse the sort order.

This report helps you track students who:

- Have not yet started *DRA2*
- Are in the process of completing the assessment
- Will not be tested
- Have completed the assessment

This report also provides totals and a pie chart illustrating the completion rate percentages.



Class Reporting Form

The Class Reporting Form shows the DRA2 assessment results for your students for the selected school year and assessment period. The report includes only students who have a completed assessment for the selected school year and assessment period. Click a column header to sort the report data; click the same header again to reverse the sort order.

Home Word Analysis **Reports** Administration Tools Messages

Class Reporting Form Home **DRA2 Reports** Historical Reports Download Files

Report Type: Class Report: Class Reporting Form
 School Year: 2009-2010 Period: Assessment Period 1
 Filter: No Filter Add / Edit
 Back Clear Show Description Download Report Run Report

Student	Student ID	Reading Level (Fiction/Nonfiction)	Reading Stage	Accuracy	Scores			
					Reading Engagement	Oral Reading Fluency	Printed Language Concepts	Comprehension
Abdalla, Jamir s	251	6 (F)	Early	97%	5	12	-	22
Arevalo, Jacquelynn	1125942	18 (F)	Transitional	97%	7	13	-	22
Ballesteros, Anisha	1129322	8 (F)	Early	96%	8	12	-	22
Darden, Kelsey	1100863	4 (F)	Early	96%	4	11	-	21
Jolley, Tristian	1100506	1 (F)	Emergent	94%	6	7	6	-
Meraz, Shakeem	1111936	3 (F)	Emergent	93%	6	8	3	-

Scores in red do not meet the DRA2 Independent performance level.

This report includes the following information, click on any header row to sort by that data point:

- Student
- Student ID
- Reading Level (F/NF): Displays the DRA2 text level that the student reads and whether the text was fiction or nonfiction.
- Reading Stage: Displays the DRA2 reading stage for each student based on the current assessment.
- Accuracy: Displays each student's oral reading Accuracy rate.
- Reading Engagement: Displays each student's Reading Engagement score on the assessment.
- Oral Reading Fluency: Displays each student's Oral Reading Fluency score on the assessment.
- Printed Language Concepts: Displays each student's Printed Language Concepts reading scores for DRA2 Levels A-3.
- Comprehension: Displays each student's Comprehension reading scores for DRA2 Levels 3 and up.

NOTE: Scores in red do not meet the DRA2 Independent performance level criteria.

Class Focus for Instruction Summary Reports

The Class Focus for Instruction (FFI) Summary report compiles the number of students for whom items in each Focus for Instruction skill area were selected. Access this report from selecting Class FFI Summary in the Report drop-down box.

Home Word Analysis **Reports** Administration Tools Messages

Class FFI Summary Home **DRA2 Reports** Historical Reports Download Files

Report Type: Class Report: Class FFI Summary
 School Year: 2009-2010 Period: Assessment Period 1
 Filter: No Filter Add / Edit
 Back Clear Show Description Download Report Run Report

Skill Areas/Strategies	Number of Students
<input type="checkbox"/> Reading Engagement	4
<input type="checkbox"/> Book Selection	3
<input type="checkbox"/> Sustained Reading	3
<input type="checkbox"/> Oral Reading	4
<input type="checkbox"/> Expression and Phrasing	1
<input type="checkbox"/> Phrasing	3
<input type="checkbox"/> Monitoring/ Self-Corrections	2
<input type="checkbox"/> Rate	1
<input type="checkbox"/> Accuracy: Word Analysis	1
<input type="checkbox"/> Problem-Solving Unknown Words	1
<input type="checkbox"/> Comprehension	4
<input type="checkbox"/> Prediction	1
<input type="checkbox"/> Previewing	2
<input type="checkbox"/> Retelling	4
<input type="checkbox"/> Interpretation	1
<input type="checkbox"/> Reflection	1
<input type="checkbox"/> Making Connections	1
<input type="checkbox"/> Reflection	1

expand all collapse all

Click the icons to expand the report items and display a breakdown of the specific strategies that were selected within each Skill Area and the students that fall under them.

NOTE: Click any value in the Number of Students column to view the corresponding Class Focus for Instruction Detail report.

Class Focus for Instruction Detail Reports

The Class FFI Summary report shows the number of students for whom items in each Focus for Instruction skill area were selected. Click the icons to expand the report to show the specific strategies that were selected within each Skill Area. Click any value in the "Number of Students" column to view the corresponding Class FFI Detail report.

Home Word Analysis Reports Administration Tools Messages

Class FFI Detail Home DRA2 Reports Historical Reports Download Files

Report Type: Class School Year: 2009-2010 Report: Class FFI Detail
 Skill Area: Reading Engagement (4) Period: Assessment Period 1
 Skill: All Skills (4)
 Filter: No Filter Add / Edit

Back Clear Show Description Download Report Run Report

Skill Areas > Skills > Strategies	Student Name	Reading Level
Reading Engagement		
Book Selection	Darden, Kelsey	4
	Abdalla, Jamir	6
	Arevalo, Jacquelynn	18
Sustained Reading	Abdalla, Jamir	6
	Ballesteros, Anisha	8
	Arevalo, Jacquelynn	18

Reading Level: ○ = Assessment meets benchmark
○ = Assessment does not meet benchmark
○ = Selected book is below benchmark level

The information available in this report includes Skill Areas, Skills, and Strategies arranged in an outline-style format; Student Name; and Reading Level.

NOTE: The Focus for Instruction areas shown above are samples. The information provided in your reports will vary depending on the skills and needs of your students.

Class Word Analysis Group Profile Reports

This report groups students into control levels for completed *DRA Word Analysis* tasks. Access this report in the DRA2 Reports section of the Reports tab by selecting Class Word Analysis Group Profile in the Report drop-down box.

The Word Analysis Group Profile Report:

- Provides an overview of student performance.
- Displays the tasks assessed and the levels of mastery for your class's students for a selected assessment period.
- Allows you to see the number of students performing at each level of mastery for the selected performance areas (strands) and tasks.

Home Word Analysis Reports Administration Tools Messages

Class WA Group Profile Home DRA2 Reports Historical R

Report Type: Class Report: Class Word Analysis Group Prof
 School Year: 2009-2010 Period: Assessment Period 1
 Filter: No Filter Add / Edit
 Back Clear Show Description Download Report Run Report

The levels of mastery are:
 - No/Little Control
 - Some Control
 - Gaining Control
 - Control

Phonological Awareness	No/Little Control	Some Control	Gaining Control	Control
Task 1: Distinguishing pictured rhyming words	2	-	-	-
Task 2: Distinguishing initial sounds of pictured words	-	1	-	-
Task 3: Isolating the initial sound of a word (Auditory/Oral)	-	2	-	-
Task 8: Segmenting sentences into words (Auditory)	-	-	1	-
Task 12: Blending phonemes into words (Auditory/Oral)	-	-	1	-
Task 13: Providing words that rhyme (Auditory/Oral)	-	-	-	1
Task 14: Segmenting words into onsets and rimes (Auditory/Oral)	-	-	-	1
Task 15: Deleting onsets (Auditory/Oral)	-	-	-	1
Task 18: Segmenting words into syllables I	-	-	-	1
Task 19: Providing words that begin with the same sound (Auditory/Oral)	-	-	-	1
Task 20: Deleting final sounds (Auditory/Oral)	-	-	1	-
Task 21: Segmenting words into phonemes (Auditory/Oral)	-	-	-	1

Metalanguage	No/Little Control	Some Control	Gaining Control	Control
Task 4: Understanding words used to talk about printed language concepts I	-	-	1	-
Task 7: Understanding words used to talk about printed language concepts II	-	1	-	-

Letter/Word Recognition	No/Little Control	Some Control	Gaining Control	Control
Task 5: Recognizing capital letters	1	-	-	-
Task 6: Recognizing lowercase letters	-	1	-	-
Task 9: Recognizing high frequency words I	-	-	1	-
Task 17: Recognizing high frequency words II	1	-	-	-
Task 22: Recognizing high frequency words III	-	-	-	1
Task 29: Recognizing high frequency words IV	-	-	-	1

Phonics	No/Little Control	Some Control	Gaining Control	Control
Task 10: Spelling check I	-	1	-	-
Task 11: Identifying and using initial sounds	1	-	-	-
Task 16: Spelling check II	1	-	-	-
Task 23: Substituting onsets: rhyming words	-	-	-	1
Task 24: Substituting final sounds	-	-	-	1
Task 25: Blending and using initial consonant sounds	1	-	-	-
Task 26: Identifying words with long and short vowels	1	-	-	-
Task 27: Spelling Check III	-	-	-	1
Task 30: Substituting rimes	-	-	1	-
Task 31: Using analogies to decode words	-	-	-	1
Task 32: Identifying words with vowel patterns	-	-	-	1
Task 33: Blending and using initial syllables	-	1	-	-
Task 36: Spelling Check IV	1	-	-	-
Task 40: Spelling Check V	-	-	-	1

Structural Analysis and Syllabication	No/Little Control	Some Control	Gaining Control	Control
Task 28: Using structural analysis to determine word meaning: suffixes I	-	-	-	1
Task 34: Segmenting words into syllables II	-	-	-	1
Task 35: Using structural analysis to determine word meaning: suffixes II	-	1	-	-
Task 37: Using structural analysis to determine word meaning: prefixes	-	-	-	1
Task 38: Using structural analysis to determine word meaning: suffixes III	-	1	-	-
Task 39: Segmenting words into syllables III	-	-	-	1

The report displays information on the current assessment period by default.

To view another assessment period:
 Select the desired assessment period from the Period drop-down box.
 Click **Run Report**.

Class Word Analysis Group Profile Detail Reports

This report allows you to review details on the students in the particular assessment season, performance area (strand), task, and filter.

Details include:

- Student Name
- Student ID
- Birthdate
- Grade

To access the Group Profile Detail Report, click a number in one of the Task rows on the *DRA Word Analysis* Group Profile Report.

Student	Student ID	Birthdate	Grade
Abdalla, Jamir	251	08-26-1999	3
Guthrie, Ani	1129013	11-30-2001	1

Class Word Analysis Performance Reports

The *DRA Word Analysis* Performance Report provides you with the ability to view your class's performance on *DRA Word Analysis* tasks filtered by Areas of Control versus Areas Needing Improvement. To access this report select Class Word Analysis Performance in the Report drop-down box.

Home Word Analysis Reports Administration Tools Messages

Class WA Performance Home DRA2 Reports Historical Reports Download Files

Report Type: Class Report: Class Word Analysis Performance
 School Year: 2009-2010 Period: Assessment Period 1
 WA Level of Control: Areas of Control Areas Needing Improvement
 Filter: No Filter Add / Edit

Back Clear Show Description Download Report Run Report

Phonological Awareness	Number of Students
Task 13: Providing words that rhyme (Auditory/Oral)	1
Task 14: Segmenting words into onsets and rimes (Auditory/Oral)	1
Task 15: Deleting onsets (Auditory/Oral)	1
Task 18: Segmenting words into syllables I	1
Task 19: Providing words that begin with the same sound (Auditory/Oral)	1
Task 21: Segmenting words into phonemes (Auditory/Oral)	1

Letter/Word Recognition	Number of Students
Task 22: Recognizing high frequency words III	1
Task 29: Recognizing high frequency words IV	1

Phonics	Number of Students
Task 23: Substituting onsets: rhyming words	1
Task 24: Substituting final sounds	1
Task 27: Spelling Check III	1
Task 31: Using analogies to decode words	1
Task 32: Identifying words with vowel patterns	1
Task 40: Spelling Check V	1

Structural Analysis and Syllabication	Number of Students
Task 28: Using structural analysis to determine word meaning: suffixes I	1
Task 34: Segmenting words into syllables II	1
Task 37: Using structural analysis to determine word meaning: prefixes	1
Task 39: Segmenting words into syllables III	1

To view the report for a different assessment period or filtering option: Select the assessment period or level of control (Areas of Control or Areas Needing Improvement) you would like, and then click **Run Report**.

Class Word Analysis Performance Profile Detail Reports

This report allows you to review details on the students in the particular assessment season, performance area (strand), task, and filter. You can view a list of specific students who have Areas Needing Improvement or Areas of Control.

Details include:

- Student Name
- Student ID
- Birthdate
- Grade

To access the class *Word Analysis Performance Detail Report* select it from the Report drop-down box.

Home Word Analysis **Reports** Administration Tools Messages

Class WA Performance Detail Home **DRA2 Reports** Historical Reports Download Files

Report Type: Class Report: Class WA Performance Detail
 School Year: 2009-2010 Period: Assessment Period 1
 WA Level of Control: Areas of Control Areas Needing Improvement
 WA Strand: Phonological Awareness
 WA Task: Task 18: Segmenting words into syllables I
 Filter: No Filter [Add / Edit](#)
 Back Clear Show Description Download Report Run Report

Student	Student ID	Birthdate	Grade
Guthrie, Ani	1129013	11-30-2001	1

Class Word Analysis Task Performance Reports

The Class WA Task Performance report shows task-by-task DRA2 Word Analysis scores for the selected school year and assessment period.

Access the Class Word Analysis Task Performance Report by selecting Class WA Task Performance from the Report drop-down box in the DRA2 Reports section of the Reports tab.

Home Word Analysis **Reports** Administration Tools Messages

Class WA Task Performance Home **DRA2 Reports** Historical Reports Download Files

Report Type: Class Report: Class WA Task Performance
 School Year: 2009-2010 Period: Assessment Period 1
 WA Tasks: Tasks 1 to 10
 Filter: No Filter [Add / Edit](#)
 Back Clear Show Description Download Report Run Report

Student	Task									
	1	2	3	4	5	6	7	8	9	10
Abdalla, Jamir s	1	-	6	-	-	-	-	-	-	-
Arevalo, Jacquelynn	Not Started									
Ballesteros, Anisha	Not Started									
Darden, Kelsey	-	-	-	-	-	-	-	-	-	-
graham, paul	Not Started									
Guthrie, Ani	2	3	5	7	2	17	4	6	18	17
Jolley, Tristian	Not Started									
Lai, Reid	Not Started									
lutts, mike	Not Started									
Meraz, Shakeem	Not Started									
Montague, Lester	Not Started									
quinlan, jim	Not Started									
simpson, bart	Not Started									
smith, bill	Not Started									
swanson, bob	Not Started									
Wise, Rahul	Not Started									

Scores in red indicate areas needing improvement ("No/Little Control" or "Some Control").

To view a different set of tasks select a set from the WA Tasks drop-down box and click **Run Report**.

Class Word Analysis History Report

The Class Word Analysis History report shows the DRA2 Word Analysis scores, date completed, and status of individual students in the appropriate assessment periods for the selected school year.

Access the Class Word Analysis History Report by selecting Class Word Analysis History from the Report drop-down box.

Student	Assessment Period 1			Assessment Period 2			Assessment Period 3		
	Score	Date	Status	Score	Date	Status	Score	Date	Status
Abdalla, Jamir s	7	Jul-17	Complete	-	-	-	-	-	-
Arevalo, Jacquelynn	-	-	-	-	-	-	-	-	-
Ballesteros, Anisha	-	-	-	-	-	-	-	-	-
Darden, Kelsey	0	Jul-15	Complete	-	-	-	-	-	-
graham, paul	-	-	-	-	-	-	-	-	-
Guthrie, Ani	655	Aug-6	Complete	-	-	-	-	-	-
Jolley, Tristian	-	-	-	-	-	-	-	-	-
Lai, Reid	-	-	-	-	-	-	-	-	-
Iutts, mike	-	-	-	-	-	-	-	-	-
Meraz, Shakeem	-	-	-	-	-	-	-	-	-
Montague, Lester	-	-	-	-	-	-	-	-	-
quinlan, jim	-	-	-	-	-	-	-	-	-
simpson, bart	-	-	-	-	-	-	-	-	-
smith, bill	-	-	-	-	-	-	-	-	-
swanson, bob	-	-	-	-	-	-	-	-	-
Wise, Rahul	-	-	-	-	-	-	-	-	-

Class Word Analysis FFI Summary Report

The Class Word Analysis FFI Summary report shows the number of students for whom items in each Word Analysis Focus for Instruction skill area were selected. Click the  icons to expand the report to show the specific strategies that were selected within each Skill Area. Click any value in the "Number of Students" column to view the corresponding Class Word Analysis FFI Detail report.

Home
Reports & Data Extracts
User Management
Administration
Tools
Messages

Class WA FFI Summary
Home [DRA2 Reports](#) [Historical Reports](#) [Student Groups](#) [Data Extracts](#) [Download Files](#)

The **Class Word Analysis FFI Summary** report shows the number of students for whom items in each Word Analysis Focus for Instruction skill area were selected. Click the  icons to expand the report to show the specific strategies that were selected within each Skill Area. Click any value in the "Number of Students" column to view the corresponding Class Word Analysis FFI Detail report.

Report Type:

School Year:

School:

Teacher: [Search](#)

Filter: [Add / Edit](#)

Report:

Period:

Skill Areas > Skills > Strategies	Number of Students
<input type="checkbox"/> Phonological Awareness	<u>3</u>
<input type="checkbox"/> Rhyming	<u>1</u>
<input type="checkbox"/> Alliteration	<u>1</u>
<input type="checkbox"/> Phonemic Awareness	<u>3</u>
<input type="checkbox"/> Segmentation	<u>2</u>
<input type="checkbox"/> Metalanguage	<u>1</u>
<input type="checkbox"/> Letter/Word Recognition	<u>1</u>
<input type="checkbox"/> Phonics	<u>2</u>
<input type="checkbox"/> Encoding: Phoneme/grapheme relationships	<u>2</u>
<input type="checkbox"/> Decoding: Grapheme/phoneme relationships	<u>2</u>
Teach/support the blending of letter/sounds grouped together	<u>2</u>
Teach/support how to identify short-vowel words, i.e., CVC, CCVC, CVCC	<u>1</u>
Teach/support how to identify long-vowel patterns, i.e., CV, CVV, CVCe, CVC	<u>1</u>
Support word sorts	<u>1</u>
Use magnetic letters or cards to construct/change words	<u>1</u>
<input type="checkbox"/> Substitutions/analogy	<u>1</u>
<input type="checkbox"/> Structural Analysis and Syllabication	<u>1</u>

expand all collapse all

Class Word Analysis FFI Detail Report

The Class Word Analysis FFI Detail report lists students for whom items in the selected Word Analysis Focus for Instruction Skill Area were selected. For the selected Skill Area, you may select a specific Skill to list students by the specific Strategies that were selected, or select All Skills to view a rolled up list of students for each Skill within the selected Skill Area.

Home
Reports & Data Extracts
User Management
Administration
Tools
Messages

Class WA FFI Detail

[Home](#)
[DRA2 Reports](#)
[Historical Reports](#)
[Student Groups](#)
[Data Extracts](#)
[Download Files](#)

The **Class Word Analysis FFI Detail** report lists students for whom items in the selected Word Analysis Focus for Instruction Skill Area were selected. For the selected Skill Area, you may select a specific Skill to list students by the specific Strategies that were selected, or select All Skills to view a rolled up list of students for each Skill within the selected Skill Area.

Report Type: Class	Report: Class Word Analysis FFI Detail
School Year: 2009-2010	Period: Assessment Period 1
School: Lincoln Elementary	
Teacher: Williams, Lisa	Search
Skill Area: Phonological Awareness (3)	Skill: All Skills (3)
Filter: No Filter	Add / Edit

Back
Clear
Hide Description
Download Report
Run Report

Skill Areas > Skills	Student Name
Phonological Awareness	
Rhyming	Montanez, Bob
Alliteration	Montanez, Bob
Phonemic Awareness	Dotson, Sahar
	LeBlanc, Rhett
	Montanez, Bob
Segmentation	Dotson, Sahar
	Montanez, Bob

Historical Reports

There are several reports available in the First Edition *DRA Online* reporting format. Please note that these reports will only appear if you have First Edition DRA Online data.

Click on **Historical Reports** in the Reports tab to access Class List/Student Reports, Students per Reading Level Reports, Students per Reading Stage Reports, Focus Group Reporting, Demographics Reports, *Word Analysis* Completion Reports, and *Word Analysis* Performance Reports.

Historical Reports Home DRA2 Reports Historical Reports Download Files

- Class List/Student Reports:** list of students with summaries and links to individual student reports
- Students per Reading Level:** displays distribution of students at different Reading levels
- Students per Reading Stage:** displays distribution of students at different Reading Stages
- Focus Group Report:** lists students for selected Focus For Instruction items (for latest assessment only)
- Demographics Report:** lists students along with their demographic information
- Word Analysis Completion Report:** number of students with recommended and/or completed word analysis
- Word Analysis Performance Report:** filter students by Areas for Improvement or Areas of Control

Class List/Student Reports—Historical Reports (DRA First Edition)

This report lists the students with their assessment summaries. Links to their individual Student Reports are available, as well.

Viewing either the DRA OMS or the EDL assessment:

Designate the assessment type by clicking the desired option next to the Assessment Type drop-down field.

Click **Run Report**.

Class List Details Home DRA2 Reports Historical Reports Download Files

Assessment Type: DRA OMS EDL

Done Run Report

Student	Birthdate	Latest Assessment							
		Reading Stage	Reading Level	Engagement	Oral Reading/Accuracy Rate	Comprehension	Assessment Period	Date	Word Analysis Status
Kunte, Amod s	09/07/91	-	-	-	-	-	-	-	-
Wise, Citlaly	10/01/02	-	-	-	-	-	-	-	-

Viewing Student Reports:

Click the student's name in the far left column.
The individual's student reports will appear.

Students per Reading Level Reports—Historical Reports (DRA First Edition)

This report displays the students according to their reading level.

In order to view the report, follow these steps:

Select Assessment Type: **DRA OMS** or **EDL**

Select Custom Field (Optional): Select the custom field for which you would like this report to apply.

Change Season: Select the assessment season you would like the report to reflect.

Select Groups: These will vary depending on the groups you have created.

NOTE: More than one group may be selected by holding down the Ctrl or Command/Apple key while clicking the desired groups.

Select Grade: Select the grade for which you would like this report to apply.

Click **Run Report**.

Gr. K FALL	Students
Reading Level A	1
Total:	1

Gr. K WINTER	Students
Reading Level A	1
Total:	1

Gr. K SPRING	Students
Reading Level 1	1
Total:	1

The reading level will appear with the number of students who are performing at the given level.
Click the number to view the Student Details.

Home Word Analysis **Reports** Administration Tools Messages

Reading Level Detail [Home](#) [DRA2 Reports](#) [Historical Reports](#) [Download Files](#)

Assessment Type: DRA OMS
Student Group(s): All Students
Season: Fall
Grade: Kindergarten
Reading Level: A

[Done](#)

School	Last Name	First Name	Birthdate	School Student ID	Assessment Date
Lincoln Elementary	Abdalla	Jamir	08/26/1999	251	08/27/2005

Students per Reading Stage Reports—Historical Reports (DRA First Edition)

This report displays the students according to their reading stages.

In order to view the report, follow these steps:

Select Assessment Type: **DRA OMS** or **EDL**

Select Custom Field (Optional): Select the custom field for which you would like this report to apply.

Change Season: Select the assessment season you would like the report to reflect.

Select Groups: These will vary depending on the groups you have created.

NOTE: More than one group may be selected by holding down the Ctrl or Command/Apple key while clicking the desired groups.

Select Grade: Select the grade for which you would like this report to apply.

Click **Run Report**.

Home Word Analysis **Reports** Administration Tools Messages

Performance Reports [Home](#) [DRA2 Reports](#) [Historical Reports](#) [Download Files](#)

Report: Students per Reading Stage

Assessment Type: DRA OMS EDL

Student Group(s): All Students

Season: Fall

Grade: All Grades

Custom Field: None (applies only to Students per Reading Level report)

[Done](#) [Run Report](#)

Gr. K FALL

Emergent	<div style="width: 100%; background-color: #FFD700;"></div>	1 (100%)
Early	<div style="width: 0%; background-color: #FFD700;"></div>	0 (0%)
Mid-Transitional	<div style="width: 0%; background-color: #FFD700;"></div>	0 (0%)
Transitional	<div style="width: 0%; background-color: #FFD700;"></div>	0 (0%)
Extending	<div style="width: 0%; background-color: #FFD700;"></div>	0 (0%)
Intermediate	<div style="width: 0%; background-color: #FFD700;"></div>	0 (0%)
Advancing Intermediate	<div style="width: 0%; background-color: #FFD700;"></div>	0 (0%)
Middle School	<div style="width: 0%; background-color: #FFD700;"></div>	0 (0%)
Extending Middle School	<div style="width: 0%; background-color: #FFD700;"></div>	0 (0%)
Independent Middle School	<div style="width: 0%; background-color: #FFD700;"></div>	0 (0%)

The report will appear displaying a bar graph indicating where students are performing for the selected season.

Focus Group Reports—Historical Reports (DRA First Edition)

This report displays the students in selected Focus for Instruction items for the *DRA* (First Edition) assessment.

In order to view the report, follow these steps:

Select Assessment Type: **DRA OMS** or **EDL**

Select the group(s) for which you would like to view a Focus for Instruction Report.

NOTE: More than one group may be selected by holding down the Ctrl or Command/Apple key while clicking the desired groups.

Select any Focus for Instruction categories by which you would like to group students.

- Click **Select All** to have every Focus for Instruction category selected.

Click **Run Report**.

The report will appear with a list of the students for which each item applies.

Focus for Instruction K-3	
Book Selection	
Introduce new authors	Abdalla, Jamir s
Comprehension	
Introduce the elements in a good retelling and support effective retellings of stories	Abdalla, Jamir s

Demographics Reports—Historical Reports (DRA First Edition)

This report displays the student’s demographics information.

In order to view the report, follow these steps:

Select Assessment Period

Select Assessment Type: **DRA OMS** or **EDL**

Select Groups: These will vary depending upon the groups you have created.

NOTE: More than one group may be selected by holding down the Ctrl or Command/Apple key while clicking the desired groups.

Click **Run Report**.

Student	Reading Level	Reading Stage	Grade	Gender	Special Ed	ELL/ESL	testing	testing 1
Abdalla, Jamir	A	Emergent	3	Male	-	-	-	-

Word Analysis Completion Reports—Historical Reports (DRA First Edition)

This report groups students in bar graph format by the number of recommended and/or completed word analyses.

In order to view the report, follow these steps:

Select School Year

Change Season: Select the assessment season you would like the report to reflect.

Select Grade: Select the grade for which you would like this report to apply.

Click **Run Report**.

Total Students: 16

WA Recommended: 1

WA Recommended & Completed: 1

Total WA Completed: 1

Word Analysis Performance Reports—Historical Reports (DRA First Edition)

The *DRA Word Analysis* Performance Report provides you with the ability to view your class's performance on *DRA Word Analysis* tasks filtered by Areas of Control versus Areas Needing Improvement.

The screenshot shows a web interface for generating reports. At the top, there are navigation tabs: Home, Word Analysis, Reports (selected), Administration, Tools, and Messages. Below these is a sub-header 'Word Analysis Performance' with links for Home, DRA2 Reports, Historical Reports, and Download Files. The main area contains filters: School Year (2006-2007), Season (All Seasons), Grade (All Grades), and Filter By (Areas Needing Improvement selected, Areas of Control). Buttons for Done, Download Report, and Run Report are present. Below the filters is a table with the following data:

Phonological Awareness	Students
Task 1: Distinguishing pictured rhyming words	<u>1</u>
Task 12: Blending phonemes into words (Auditory/Oral)	<u>1</u>
Task 14: Segmenting words into onsets and rimes (Auditory/Oral)	<u>1</u>
Task 21: Segmenting words into phonemes (Auditory/Oral)	<u>1</u>
Metalanguage	
Task 4: Understanding words used to talk about printed language concepts I	<u>1</u>
Task 7: Understanding words used to talk about printed language concepts II	<u>1</u>
Letter/Word Recognition	
Task 9: Recognizing high frequency words I	<u>1</u>
Task 17: Recognizing high frequency words II	<u>1</u>
Phonics	
Task 10: Spelling check I	<u>1</u>
Task 11: Identifying and using initial sounds	<u>1</u>

To view the report:

Select School Year

Change Season: Select the assessment season you would like the report to reflect.

Select Grade.

Select the filter (Areas Needing Improvement or Areas of Control).

Click **Run Report**.

Click **Download Report** to download a copy of the report in the comma separated spreadsheet .csv file format.

Download Files

Files requested for download—from the DRA2 Reports section—are listed and preserved on this page, to be downloaded or deleted at will. Follow these steps to access the Download Files section from the home page:

Click the **Reports** tab.
Click **Download Files**.

Report Downloads [Home](#) [DRA2 Reports](#) [Historical Reports](#) [Download Files](#)

Use this page to view and/or download reports that you have requested. Click on a title to view or download an individual file. Select one or more items and click "Zip" to download the selected files in a single zip file.

Show: Pending requests (files not yet completed)
 Files not yet downloaded
 All completed files

<input type="checkbox"/>	Title	Filename	Request Date	Completed?	Download Date
<input type="checkbox"/>	Class WA Task Performance (Karen Anderson)	class_wa_task_perf-karen_anderson.pdf	08-05-2009	Yes	-

Selected files:

The options at the top of the page allow you to sort by:

- Pending Requests: Files that are currently being created and are not ready for download.
- Files not yet downloaded: Files that have not been downloaded by the current user.
- All completed files: A full list of available files that have and have not already been downloaded.

Downloading Files and Reports

Single File:

Click a name in the **Title** column to download an individual file.

Multiple Files:

Select one or more check boxes on the left side of the page next to the file names you wish to download.

Click **Zip** to download the selected files in a single zip file.

Deleting Files and Reports

Select one or more check boxes on the left side of the page next to the file names you wish to delete.

Click **Delete**.

You will be asked to verify the deletion.

Click **OK** to delete the files permanently, or click **Cancel** to abort the request.

Administration

Class Roster

This feature allows individual teachers to add, edit, and release their own student information. The Class Roster page has the following features:

- Add Student: Click **Add Student** to create additional student profiles.
- Release Student(s): Click **Release** to remove the selected student profile(s) from your class.
- Transfer Student(s): Click **Transfer** to move the selected student(s) to a different teacher/classroom.

NOTE: You will not be able to utilize these features if your administrator has chosen to disable class management.

Adding a Student

Click **Add Student** on the bottom of the Class Roster page.

The screenshot shows the 'Class Roster' page within an administration interface. At the top, there are navigation tabs: Home, Word Analysis, Reports, Administration (selected), Tools, and Messages. Below these, there are sub-tabs: Home, Class Roster (selected), Student Groups, Guided Reading Groups, and My Account. A message states: 'Click a student name to view or edit their profile. To release or transfer, first select one or more students and then click "Release" or "Transfer".'

<input type="checkbox"/>	Name	ID	Date of Birth	Grade
<input type="checkbox"/>	Abdalla, Jamir s	251	August 26, 1999	3rd Grade
<input type="checkbox"/>	Arevalo, Jacquelynn	1125942	January 15, 2003	Kindergarten
<input type="checkbox"/>	Ballesteros, Anisha	1129322	December 25, 2001	1st Grade
<input type="checkbox"/>	Darden, Kelsey	1100863	September 26, 2002	Kindergarten
<input type="checkbox"/>	graham, paul	16	October 11, 1984	12th Grade
<input type="checkbox"/>	Guthrie, Ani	1129013	November 30, 2001	1st Grade
<input type="checkbox"/>	Jolley, Tristian	1100506	November 10, 2002	Kindergarten
<input type="checkbox"/>	Lai, Reid	1108617	September 14, 2002	Kindergarten
<input type="checkbox"/>	lutts, mike	18	October 11, 1984	12th Grade
<input type="checkbox"/>	Meraz, Shakeem	1111936	December 25, 2001	1st Grade
<input type="checkbox"/>	Montague, Lester	1118093	October 19, 2002	Kindergarten
<input type="checkbox"/>	quinlan, jim	17	October 11, 1984	12th Grade
<input type="checkbox"/>	simpson, bart	932804324	January 1, 1988	3rd Grade
<input type="checkbox"/>	smith, bill	19	October 11, 1984	12th Grade
<input type="checkbox"/>	swanson, bob	14	October 11, 1984	12th Grade
<input type="checkbox"/>	Wise, Rahul	1109615	March 5, 2002	1st Grade

Selected students:

Enter the student's ID number.
Click **Search**.

If the student already has an account in the system, his or her information will appear in the Class Roster – Add Student screen. If not, you will have blank fields in which you will need to enter the student's profile information.

Home Word Analysis Reports Administration Tools Messages

Edit Student Profile Home Class Roster Student Groups Guided Reading Groups My Account

Make your changes and click "Save".

• indicates required fields.

General Information	Demographic Data
First Name: jim •	Gender: -- Select --
Middle Name:	Special Needs: -- Select --
Last Name: quinlan •	Socioeconomic Status: -- Select --
Student ID: 17 •	Migrant Status: -- Select --
Birthdate: Oct 11 1988 •	Ethnicity: -- Select --
Grade: 12 •	Language: -- Select --

Custom Demographic Data
testing: -- Select --
testing 1: -- Select --

Cancel Save

After the information has been entered click **Save**.

Editing a Student's Profile

To edit a student's profile from the Class Roster screen, follow these steps:
Click the student's name.

In the following screen, you may edit a student's first, middle, and last names; ID; birthdate; grade level; and also their demographic and custom demographic data.

After the information has been entered click **Save**.

Releasing a Student

To release a student from the Class Roster screen, please follow these steps:

Click the check boxes next to the student(s) you wish to release.
Click **Release** on the bottom of the page.

The next screen will ask you to confirm the release.

Click **Release**.

On the next page click **Done**.

Home Word Analysis Reports Administration Tools Messages

Release Students Home Class Roster Student Groups Guided Reading Groups My Account

Please confirm that you want to release the students listed below.

Name	ID	Grade	Date of Birth
Wise, Rahul	1109615	1st Grade	March 5, 2002

Cancel Release

Transferring a Student

To transfer a student from the Class Roster page please follow these steps:

Click the check boxes next to the student(s) you wish to transfer.

Click **Transfer** on the bottom of the page.

On the next screen select the teacher whom you wish to transfer the student(s) to.

Click **Transfer**.

Click **Done**.

Editing/Adding Classes

Students are added into the *DRA2 Online* system via an upload completed by your account administrator. If your administrator has enabled this option, once students have been added, you may manage your students by clicking the **Student Management** link on the upper-right side of the *DRA2 Online* Teacher Home page or the Class Roster button in the Administration tab.

Student Groups

You may manage students in the form of groups through the Student Grouping function available by clicking **Student Groups** from the Teacher Home page or by clicking the Student Groups button in the Administration tab.

After you create groups, you may use the Student Group drop-down box on the Teacher Home page to select a group. Only the selected group will be shown on the Teacher Home page, and only students within that group will appear in class reports.

<input type="checkbox"/>	Group Name	Students
<input type="checkbox"/>	Group 1	4
<input type="checkbox"/>	Group 2	4
<input type="checkbox"/>	Group 3	3
<input type="checkbox"/>	Group 4	2

Selected group(s):

There are four functions available on this page:

View and Edit Groups: Clicking the name of a group allows you to view and edit the students included in it.

Delete: This function allows you to completely remove a group. The students are not removed from the system. However, they no longer belong to the group.

Add Group: This function allows you to create a new group for student management.

Viewing and Editing Student Groups

The default screen you are brought to when you click Student Groups is the Student Groups–View Group screen. You may select, view, and edit specific groups by following these steps:

Available Student Groups:

--All Students--
ELL/ESL
Grade2 Class Period 1 [What is this?](#)

Click the name of the group from the Group Name column.

Home Word Analysis Reports Administration Tools Messages

Edit Student Group Home Class Roster Student Groups Guided Reading Groups My Account

Enter a Group Name, select students, and click "Save".

Group Name:

<input type="checkbox"/>	Name	ID	Date of Birth	Grade	Gender	Special Needs	Language
<input type="checkbox"/>	Abdalla, Jamir	251	8/26/1999	3	Male	-	-
<input type="checkbox"/>	Arevalo, Jacquelynn	1125942	1/15/2003	K	Female	-	-
<input type="checkbox"/>	Ballesteros, Anisha	1129322	12/25/2001	1	Female	-	-
<input type="checkbox"/>	Darden, Kelsey	1100863	9/26/2002	K	Male	-	-
<input type="checkbox"/>	graham, paul	16	10/11/1984	12	-	-	-
<input type="checkbox"/>	Guthrie, Ani	1129013	11/30/2001	1	Female	-	-
<input type="checkbox"/>	Jolley, Tristian	1100506	11/10/2002	K	Male	-	-
<input type="checkbox"/>	Lai, Reid	1108617	9/14/2002	K	Male	-	-
<input type="checkbox"/>	lutts, mike	18	10/11/1984	12	-	-	-
<input type="checkbox"/>	Meraz, Shakeem	1111936	12/25/2001	1	Male	-	-
<input type="checkbox"/>	Montague, Lester	1118093	10/19/2002	K	Male	-	-
<input type="checkbox"/>	quinlan, jim	17	10/11/1984	12	-	-	-
<input type="checkbox"/>	simpson, bart	932804324	1/1/1988	3	-	-	-
<input checked="" type="checkbox"/>	smith, bill	19	10/11/1984	12	-	-	-
<input checked="" type="checkbox"/>	swanson, bob	14	10/11/1984	12	-	-	-
<input checked="" type="checkbox"/>	Wise, Rahul	1109615	3/5/2002	1	Male	-	-

A full list of your students will appear with students checked off only from the group you chose. You may add or remove students from this group by checking or unchecking the boxes next to each student's name and clicking **Save**.

From this screen you also have the ability to rename the group:
 Type a new name in the Group Name text box.
 Click **Save**.

Guided Reading Groups

This section provides you with a list of the most recent DRA2 assessment data for each student so that you may make educated decisions when forming reading groups.

Click a column header to re-sort by that column first. If you click the header for the column that is already first in the sort order, the direction of the sort for that column will be reversed.

Students are sorted in this order by default:

- Current Reading Group
- Reading Stage/Level
- Comprehension
- Printed Language
- Oral reading
- Reading Engagement
- Grade
- Student Name

Features of this page include:

- Default Sort: Reverts to the default sorting order.
- Auto Grouping: Assigns students to groups based on the current sort order.
- Add Group: Provides an additional column in the Reading Group section.
- Remove Group: Removes the far right column in the Reading Group section.

Home
Word Analysis
Reports
Administration
Tools
Messages

Guided Reading Groups
Home
Class Roster
Student Groups
Guided Reading Groups
My Account

The data below represent the most recently completed DRA2 assessment for each student. Select a Reading Group for each student and click "Save".

Sort Order:

- ↓ Reading Stage/Level
- ↓ Comprehension
- ↓ Printed Language
- ↓ Oral Reading
- ↓ Reading Engagement
- ↓ Grade
- ↓ Student Name

Click a column header to re-sort by that column first. If you click the header for the column that is already first in the sort order, the direction of the sort for that column will be reversed. Click "Default Sort" to revert to the default sort order (Reading Stage/Level, followed by skill area scores, followed by Grade, followed by Student Name, all in ascending order). Click "Auto Grouping" to assign students to groups based on the current sort order.

Default Sort
Auto Grouping
Add Group
Remove Group

Student	Grade	Reading Stage	Reading Level	Scores				Reading Group			
				Compre- hension	Printed Language	Oral Reading	Reading Engmnt.	A	B	C	D
Wise, Rahul	1	Emergent	A	--	3	5	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Montague, Lester	K	Emergent	1	--	5	7	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jolley, Tristian	K	Emergent	1	--	6	7	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
simpson, bart	3	Emergent	2	--	9	8	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meraz, Shakeem	1	Emergent	3	--	3	8	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abdalla, Jamir s	3	Early	4	18	--	12	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Darden, Kelsey	K	Early	4	21	--	11	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ballesteros, Anisha	1	Early	8	22	--	12	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arevalo, Jacquelynn	K	Transitional	18	22	--	13	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lai, Reid	K	student has no DRA2 assessments					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Guthrie, Ani	1	student has no DRA2 assessments					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
graham, paul	12	student has no DRA2 assessments					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
lutts, mike	12	student has no DRA2 assessments					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
quinlan, jim	12	student has no DRA2 assessments					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
smith, bill	12	student has no DRA2 assessments					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
swanson, bob	12	student has no DRA2 assessments					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Reading Level: ● = Assessment meets benchmark
● = Assessment does not meet benchmark
● = Selected book is below benchmark level

Scores: ● = Advanced
● = Independent
● = Developing/Instructional
● = Emerging/Intervention

Cancel
Reset
Save

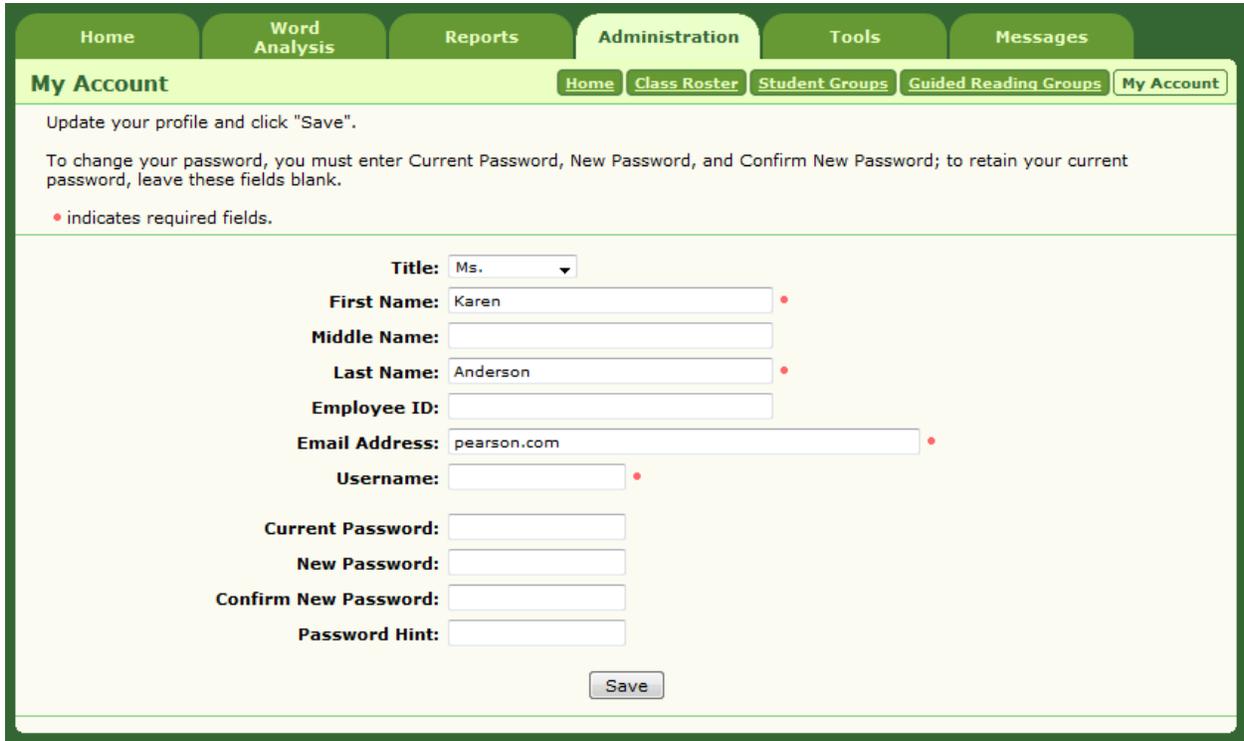
To change your student Reading Groups simply follow each students name across to the Reading Group on the right side of the page and click a button in one of the group columns.

To clear your student reading group selections click **Clear Groups** at the bottom of the page.

When you have finished making your selections click **Save** at the bottom of the page.

My Account

You may change your personal information, including your user name and password, in the My Account section.



The screenshot shows a web interface for updating a user's profile. At the top, there is a navigation bar with tabs for Home, Word Analysis, Reports, Administration (which is selected), Tools, and Messages. Below this is a sub-navigation bar with links for Home, Class Roster, Student Groups, Guided Reading Groups, and My Account. The main content area has a heading "My Account" and instructions: "Update your profile and click 'Save'." and "To change your password, you must enter Current Password, New Password, and Confirm New Password; to retain your current password, leave these fields blank." A red dot indicates required fields. The form includes the following fields: Title (dropdown menu with "Ms." selected), First Name (text input with "Karen" and a red dot), Middle Name (text input), Last Name (text input with "Anderson" and a red dot), Employee ID (text input), Email Address (text input with "pearson.com" and a red dot), Username (text input with a red dot), Current Password (text input), New Password (text input), Confirm New Password (text input), and Password Hint (text input). A "Save" button is located at the bottom of the form.

NOTE: This section is the same as the My Account link that remains at the top of every page.

Tools

This section provides you with several resources designed to assist you in your *DRA2 Online* utilization.



Teacher user guide

This printable guide (PDF) contains all the information a teacher needs—and would want—to know in order to fully access and utilize DRA2 Online.

Powerstart Training

This DRA2 video tutorial for both administrators and teachers offers a variety of essential information about DRA2 Online.

Leveled Book Search

This resource allows you to search the Pearson catalog for books that are appropriate for your students' reading levels.

Online Writer User guide

This printable guide (PDF) contains all the information you will need to set up, utilize, and troubleshoot your DRA2 Online Writer.

Connect2DRA

This resource offers educators a separate space where they can connect about DRA2 and access valuable resources and professional development tools.

Book Search

The Book Search page allows you to search for Pearson books that are appropriate for your students. To locate a book, follow these steps from the Home Page:

Click the **Tools** tab.

Click the **Book Search** button.

Review the search criteria, and select the desired levels, book type, and word count.

Click **Search**.

Select criteria and click "Search".

Collection: * All Collections *
 DRA2 Reading Level: * All Reading Levels *
 Guided Reading Level: * All Guided Reading Levels *
 Intervention Level: * All Intervention Levels *
 Lexile Level: * All Lexile Levels *
 Fiction/Nonfiction: Fiction and Nonfiction
 Word Count: * No Minimum * to * No Maximum *

Search

NOTE: The Word Count drop-down boxes offer you various options for the number of words. You may choose the default values of **No Minimum and **No Maximum** number of words or any other value offered by the system.**

The system will search the database using your criteria and then generate a list of Book Search Results. See the following example.

ISBN	Collection	Title	DRA2 Reading Level	Guided Reading Level	Intervention Level	Lexile Level	Fiction/Nonfiction	Word Count
067359792X	Little Celebrations 1A	Paper Route	A	A	2	-	Nonfiction	0
0673597822	Little Celebrations 1A	Chipmunk Gets Ready	A	A	2	-	Nonfiction	0
067359789X	Little Celebrations 1A	Let's Go to China!	A	A	2	-	Nonfiction	0
0673597814	Little Celebrations 1A	Snow Day	A	A	2	-	Nonfiction	0
0673597830	Little Celebrations 1A	What Is Hidden?	A	A	2	-	Nonfiction	27

New Search Modify Search

The Book Search Results page lists the Pearson books that meet your search criteria, along with other information about the books.

Messages

This section allows you to read general announcements sent to you by your DRA2 Online administrators.



Home Word Analysis Reports Administration Tools Messages

Messages

To view a message, click its Subject.

<input type="checkbox"/>	Sent	From	Subject
<input type="checkbox"/>	08/06/2009	Smith, Jennifer	Message 1

Selected messages:

View a Message

To view a message, click the text in the Subject column.

Remove a Message

To remove messages from your message listing, select the check box next to one or more messages and Click the **Remove** button.