



DRA2

DEVELOPMENTAL READING ASSESSMENT

Second Edition

QUESTIONS & ANSWERS

Contents

Introduction

Overview

1. What is the DRA2?
2. Why was the DRA selected to meet the legislative requirement for PSDs?
3. What is required by legislation to be provided if a student is “substantially deficient” based on their DRA2 performance?
4. Why was the term “substantially deficient” selected as wording in the legislation?
5. When must the DRA2 be administered as required by state legislation?
6. Why are some of the DRA2 performance levels marked nonfiction selection?
7. How is oral reading assessed on the DRA2?
8. How is fluency assessed on the DRA2?
9. When were the Connecticut DRA2 performance levels approved?

Purpose

10. What is the purpose of administering the DRA2?
11. Can the DRA2 be used as a Universal Screen?
12. How often can the DRA2 be used to assess students?

Scoring

13. What are the Connecticut DRA2 performance levels?
14. What is considered a passing score?
15. Which texts should be used for the DRA2?
16. Are text levels A, 1 and 2 administered as a set?
17. Is there a ceiling level for DRA2?
18. Does level 14 mean Grade 1 fourth month and level 28 mean Grade 2 eighth month?
19. What levels should teachers report for students?

20. What if a student is reading at Level 40 (DRA2) during the midyear administration? How is the student assessed at the end of the year?
21. If a student scores at or above the “substantially deficient” level but below the approved proficient text reading level, does this mean the student’s reading level represents a competent independent reader?
22. How does the teacher score repeated substitutions?
23. How does the teacher score contractions?
24. How does the teacher score sounding the first letter?
25. How does the teacher score words mispronounced due to a speech problem or dialect?

Administration Issues

26. Who should administer the DRA2?
27. Can teachers prompt students during the administration of the DRA2?
28. Why does the student read silently at Level 18?
29. Is the continuum required?
30. How long should the administration of each test take?

31. Is training on administering the DRA2 offered?

English Language Learner Requirements

32. How does Section 10-17f(c) of the CGS require Connecticut school districts to use the DRA1 to assess English mastery in kindergarten through Grade 2?
33. Must all ELL students be assessed using the state approved DRA2?
34. How is the DRA2 used to fulfill the annual assessment of academic progress for students in ELL programs and to exit students from ELL programs?
35. Is there a dialect chart for miscues and what should be considered errors?
36. When is the DRA2 administered to meet the requirements to annually assess students in bilingual programs?
37. Why can’t ELLs have extended time on the DRA2 when they can for the CMT?
38. If a student in a bilingual program is identified as “substantially deficient” in reading and the individual reading plan identifies the need for summer school, must the summer school instruction be provided in the student’s native language?

39. What accommodations can be made for ELLs during the administration of the DRA2?
40. Do questions 38 and 39 regarding scoring of ELLs refer to students receiving ESL services or any students who do not have English as their first language?
41. How does the teacher score words mispronounced by ELLs?
42. If an ELL student consistently adds the same verb ending each time they read a word, is it considered an error each time?

Special Education Considerations

43. What accommodations can be made for the administration of the DRA2?
44. Can a scribe be provided for a portion of the DRA2?
45. Can the fluency portion of the DRA2 be waived if written in an IEP?
46. Should students in special education be assessed using the state-approved DRA2?
47. What is the district's obligation to include measures to improve special education students' reading level by providing tutoring, transitional classes, after-school and

summer school when the student scores at or below the "substantially deficient" level?

48. Does a special education student with an IEP need an Individual Reading Plan?

DRA Contact Information

Appendix A

Individual Reading Plan Grades 1-5

Appendix B

LAS Links Proficiency Level Descriptors Grades 1-5

Appendix C

Sample Parent/Guardian Letter Regarding DRA2 Results (English and En Español)

Introduction

The Developmental Reading Assessment (Second Edition) DRA2 is mandated for all Connecticut Priority School Districts. The DRA2 Questions and Answers document is updated annually to provide districts with administration and scoring guidance and protocols. The document also contains supporting materials, such as the Individual Reading Plan (IRP), LAS Links Proficiency Level Descriptors Grades 1-5, and Sample Parent/Guardian Letters in English and Spanish.

If you have any questions, please contact Amy Radikas at 860-713-6762 or amy.radikas@ct.gov.

Overview

1. What is the DRA2?

The Developmental Reading Assessment, Second Edition (DRA2), is an individual reading assessment designed to assess students' reading performance in kindergarten through Grade 8. The DRA2 provides teachers with information that helps them determine students' independent reading level and identify what the student needs to learn next. **As of September 2009, all Priority School Districts (PSDs) are required to use the DRA2 districtwide in Grades 1-3 for the state-required assessment** and for purposes of ongoing assessment to inform instruction.

The required components of the DRA2 include:

- Leveled texts
- Teacher Observation Guide
- DRA2 Continuum (part of Teacher Observation Guide)
- DRA2 Focus for Instruction (part of Teacher Observation Guide)

2. Why was the DRA selected to meet the legislative requirement for PSDs?

Section 10-265g (b) of the Connecticut General Statutes (CGS) states that "for each school year commencing on or after July 1, 1999, each local and regional board of education for a priority school district shall require the schools under its

jurisdiction to evaluate the reading level of students enrolled in Grades 1-3, inclusive, in the middle of the school year and at the end of the school year." As of July 1, 2011, students in Grades 1-3 are also assessed in September and all kindergarten students are included in the end of the school year assessment. The statute further states, "A student shall be determined to be substantially deficient in reading based on measures set by the State Board of Education."

The intention of this legislative requirement is to identify students who are most at risk of failing to read on grade level by the end of each grade (Grade 1 through Grade 3) and to provide immediate and ongoing intervention for identified students until they are reading at a level determined to be proficient.

On December 1, 1999, the State Board of Education (SBE) adopted the *Developmental Reading Assessment* (DRA) as the approved standardized assessment for identifying which students are substantially deficient in reading and in need of additional support for students in Grades 1-3. The DRA was selected because it is an assessment that provides teachers with pertinent information about students' reading performance and informs instruction. In 2009-10 the DRA2 replaced the DRA as the state-required assessment for all PSDs.

3. **What is required by legislation to be provided if a student is “substantially deficient” based on their DRA2 performance?**

The legislation requires that if a student’s reading level is found to be “substantially deficient” based on the **midyear or end-of-year** evaluation, “the school shall notify the parents or guardians of the student of such result.” District and school personnel should develop a letter to inform the student’s family about the student’s performance. The letter should include the school’s plans for intervention and suggestions for home.

The SDE has developed a sample letter in English and Spanish for this purpose that can be found in [Appendix C](#) and on the SDE Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866>.

Additionally, PSDs are required to complete an Individual Reading Plan (IRP) that outlines additional instructional support and monitors progress. This instructional support may include, but not necessarily be limited to, ongoing additional explicit instruction in small groups, tutoring and after-school support. Promotion of students with an IRP from Grades K-3 shall be based on documented progress in achieving the goals of the IRP or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. An IRP that incorporates competencies required for early reading success and effective reading instruction shall

be maintained for a student who is substantially deficient in reading until the student achieves satisfactory grade-level proficiency as determined by a reading evaluation or state-wide examination.

PSDs shall require students in Grades K-3 who are determined to be substantially deficient in reading based on the spring/end-of-year administration of the DRA2, to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student’s progress with the IRP. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the school shall not promote the student to the next grade.

4. **Why was the term “substantially deficient” selected as wording in the legislation?**

The intent of the accountability legislation is to identify students who are reading well below grade-level expectations and who are at risk of not being able to read and comprehend grade-level material independently by the end of each grade (kindergarten through Grade 3). Districts are required to provide intervention plans for students whose reading levels are at or below the “substantially deficient” level until the student meets the proficiency level for his or her particular grade. The text level for reading identified as the “substantially deficient” level at each grade represents reading levels that are at least one full year below the expected

level of reading performance for each grade.

5. **When must the DRA2 be administered as required by state legislation?**

To fulfill the legislative requirement for the accountability legislation, the DRA2 **must** be administered three times a year to **all** students in Grades 1-3 in **PSDs** and at the end of the year to all kindergarten students. The assessments are administered in September, midyear during a four-week period, and during a third four-week period at the end of the year. PSDs, may use the DRA2 as a screen. Districts are encouraged to administer the DRA2 three times a year with the first administration of the test being completed in September.

Districts have some flexibility in selecting the dates for the midyear assessment, and must consider vacation, holiday and professional development schedules when determining dates for administration at the end of the year.

Midyear, PSDs must select a four-week period in January-February to do the testing. The end of the year administration must take place during the last week in April and the first three weeks in May.

The SBE adopted the DRA2 as one measure used with English language learners (ELL) in kindergarten through Grade 2 to determine their readiness to exit a program of English language instruction.

6. **Why are some of the DRA2 performance levels marked nonfiction selection?**

In the DRA2, nonfiction texts are included at Levels 16, 28 and 38. These nonfiction selections may not be skipped during the assessment process. If a student has read a book during a previous assessment window, they should read the alternate nonfiction title during the next assessment window. Developing readers are learning how to use nonfiction text and features to determine how the text is organized and how to access information presented graphically. These skills are important in the development of a proficient reader.

7. **How is oral reading assessed on the DRA2?**

The teacher records oral reading behaviors as the student reads the text. Standard coding conventions for running records are used. Further coding information can be found in Clay, *An Observation Survey of Early Literacy Achievement*, page 91; Fountas and Pinnell, *Guided Reading: Good First Teaching for All Children*, page 40; and the DRA2 Training DVD.

Students reading DRA2, Level 28 and above, write a one-page summary of what they have read, as well as respond to literal comprehension, interpretation and reflection questions, or prompts within the student booklet.

8. How is fluency assessed on the DRA2?

Beginning at Level 14 fluency is assessed. See stopwatch icon in the Teacher Observation Guide.

9. When were the Connecticut DRA2 performance levels approved?

The State Board of Education approved the DRA2 performance levels on January 12, 2012.

Purpose

10. What is the purpose of administering the DRA2?

The DRA2 provides teachers an opportunity to observe their students' reading behaviors and gather data and information to:

- diagnose students' instructional needs and plan for intervention as needed;
- determine the level at which the student is able to read independently;
- group students effectively to provide appropriate reading instruction and opportunities to practice reading skills and strategies;
- document changes over time in reading performance by monitoring students' ability to use a variety of skills and strategies;
- identify students who may be working below proficiency and need further assessments; and
- inform parents and other educators of students' current reading performance and achievement.

The DRA2 provides a method for authentically assessing and documenting primary grade students' development as readers over time.

The DRA2 can be used on an annual, semiannual or quarterly basis to document changes in each student's reading. The primary purpose of the DRA2 is to enable teachers to

systematically observe, record and evaluate change in student reading performance, and to plan for and teach what each student needs to learn next (*Teacher Guide: Developmental Reading Assessment*).

The assessment contains a range of stories leveled according to text difficulty; and requires the student to read a passage orally and to retell the story with minimal prompting. The teacher assesses the student's oral reading skills; analyzes the strategies that the student uses to read unfamiliar text; determines fluency and phrasing demonstrated during the oral reading (Level 14 and higher); monitors the student's ability to retell the story with minimal prompting (Level 4 and higher); and the student's ability to write a one-page summary of what he or she read (Level 28 and higher).

The observations of students' reading behaviors are recorded on the Teacher Observation Guide and the DRA2 continuum. The recorded information is used to plan further instruction. These reading behaviors have been identified in research as indicators of successful reading behaviors ranging from emergent to extending reading characteristics.

The DRA2 is also available in Spanish. Districts are encouraged to use the Spanish version, *Evaluación del Desarrollo de la Lectura* (EDL2), **following the administration of the assessment in English.**

11. Can the DRA2 be used as a Universal Screen?

The SRBI Policy Committee recognizes that all Priority School Districts (PSDs) in Connecticut are mandated to use the DRA2 as part of their comprehensive assessment system to assess students' progress in reading. Although the instrument does not meet all of the technical requirements of a universal screen, any district, including PSDs, may use the DRA2 as a screen. Districts are encouraged to administer the DRA2 three times a year with the first administration of the test being completed in September.

12. How often can the DRA2 be used to assess students?

The DRA2 should be used for the following:

- to determine baseline reading levels (beginning of the school year);
- for new students;
- for midyear and end-of-year, state-mandated assessments; and
- to determine the level of progress in reading for students for whom a reading intervention has been provided.

The DRA2 should not be given more than once during a six-week period. Schools and districts are responsible for ensuring that this schedule is followed. **Connecticut schools in PSDs must use the DRA2** during the mandated assessment windows and at appropriate times (listed above) as determined by the district or school.

Scoring

13. What are the Connecticut DRA2 performance levels?

Connecticut DRA2 Performance Levels

The State Board of Education approved these levels on January 12, 2012.

Grade Placement	FALL		WINTER		SPRING	
	Substantially Deficient	Proficient and Above	Substantially Deficient	Proficient and Above	Substantially Deficient	Proficient and Above
Kindergarten					A or lower	4-18
Grade 1	A or lower	4-10	6 or lower	12-24	10 or lower	18-28NF
Grade 2	10 or lower	18-24	14 or lower	24-34	18 or lower	28NF-38
Grade 3	18 or lower	28NF-34	20 or lower	34-38NF	28 or lower	38NF-40

14. What is considered a passing score?

A passing score means:

- Accuracy rate (Level A – 40) is *Independent or above*
- Comprehension (Level 4-38 on continuum) is a score of *19 or higher*. Level 40 is a score of *17 or higher*.
- Oral Reading Rate (Level 14 and above) is *Independent or above*

15. Which texts should be used for the DRA2?

Based on screening, diagnostic and regularly administered classroom assessments, the judgment of the student's teacher and, as appropriate, the school's data/intervention team, the appropriate text level should be used to assess the student's current independent reading level. When used properly, the DRA2 should confirm the results of regular classroom assessments and provide valuable information for instructional and program planning. District and school personnel must ensure that appropriate materials are provided for classroom teachers and specialists to continue ongoing assessments throughout the school year.

16. Are text levels A, 1 and 2 administered as a set?

Yes, administer levels A, 1 and 2 as a set to all students who are at these levels. There is no retelling at these levels. If on a previous assessment the student passed one of these levels, do not administer the passed level; administer a higher level.

- Record the highest DRA2 level passed.

Example: Student doesn't pass Level A, passes Level 1 and doesn't pass Level 2. Record the DRA2 score as Level 1. On the next administration, begin with Level 2 or higher.

Example: Student passes Level A, doesn't pass Level 1 and Level 2. Record the DRA2 score as Level A. On the next administration, begin with Level 1 or higher.

17. Is there a ceiling level for DRA2?

To ensure that there are levels available for assessing during the mandated assessment window, both the author and publisher recommend ceiling levels at each grade level. These levels are one or more years above the expected reading level for that grade level. The ceiling level for each grade at the end-of-year level is as follows:

Grade Level	Midyear Ceiling Level	Year-end Ceiling Level
Kindergarten	Level 12	Level 18
Grade 1	Level 24	Level 28
Grade 2	Level 34	Level 38
Grade 3	Level 40	Level 40

18. Does level 14 mean Grade 1 fourth month and level 28 mean Grade 2 eighth month?

The levels of the DRA2 are not correlated to particular grades and months, but rather represent a range of reading proficiency. Text levels are just one indicator of a student's reading proficiency and should be considered along with fluency and comprehension.

19. What levels should teachers report for students?

Teachers in priority school districts report the highest independent level a student has acquired during the assessment window (maintaining ceiling levels). Teachers may need to readminister lower text levels to notes changes between assessment windows.

20. What if a student is reading at Level 40 (DRA2) during the midyear administration? How is the student assessed at the end of the year?

Legislation requires that all students in PSDs take the DRA2 in the spring/end of year. It is not the intent of the legislation to give the same assessment in the spring/end of year if the student passed the DRA2 level at the midyear/winter administration. The intent of the legislation is to use the results of the assessment to support the student's learning on improving reading. Therefore, the district may select an

appropriate alternative instrument to test the student during the spring/end of year.

21. If a student scores at or above the “substantially deficient” level but below the approved proficient text reading level, does this mean the student's reading level represents a competent independent reader?

If the student has scored at the “substantially deficient” level, the student still requires a great deal of instruction to become a competent, independent reader. The student's reading level does not represent a competent independent reader until the student has read text levels at the state-approved “proficient level” for his or her grade level.

A “substantially deficient” score requires that a plan for intervention (IRP) be developed and implemented until the student reaches proficiency. Scores that are not yet at the proficient level may also indicate that the student needs additional support to reach proficiency.

The goal is to have all students reading proficiently at grade level or above.

22. How does the teacher score repeated substitutions?

If the student makes an error (e.g., “run” for “ran”) and then

substitutes this word repeatedly, it counts as an error every time; but the substitution of a proper name (e.g., “Mary” for “Molly”) is counted as an error only the first time.

For an ELL student, both scenarios described above would be scored as an error only the first time.

23. How does the teacher score contractions?

Contractions are counted as one (1) error (e.g., “I will” for “I’ll” and “I’ll” for “I will”).

This would hold true for ELL students as well.

24. How does the teacher score sounding the first letter?

Sounding the first letter is coded but does not count as an error if the word is subsequently read correctly.

This would hold true for ELL students as well.

25. How does the teacher score words mispronounced due to a speech problem or dialect?

Words mispronounced due to a speech problem or dialect may be coded, but it is not counted as an error (example: “git” for “get”; “wabbit” for “rabbit”; “pitcher” for “picture”).

Administration Issues

26. Who should administer the DRA2?

The classroom teacher must be responsible for the administration of the DRA2 to all regular education students and ELL students. In the case of special education students, the teacher who has primary responsibility for planning and implementing the reading instruction program should administer the DRA2.

27. Can teachers prompt students during the administration of the DRA2?

Teachers may prompt students during the retelling portion of the DRA2 using only the prompts listed on the Teacher Observation Guide. If the child omits pertinent information, the teacher may use prompts and questions to assist the retelling. The teacher must begin with the “tell me more” prompt. They may be asked in any order following the “tell me more” prompt.

28. Why does the student read silently at Level 18?

Beginning at Level 18, the student is asked to read the text silently. This is the developmentally appropriate level at which children will begin reading text silently. Students will read the remaining text levels silently. At Levels 18-40, the

teacher should also monitor the amount of time it takes the student to read the text silently.

Typically, it should not take the student more than 20-30 minutes in one setting.

29. Is the continuum required?

Connecticut teachers in PSDs are required to complete the DRA2 Continuum. The descriptors on the continuum provide teachers with a consistent format and common language for describing what the student is able to do and what is expected of good readers.

30. How long should the administration of each test take?

It is recommended that teachers assess one to two students a day. The teacher should plan 10-20 minutes for each conference. Upper-level students may take longer to be assessed in which case the teacher may want to plan at least 20 minutes for each conference.

Level 28 and higher students may need about 30 minutes on their own to complete the written response section.

31. Is training on administering the DRA2 offered?

Pearson, the publisher of the DRA2, offers web-based training on the DRA2. You may contact Pearson directly.

Contact information is available on page 14.

English Language Learner Requirements

32. How does Section 10-17f(c) of the CGS require Connecticut school districts to use the DRA1 to assess English mastery in kindergarten through Grade 2?

Section 10-17f(c) of the CGS requires the SBE to develop state English mastery standards to assess the linguistic and academic progress of students in programs of bilingual education. The SBE originally adopted the DRA as the academic measure of the English mastery standard for bilingual students in kindergarten through Grade 3. In September 2003, the SBE officially adopted the DRA as the academic measure of the English mastery standard for students in kindergarten through Grade 2 and applied it to all ELLs. Because the Connecticut Mastery Test (CMT) was the other academic measure for students in Grades 3-8, the DRA requirement as an exit measure for Grade 3 was dropped at that time.

33. Must all ELL students be assessed using the state approved DRA2?

All students in Grades 1-3 in English language programs in PSDs must be assessed annually using the DRA2. The SDE recommends that Spanish-speaking students in ELL programs be assessed for their ability to read and comprehend in Spanish using the Spanish version of the DRA2, *Evaluación*

del desarrollo de la lectura (EDL2), **only after the English version of the state-approved DRA2 has been administered.**

The use of the EDL2 will provide teachers of ELL students with additional information to plan instruction.

34. How is the DRA2 used to fulfill the annual assessment of academic progress for students in ELL programs and to exit students from ELL programs?

To be eligible to exit an ELL program or discontinue receiving ELL support, a student in kindergarten, Grade 1 and Grade 2 must meet the following Year-end proficiency levels on the DRA2:

DRA2 Grade-Level Proficiency Standard

Kindergarten Level 4
Grade 1 Level 18
Grade 2 Level 28 Nonfiction selection

In addition to the DRA2 students in ELL programs must also achieve a level 4 or 5 on the Language Assessment Scales (LAS) Links.

Further information regarding the LAS Links can be found in Appendix B.

35. Is there a dialect chart for miscues and what should be considered errors?

There is not a dialect chart for miscues. Scoring specifics for English language learners begins on page 6 of the DRA2 Question and Answer document. The emphasis should not be so much on how to code errors but the process of tracking the types of miscues and the fluency. The ability to look for patterns of miscues and reading behaviors should then be used to plan focused instruction.

36. When is the DRA2 administered to meet the requirements to annually assess students in bilingual programs?

The results of the spring DRA2 assessment (last week in April through third week in May) can also be used to fulfill the assessment requirements for bilingual students.

37. Why can't ELLs have extended time on the DRA2 when they can for the CMT?

The DRA2 and the CMT are very different assessments and therefore have different test setting criteria. Altering the test setting criteria affects the validity and reliability of an assessment providing inaccurate outcomes.

38. If a student in a bilingual program is identified as "substantially deficient" in reading and the individual reading plan identifies the need for summer school, must the summer school instruction be provided in the student's native language?

Yes, if the individual reading plan indicates the need for continued literacy development in the student's native language.

39. What accommodations can be made for ELLs during the administration of the DRA2?

The same accommodations that are allowed for the CMT apply to the administration of the DRA2 when appropriate. However, extended time is **not** an appropriate accommodation for the DRA2.

40. Do questions 38 and 39 regarding scoring of ELLs refer to students receiving ESL services or any students who do not have English as their first language?

Yes, these questions refer to all ELLs who are still identified and/or receiving services.

41. How does the teacher score words mispronounced by ELLs?

Words mispronounced by ELLs may be coded, but it is not counted as an error.

42. If an ELL student consistently adds the same verb ending each time they read a word, is it considered an error each time?

The consistent addition of a verb ending (example: “goed” for “go”; “walked” for “walk”) would be coded as an error the first time only.

Special Education Considerations

43. What accommodations can be made for the administration of the DRA2?

The same accommodations that are allowed for the CMT (through the student’s IEP) apply to administration of the DRA2. This may include the teacher reading aloud the prompts on pages 2 and 3 of the Student Booklet but does not include reading the entire passage aloud. Extended time is not an appropriate accommodation for the DRA2.

44. Can a scribe be provided for a portion of the DRA2?

Scribes are not allowed as an accommodation for the CMT and therefore may not be used for any portion of the DRA2.

45. Can the fluency portion of the DRA2 be waived if written in an IEP?

The fluency portion of the DRA2 should not be waived or the validity of the assessment will be compromised. Moreover, a measure of fluency is an important indicator of students reading performance and could be useful in planning a targeted reading goal in the students individualized education program (IEP). However, programming for students with disabilities are individualized decisions and a Planning

and Placement Team (PPT) may determine that a student with a disability will not participate in this assessment. If a student with a disability has a low fluency rate, that should not preclude them from receiving instruction at higher levels of text, in addition to text at their assessed level.

46. Should students in special education be assessed using the state-approved DRA2?

Students with disabilities should have an assessment of reading to determine the instruction they may need for improvement in this area. In the priority school districts, the required assessment is the DRA2. A PPT may determine that a student with a disability will not participate in this assessment. An alternative assessment may be selected based on the decision of the PPT.

47. What is the district's obligation to include measures to improve special education students' reading level by providing tutoring, transitional classes, after-school and summer school when the student scores at or below the "substantially deficient" level?

The Individuals with Disabilities Education Act (IDEA) requires that public agencies "...ensure that its children with disabilities have available to them the variety of educational programs and services available to non-disabled children in the area served by the agency..." As such, special education

students whose reading level has been identified as "substantially deficient" on the DRA2 must have the same access to interventions designed to improve literacy skills as regular education students whose reading performance was also scored as "substantially deficient."

48. Does a special education student with an IEP need an Individual Reading Plan?

Special education students who have been identified as "substantially deficient" on the DRA2 must have an Individual Reading Plan or an IEP that includes a goal and objectives in literacy. School teams should review the IEPs of special education students who score in the "substantially deficient" range on the DRA2. The IEP goals and objectives in literacy should be written in a way that the student's literacy needs are addressed. IEPs for math, speech-dictation, language, etc., do not meet the requirement for ensuring literacy goals are being met.

DRA Contact Information

Amy Radikas, Bureau of Teaching and Learning

☎ 860-713-6762

✉ amy.radikas@ct.gov

Janet Stuck, Bureau of Student Assessment, SPED

☎ 860-713-6837

✉ janet.stuck@ct.gov

Marie Salazar Glowski, Bureau of Accountability and Improvement

☎ 860-713-6750

✉ marie.salazar.glowski@ct.gov

Brittany Bell, Pearson Curriculum

☎ 888-977-7900 ext 6223

✉ brittany.bell@pearson.com

Michael Parent, Pearson Sales Representative

☎ 800-354-6611

✉ michael.parent@pearson.com

Appendix A

Individual Reading Plan Grades 1-5

Part 2 - Focus for Instruction

**Required: Attach DRA2 Focus for Instruction and add comments for Writing, Spelling, etc., as needed
Attach LAS LINKS Proficiency Level Descriptors for K – 5 when planning instruction for ELLs**

Part 3 - Suggestions for Home:

Parent or guardian signature

Part 4 - Disposition Based on the Review of Student Progress:

Discontinue plan – student is at grade-level reading proficiency

Discontinue plan – literacy goals are being met in an IEP

Update the current plan (requires new form – update Part 1 and complete Part 2)

After school and/or summer reading support, through the school district, recommended

Other interventions recommended: _____

Plan will be updated by middle school literacy team

Appendix B

LAS Links Proficiency Level Descriptors Grades 1-5

LAS Links Proficiency Level Descriptors for Kindergarten

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to the age.	Above Proficient students typically recall minor details and stated sequence of events and determine the main idea in an oral story.	Above Proficient students typically identify less-frequent rhyming words, use context clues to determine meanings of words, and recall subtle details and identify sequence in a passage read aloud.	Above Proficient students typically form regular plural nouns and possessive pronouns, use sentence-ending marks in an exclamatory sentence to describe a picture or write a phrase or sentence to explain a preference; communication is clear and complete, though it may be simplistic and contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate vocabulary to label and describe the purpose of less-common objects, and use appropriate words and phrases when describing a process. They tell a simple story with mostly correct vocabulary and grammar.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences.	Proficient students typically discriminate between beginning and ending sound, identify frequently used rhyming words, match words to definitions or descriptions, recall events in the story in a passage read aloud and read simple sentences independently.	Proficient students typically use correct basic grammar; capitalize beginning of a sentence; use sentence-ending marks in declarative, interrogative, and imperative sentences; identify standard sentence structure' and describe or explain with a simple phrase or sentence that may contain grammatical/mechanical errors that do not impede understanding.	A level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
3 Intermediate	Intermediate students typically use appropriate words and phrases when conducting transactions and making requests in social and academic settings, produce accurate labels for common objects and describe common functions and produce sentences with errors that do not interfere with communication when describing social situations.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and /or numbers and determining described locations.	Intermediate students typically identify ending sounds, decode basic short-vowel words, match words to pictures, and recall stated details in a passage read aloud.	Intermediate students typically write one of more words that attempt to describe a picture.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
2 Early Intermediate	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, identification of basic shapes, letters, and numbers, and common locations.	Early Intermediate students typically identify capital letters and lowercase letters in isolation and identify frequently used beginning sounds.	Early Intermediate students typically write one or more words that attempt to explain a preference.	A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

LAS Links Proficiency Level Descriptors for Grade 1

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom, describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to the age.	Above Proficient students typically recall minor details and stated sequence of events and determine the main idea in an oral story.	Above Proficient students typically identify less-frequent rhyming words, use context clues to determine meanings of words recall subtle details and determine sequence in a passage, and use interpretation and inference to comprehend a story.	Above Proficient students typically form regular plural nouns and possessive pronouns, use sentence-ending marks in an exclamatory sentence, differentiate between complete sentences and fragments, and write a complete sentence to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate labels for less-common objects and briefly describe their purpose, and describe school-related processes. They tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences.	Proficient students typically discriminate between beginning and ending sounds, identify frequently used rhyming words, match words to definitions or descriptions, recall events in the story in a passage read aloud and read simple sentences independently.	Proficient students typically use correct grammar such as singular nouns, subject pronouns, subject/verb agreement, auxiliary verbs and future tense; use writing conventions such as capitalization and sentence-ending marks in declarative, interrogative, and imperative sentences; and identify standard sentence structure.	A level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
3 Intermediate	Intermediate students typically use appropriate words and phrases when making requests and conducting transactions in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences with errors that do not interfere with communication when describing social situations.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and /or numbers and determining described locations.	Intermediate students typically identify ending sounds, decode basic short-vowel words, and match words to pictures.	Intermediate students typically use verbs in the infinitive and describe a picture or explain a preference by writing a simple phrase or sentence that may contain some grammatical and/or mechanical errors that do not impede understanding.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
2 Early Intermediate	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, and identification of basic shapes, letters, numbers, and common locations.	Early Intermediate students typically identify capital letters and lowercase letters in isolation, identify frequently used beginning sounds, and recall important details in a text passage read aloud.	Early Intermediate students typically write one or more words that attempt to describe a picture or explain a preference.	A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

LAS Links Proficiency Level Descriptors for Grades 2-3

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce simple sentences with more sophisticated vocabulary and without errors in grammar when providing information, describing social situations, describing a multi-step process, or explaining reasoning.	Above Proficient students typically follow directions using academic vocabulary.	Above Proficient students typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, determine story sequence and main idea of fiction and academic texts, draw conclusions and generalizations, and use self-monitoring technique to check for understanding.	Above Proficient students typically use verb tense agreement, appropriate indefinite articles, and punctuation in dates. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically converse in complete sentences with grammar and/or vocabulary errors, produce accurate labels for less-common objects, produce grammatically correct sentences when describing social situations of a multi-step process or explaining reasoning, and tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow more complex directions, recall subtle details in an oral story, and determine main idea of an oral story.	Proficient students typically identify rhyming words written with diphthongs, identify short and long vowel sounds and less-frequent ending sounds, identify synonyms of social and academic vocabulary, use context clues to determine meaning, recall implicit details, describe a character, make inferences in context, and transfer concepts to new situations.	Proficient students typically use correct basic grammar; use writing conventions such as capitalization and basic punctuation; differentiate complete sentences from fragments and use standard word order; and write a story using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	A level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
3 Intermediate	Intermediate students typically use appropriate words and phrases when making requests and conducting transactions in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences with errors that do not interfere with communication when describing social situations.	Intermediate students typically follow oral directions using vocabulary related to home/school environment, recall stated details in an oral story, and make simple interferences.	Intermediate students typically identify ending sounds, decode basic short-vowel words, and match words to pictures.	Intermediate students typically use auxiliary verb constructions, describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanics that impede communication.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
2 Early Intermediate	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary related to home/school environment.	Early Intermediate students typically identify one-syllable words and ending sounds, match words to definitions or description, recall stated details, and determine a character's feeling	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A level 2 student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

LAS Links Proficiency Level Descriptors for Grade 4-5

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce sentences with more sophisticated vocabulary and without grammar errors when providing information, describing social situations, asking questions, expressing opinions, explaining processes, conducting transactions, giving directions and describing location ; they use precise vocabulary to identify and describe objects.	Above Proficient students typically follow directions using phrasal verbs, recall subtle details in a classroom discussion, a class lesson, or an oral story, and determine key information to summarize a task.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words and low-frequency synonyms and antonyms, use prediction to read fluently, determine story sequence and main idea, and use self-monitoring technique to check for understanding..	Above Proficient students typically use irregular plurals, appropriate articles, and commas in a date; differentiate complete sentences from run-ons. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors in mechanics.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically produce complete sentences with minor errors in grammar/vocabulary when providing information, asking questions, explaining a process, and expressing an opinion, produce accurate labels for less-common objects and describe the purpose common objects, and tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow multi-step directions using academic vocabulary, recall stated details in a classroom discussion and a class lesson, identify sequence of steps, and determine main idea of a class lesson.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning; identify synonyms; use context clues to determine meaning; read for specific information in a chart, table, or diagram; recall implicit details; infer information and draw conclusions; and determine the organizational structure of a passage.	Proficient students typically use verb tense agreement and object pronouns; use capitalization and basic punctuation; differentiate complete sentences from fragments; correctly place adjectives and adverbs in sentences; write using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	A level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
3 Intermediate	Intermediate students typically use appropriate words and phrases when providing information and conducting transactions, giving directions, and describing location; produce accurate labels for common objects and functions; produce sentences with some errors when describing social situations, and tell a simple story with frequent errors in grammar and vocabulary.	Intermediate students typically follow oral directions using basic academic vocabulary and interpret specific vocabulary within a school setting.	Intermediate students typically divide unfamiliar words into affix and root word, use knowledge of high-frequency affixes to determine word meaning, and recall stated details.	Intermediate students typically use correct basic grammar; use standard word order; describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
2 Early Intermediate	Early Intermediate students typically identify very common objects in social situations and describe their function in simple phrases, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings.	Early Intermediate students typically recall important basic details in an oral story.	Early Intermediate students typically divide high-frequency words into affix and root word.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A level 2 student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

Developmental Reading Assessment (2nd edition) | Q&A

CSDE ELL Framework Proficiency Levels	LAS Links Proficiency Level Descriptors (Descriptors excerpted from LAS Links, <i>Interpretation Guide</i> , CTB-McGraw-Hill, p. 27)	Stages of SLA Descriptors (Adapted with permission. From Jo Gusman, <i>Practical Strategies for Accelerating the Literacy Skills and Content Learning of Your English Language Learners</i> , New Horizons in Education, Inc., 2009, p. 16)
Beginning	Level 1 The student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English.	Pre-production – The student may not speak, but can understand by pointing to an object, person, or picture, act out what they want to say, gesture, nod, or respond with a simple “yes” or “no.” This stage often involves a “silent period,” home language use to respond to others who have spoken to him/her in English, repeating English words and phrases one has heard as one’s complete response, and “I don’t know.”
	Level 2 The student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.	Early Production – The student can speak in 1 or 2 word phrases and show his/her comprehension of new things by giving short answers to simple yes/no, either/or, or who/what/when/where questions. Speech Emergence – The student can use short phrases and simple sentences to communicate. He/she can ask simple questions and answer simple questions. The student can generate longer sentences, but often with grammatical errors.
Intermediate	Level 3 The student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are also often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	Intermediate Fluency Proficiency – The student begins to generate complex statements, state opinions, ask for clarification, and share his/her thoughts.
	Level 4 The student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	
Advanced	Level 5 The student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	Advanced Fluency Proficiency – The student can fully participate in grade-level classrooms assignments and activities if given extra support via small group instruction and ESL content area materials, i.e. some adaptations and sheltered instructional strategies. The student is approaching or demonstrates native-like fluency.

State Education Resource Center (SERC), Initiative on Diversity in Education (IDE), June 2009

Appendix C

Sample Parent/Guardian Letter Regarding DRA2 Results (English and En Español)

Sample Parent/Guardian Letter Regarding DRA2 Results

Date _____

Dear parent/guardian:

Our school is committed to providing all students with an excellent education. (SCHOOL NAME) has strong, dedicated teachers, who want to help your child succeed.

Connecticut state law requires that students in our school in grades 1-3 take the Developmental Reading Assessment - Second Edition (DRA2) three times a year, once in September, January and May. The DRA2 measures how well a student can read aloud and retell a story. It helps the teacher determine the level your child can read independently and provides information for planning instruction. The DRA2 is administered to each student on an individual basis.

This letter is to inform you that based on the results of the January administration of the DRA2 your child has scored below the state standard and is in need of further assistance in reading. Your child scored below the state standard for:

- _____ Accuracy -This score indicates how well your child read aloud the words in the selected passage.
- _____ Fluency -This score indicates the rate at which your child reads text.
- _____ Retelling -This score indicates how well your child tells the main idea, characters, setting and events that took place in the selected story.

As a result of this, we plan to take the following steps to assist your child with reading:

- _____Small group instruction
- _____Tutoring
- _____Reading assistance from other school personnel
- Other: _____

Follow-up testing will take place in May. The state law requires that students who score below the state standard on the May administration of the DRA2 will be required to attend summer school and demonstrate growth in reading performance in order to be promoted to the next grade. Summer school will begin in (insert month). You will be informed by (insert day and month) if your child does not meet the state standard on the May administration of the DRA2 and is required to attend summer school.

Parental support is an important part of student progress. Your consistent emphasis on reading practice at home is very important to your child's success. Please help your child by taking your child to the library and selecting books that he or she is able to read or would enjoy hearing.

Thank you for all that you do to support your child's education. Please sign and return the attached form to your child's teacher indicating you have read this letter. Please contact (insert teacher name and number) if you have any questions or if you would like set up a meeting.

Sincerely,
Principal

Please sign and return this form to your child's teacher by (date)

I understand my son/daughter did not pass the Developmental Reading Assessment (DRA2) in January.

By state law, if my son/daughter does not pass the DRA2 in May, he/she, will be required to attend summer school at (name of school) beginning in (date). I also understand that if my son/daughter does not attend summer school, he/she will have to repeat a grade.

Name of Student: _____

Grade: _____

Signature of Parent/Guardian: _____

Date: _____

Carta de ejemplo para los padres de familias/guardianes en referencia a los resultados del DRA2

Fecha

Queridos Padres/Guardianes:

Nuestra escuela está comprometida en proveerle una educación excelente a todos los estudiantes. (Nombre de la escuela) tiene maestros competentes y dedicados que quieren ayudar a su hijo/a en el mejoramiento de sus estudios.

La ley del estado de Connecticut requiere que los estudiantes de nuestra escuela de los grados primero hasta tercero, tomen la prueba de lectura de desarrollo (DRA2) tres veces al año, en septiembre, enero, y en mayo. El DRA2 mide o evalúa cuan bien el estudiante puede leer en voz alta y narrar o contar una historia. Esto ayuda al maestro a determinar el nivel de independencia de la lectura de su hijo/a y provee información en el plan de instrucción educativo. El DRA2 es administrado a los estudiantes individualmente.

Esta carta es para informarles que basado en los resultados de la prueba DRA2 administrada en enero, su hijo/a está bajo el promedio establecido por las normas del estado y requiere asistencia adicional en la lectura. Su hijo/a tiene una puntuación debajo del promedio en las siguientes áreas o indicadores:

_____ Exacitud – esta puntuación indica cuán bien su hijo/a lee las palabras en voz alta de un pasaje seleccionado

_____ Fluidez – esta puntuación indica la rapidez en que su hijo lee el texto.

_____ Narración – esta puntuación indica cuán bien su hijo/a describe la idea principal, los personajes, acciones y eventos que tomaron lugar en el pasaje seleccionado.

Como resultado, planeamos tomar las siguientes medidas para asistir a su hijo/a en la lectura:

_____ Grupos pequeños de instrucción

_____ Tutoría

_____ Asistencia en la lectura de parte de otro personal en la escuela

_____ Otros: _____

La prueba de continuidad tomará lugar en mayo. La ley del estado requiere que los estudiantes que obtengan una puntuación bajo las normas establecidas en la administración de la prueba en mayo tendrán que asistir a la escuela en verano y demostrar una mejoría en la lectura para así poder ser promovido al siguiente grado. La escuela de verano empezará en (añada el mes). Usted será notificado en (añada el día y

mes) si su hijo/a no reunió los requisitos de las normas de la administración del DRA2 en el mes de mayo y se requerirá la asistencia a al escuela de verano.

El apoyo de los padres es muy importante en el progreso del estudiante. Dar énfasis consistente en la práctica de la lectura en el hogar es muy importante para el desarrollo y éxito de su hijo/a. Por favor asista a su hijo/a llevándolo a la biblioteca pública y seleccione libros apropiados que su hijo/a puedan leer o disfrutar al escucharlo.

Agradecemos todo lo que usted pueda hacer por la educación de su hijo/a. Por favor, firme y regrese el formulario adjunto al maestro de su hijo/a indicando que usted leyó esta carta. Favor de comunicarse con (añada el nombre del maestro y número de teléfono) si usted tiene alguna pregunta o le gustaría programar una cita.

Sinceramente,

Principal de la Escuela

Por favor firme y devuelva esta forma al maestro de su hijo/a a más tardar el (fecha)

Yo entiendo que mi hijo/a no pasó la prueba en lectura en enero. Por ley, si mi hijo/a no pasa la prueba DRA2 en mayo, el/ella tendrá que asistir a la escuela de verano a (nombre de la escuela) desde (fecha). También entiendo que si mi hijo/a no asiste a escuela de verano, el/ella tendrá que repetir el grado en el año escolar XXXXX-XX.

Nombre del Estudiante: _____

Grado: _____

Firma de Padre/Guardián : _____

Fecha: _____