

e-Diagnostic Reading Assessment (DRA)

Processes and Scoring for Teachers and Testers

Page 1: Word Reading Test

Page 2: Phonics Testing

Page 3: Fluency Testing

Page 4: Comprehension Testing

Pages 5-8: BADER Comprehension Questions



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Word Reading Test Process

1. Look at the student's TABE or CASAS Reading grade level equivalent. The starting point word list should be at least one level lower.
2. Tell the student: "For this test, you will read aloud words while I listen and write on another form. I will stop when the words get too hard. This will tell me (or your teacher) what you need to learn about sounding out words. Reading words correctly will help you better understand sentence and paragraph meaning."
3. Present the PDF slide of the starting point word list. Tell the student to read aloud each list or word. Stop presenting lists or words when the student makes many errors or appears frustrated.
4. Follow along on the Teacher Copy PDF. Write 1 for correct word readings and 0 for incorrect word readings. Count the number of words read correctly after each list. As much as possible, write down incorrect word readings for teacher analysis.
5. Use these guidelines for judging correct or incorrect word readings (NOTE: focus on word recognition -- not perfect pronunciation)
 - Incorrect: an obvious mispronunciation or substitution of the test word
 - Incorrect: when a long vowel is substituted for a short sound (or vice-versa) and it changes the test word
 - Incorrect: when the student slowly or laboriously sounds out the test word; only 3-5 seconds are allowed for each word reading
 - Incorrect: when a non-English pronunciation is given for a test word from a native Spanish or French speaker

Not incorrect: mispronunciations affected by accent, dialect, common ESL errors (often with -s/-es, -th-, -ed, and proper names), quick self-corrections, or short hesitations

6. Word Reading Test guidelines:
 - If the student reads 9 or 10 of the words correctly, go up to the next word list(s).
 - If the student reads 7 or 8 of the words correctly, stop; the lower GE is Mastery.
 - If the student reads 6 or less of the words correctly, go down to the next word list(s).

The Alphabetics Mastery Level is the highest grade-leveled word list read with 70% to 90% accuracy.

This Level generally indicates need for phonics (GE 1-3) or readiness for multi-syllable decoding (GE 4-8).

Phonics Testing Process

Using Sylvia Greene's *Informal Word Analysis Inventory* (modified)

Reading (Decoding) – Individual

1. Select to begin with Level I or Level II word lists according to these descriptions:

Level I, Lists 1-3: single consonants, short vowels, consonant digraphs and blends, long vowel-silent e

Level II, Lists 4-6: vowel teams, silent consonants, vowel r and l, soft/hard c and g, irregular patterns

2. Tell the student: "I am going to give you a short reading test. You will read words aloud while I listen carefully. I will stop when the words get too hard. This will tell me (or your teacher) what you need to learn about sounding out words."
3. Present the PDF slide of the starting point Level I or Level II word list. Tell the student to read aloud each list or word. Stop presenting lists or words when the student makes many errors or appears frustrated.
4. Follow along on the Teacher Copy PDF. Write 1 for correct word readings, 0 for incorrect word readings, and as much as possible, incorrect pronunciations within the boxes. If you started with Level I lists, and the student reads most of words correctly, go to the Level II lists.
5. Determine which English letter-sound patterns the student knows (by correct pronunciations) and does not know (by incorrect pronunciations).

Spelling (Encoding) – Individual or Group

1. See #1 from above.
2. Tell the students: "I am going to give you a short spelling test. I will say each word twice. Do the best you can; I will stop when the words get too hard. This will tell me (or your teacher) what you need to learn about sounding out words."
3. Say the words clearly from the Teacher Copy PDF. Stop when students make many spelling errors or appear frustrated. If you started with Level I lists, and the students spell most of the words correctly, go to the Level II lists.
4. Collect the spelling tests to check. Determine which English letter-sound patterns the students know (by correct spellings) or do not know (by incorrect spellings)

Fluency Testing Process

Using BADER Graded Reader's Passages, Pearson Education, Inc.

<http://www.pearsoned.com/>

1. Look at the student's TABE or CASAS Reading grade level equivalent and Alphabetics Mastery Level (if assessed). The starting point passage is the lower of the two levels.
2. Tell the student: "For this test, you will read paragraphs aloud to me. I will listen and write on another form. I will stop when the passages get too hard. This will tell me (or your teacher) what you need to learn about reading text correctly and smoothly. This will also help you better understand sentence and paragraph meaning."
3. Present the PDF slide of the starting point passage (by paragraphs) for fluency.
4. Listen while the student reads aloud. Tell the student any words he/she does not know to keep the oral reading moving along. Not all the paragraphs in a passage need to be read aloud to score fluency (especially for passages at Levels 6-8).
5. If the student reads sentences and paragraphs smoothly, with pauses occurring at appropriate places and few word errors or repetitions, score his/her fluency as **3** (a good, but not perfect, oral reading). Go up to the next passage(s).
6. If the student reads sentences and paragraphs unevenly, with some awkward pausing and some word errors or repetitions, score his/her fluency as **2** (a fair oral reading). This indicates the beginning of reading fluency struggle. Go down to the next passage(s). Stop when the student's fluency is scored as a 3.
7. If the student reads sentences or paragraphs slowly or choppily and with many word errors or repetitions, score his/her fluency as **1** (a poor oral reading). This indicates an increase in reading fluency struggle. Go down to the next passage. Stop when the student's fluency is scored as a 3.

The Fluency Instructional Level for Rate & Prosody is the highest grade-leveled passage read and scored as 2.

The Fluency Instructional Level for Accuracy is the highest grade-leveled passage read and scored as 1.

The Fluency Instructional Level Range for selecting "slightly challenging" texts is a combination of the highest Instructional Levels for Rate& Prosody and Accuracy: Levels 3-4, Levels 5-6, Levels 7-8, Levels 8-8+, etc.

Comprehension Testing Process

Using BADER Graded Reader's Passages, Pearson Education, Inc.

<http://www.pearsoned.com/>

1. Look at the student's TABE or CASAS Reading grade level equivalent and Alphabetics Mastery Level (if assessed). The starting point passage is the lower of the two levels.
2. Tell the student: "For this test, you will read paragraphs to yourself (or silently) ONE TIME. Then I will ask you questions about what you read and write on another form. I will stop when the questions get too hard. This will tell me (or your teacher) what you need to learn about reading text for meaning and understanding."
3. Present the PDF of the starting point passage (all on one page) for comprehension.
4. Read aloud the title and Motivating Statement at the top of the Teacher Copies (see pages 5-8).
5. Observe the student reading silently and make sure he/she only reads the entire passage once.
6. Ask all the questions from the Teacher Copies. Allow the student to refer back or skim the text for answers quickly (especially dates, times, names, or places) – but not reread entire paragraphs.
7. Compare the student's answers to the acceptable responses in parentheses (which do not have to be identical or word for word). Score 1 for correct and 0 for incorrect. Count the number of correct answers and determine a percentage for each passage.

$$+2/6=33\% \quad +3/6=50\% \quad +4/6=67\% \quad +5/6=83\%$$

$$+3/7=43\% \quad +4/7=57\% \quad +5/7=71\% \quad +6/7=86\%$$

$$+3/8=38\% \quad +4/8=50\% \quad +5/8=63\% \quad +6/8=75\% \quad +7/8=88\%$$

$$+4/9=44\% \quad +5/9=56\% \quad +6/9=67\% \quad +7/9=78\% \quad +8/9=89\%,$$

$$+4/10=40\% \quad +5/10=50\% \quad +6/10=60\% \quad +7/10=70\% \quad +8/10=80\% \quad +9/10=90\%$$

8. If the student's percentage is at or above 75%, go up to the next passage(s) and repeat #4-7. If the student's percentage is below 75%, go down to the next passage(s) and repeat #4-7.

The Comprehension Mastery Level (of success) is the highest grade-leveled passage for which the student answers at least 75% of the questions correctly.

The Comprehension Instructional Level (of struggle) is typically one level up (+1) from the Mastery Level.

BADER Comprehension Questions

Teacher Copy

Student Name _____ Date _____

Give Me Room, Level 1 (fiction, 81 words)

Motivating Statement: Read the story to learn about some things an old man did to make his life easier.

- 1. What was the old man doing? (getting on a bus or walking very slowly*)
- 2. Describe the old man. (he walked very slowly or used a cane*)
- 3. What surprised the person?* (the man had a bike horn on his cane*)
- 4. What did the person tell the old man?* ("I had never seen a cane with a horn."*)
- 5. What caused a problem for the old man? (crowded city market or people did not give him room*)
- 6. Why did the person understand the problem at the market? (he had been there)
- 7. Why did the old man use a horn? (to get people to move)

Linda at the Diner, Level 2 (fiction, 98 words)

Motivating Statement: Read the story to learn what Linda does to make her life better.

- 1. Where does Linda work? (at a diner)
- 2. When does Linda work? (in the morning or from 6 until 10*)
- 3. When is the diner busy? (at breakfast time)
- 4. Why does Linda like to work at the diner? (she likes talking with people*)
- 5. What does Linda do in the evening? (she goes to school*)
- 6. What did Linda make in her classes? (new friends)
- 7. Why does Linda go to school? (to learn more about business*)
- 8. What does she want to do someday? (to manage or buy her own diner*)

Ants, Level 3 (non-fiction, 135 words)

Motivating Statement: Read the passage and learn about keeping ants away from food.

- 1. How many different kinds of ants are there in the world? (10,000 or more than 10,000*)
- 2. What colors are ants?* (red and black*)
- 3. What sizes are ants?* (big and small*)
- 4. Why do some people like to watch ants? (fun to watch as they work together to find or gather food*)
- 5. How do some people keep ants away? (with ant spray)
- 6. What is the problem with ant spray? (spray or chemicals can get on food*)
- 7. What spice do some people use to keep ants away (black pepper)
- 8. What herb do other people use to keep ants away? (bay leaves)

*** indicates a modified question or answer based on the text**

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Comprehension Questions

Teacher Copy

Student Name _____ Date _____

Explorers in Space, Level 4 (non-fiction, 167 words)

Motivating Statement: Read the passage and learn about astronauts and the space station.

1. Who are astronauts?* (men and women who work in space)
2. Where do they stay? (at the space station)
3. Who is building the space station?* (United States and other countries)
4. Why is it taking so long to build?* (everything has to be carried into space on rockets*)
5. How big is it now? (as big as a football field*)
6. How many people can stay there? (10 or more people)
7. Why do people wear special suits outside of the station? (no air to breathe in space*)
8. What do people staying on the space station do? (experiments)

A Famous Automobile, Level 5 (non-fiction, 175 words)

Motivating Statement: Read the passage and learn about Henry Ford and his famous car.

1. Who built the first automobile? (no one knows or no one is really sure*)
2. In 1900, why didn't many people own cars? (they were very expensive and only a few people could buy them*)
3. Who was Henry Ford? (man responsible for many people being able to buy cars or a man from Detroit, Michigan, who owned Ford Motor Company)
4. What famous car or automobile did his Ford Motor Company build?* (Model T Ford)
5. What was special about the Model T? (first car that most people could afford to buy*)
6. During what years did they build the Model T? (1908 to 1928)
7. How fast could it travel? (up to 40 miles per hour*)
8. What do today's automobiles come in? (all shapes, colors, and sizes*)

* indicates a modified question or answer based on the text

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Comprehension Questions

Teacher Copy

Student Name _____ Date _____

Babysitting, Level 5 (fiction, 187 words)

Motivating Statement: Read the story and learn about someone having to babysit his nephew.

- 1. What did Mike find when he returned to his apartment? (a note on the table)
- 2. What did the note say? (Your sister called to ask if you would babysit Billy tomorrow afternoon.*)
- 3. How did Mike feel about that? (he groaned* and didn't want to at first)
- 4. What was Billy like? (10 years old, very active or had lots of energy*)
- 5. What was one thing that happened before when Mike babysat Billy? (tore his good pants or his hand got cut*)
- 6. How did Mike cut his hand? (too late to save the dishes Billy had stacked high on the edge of the sink*)
- 7. Why did Mike decide to babysit for his sister? (she was family, she won't find anyone else, or Billy reminds him of himself*)
- 8. Who did Billy remind Mike of? (himself when he was young or 10 years old*)

Volcanoes, Level 6 (non-fiction, 198 words)

Motivating Statement: Read the passage and learn about volcanoes and how they erupt.

- 1. Where does a volcano begin (deep inside* the Earth)
- 2. What is it like deep in the Earth? (hot enough to melt rock(s))
- 3. What does the melted rock mix with? (gases* or steam)
- 4. Where does the melted rock erupt or explode*? (where the Earth's crust is the weakest*)
- 5. Why is the gas that erupts the color of smoke? (contains dust* or volcanic dust)
- 6. What happens when the melted rock is sticky? (picks up rock fragments that are not melted*)
- 7. What are the rock fragments called? (bombs)
- 8. What is lava like when it first comes out of the ground? (like water* or flows like water)

*** indicates a modified question or answer based on the text**

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Comprehension Questions

Teacher Copy

Student Name _____ Date _____

Fast Train Travel, Level 7 (non-fiction, 235 words)

Motivating Statement: Read the passage and learn about high-speed trains in different countries.

1. What country claims or reports* the fastest train? (China)
2. Why does high-speed travel work in China? (China is a very large country with long distances)
3. What is another country that developed high-speed rail travel? (Japan)
4. Why does high-speed travel work in Japan? (Japan is a small country with a large population*)
5. What are several European countries doing? (building rail links or trains* that cross borders)
6. How is the United States doing compared to China and Europe? (lagging behind)
7. In the United States, what cities does the one high-speed train run between? (Washington and Boston)
8. What has to happen in order for the United States to have more high-speed trains? (more rail lines/tracks need to be built*)

Firefighters, Level 8 (non-fiction, 181 words)

Motivating Statement: Read the passage and learn about firefighters and their training.

1. Why are firefighters called first responders? (first to arrive at an emergency)
2. What situations, other than fire, may require their help? (medical emergencies, traffic accidents, oil spills, forest fires; at least 2 answers)
3. How old do firefighters have to be? (18 years or older)
4. How much education must entry-level firefighters have? (high school diploma; a GED is also accepted*)
5. How long will recruit training take? (several weeks)
6. Where do recruits train?* (at large fire departments or community colleges)
7. What do recruits study? (firefighting methods, fire prevention, building codes, first aid, and hazardous materials control*; at least 2 answers)
8. What kind of competition is there for becoming a firefighter? (intense; much or a lot*)
9. How often do training courses at community colleges meet?* (twice a week for half a year)
10. How much can paramedics be paid a year? (up to \$78,000)

* indicates a modified question or answer based on the text

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