

Getting Started with the DRA2 Online Management System for **South Carolina** Teachers

Deia Roberts
Educational Specialist



DRA2 Online Overview

- ✓ Web-based, subscription program
- ✓ Organize, manage, report on, and archive DRA2 assessment results
- ✓ Assessment data securely housed
- ✓ Access from any Internet-based computer

Levels of Access to DRA Online

District Administrator

- Required if DRA OMS purchased at District Level

School Administrator

- Required if there is no District Administrator

Teacher

- Required

Report Analyst

- Optional

Please write this down

OMS Site Login

www.draoms.com

Technical help

www.Technical.Support@Pearson.com

Phone: 1-800-968-4558

DRA Online: Getting Started Administrators



Identify your District- or School-level Manager for the DRA Online. Responsibilities include:

- Registering online
- Implementing the DRA Online for each district/school by registering teachers & uploading (and maintaining) student information
- Customizing the DRA Online, i.e. setting up benchmarks
- Assisting teachers as needed

For your reference: the [Implementation Checklist](#)

Once you Register...(Administrator)

You will receive:

- Confirmation email
- Approval and Notification emails

Registering Teachers



To register the teachers who will be using the DRA Online:

- Login & go to the "User Management" link
- Click on Upload Users
- List of Teachers:
 - First Name
 - Last Name
 - E-mail address
 - Employees ID
 - School name
- NOTE: lists must be tab-delimited text (.txt) files

A screenshot of the DRA2 ONLINE web application. The header is green with the "DRA2 ONLINE" logo on the left and navigation links "PLG Access", "My Account", "Help", and "Logout" on the right. Below the header, the user is identified as "Mr. Admin One - GRAND BLANC CMTY SCH DISTRICT". The main content area is titled "User Management" and contains two columns of instructions and controls. The left column provides steps for searching existing users, including dropdown menus for "Teachers" and "-- All Sites --", a text input field, and a "Search" button. The right column provides instructions for adding, removing, uploading, or downloading users, with corresponding buttons for "Add Teacher", "Remove Teacher", "Upload Users", and "Download Users". The Pearson logo is visible in the bottom right corner of the page.

Registering Students

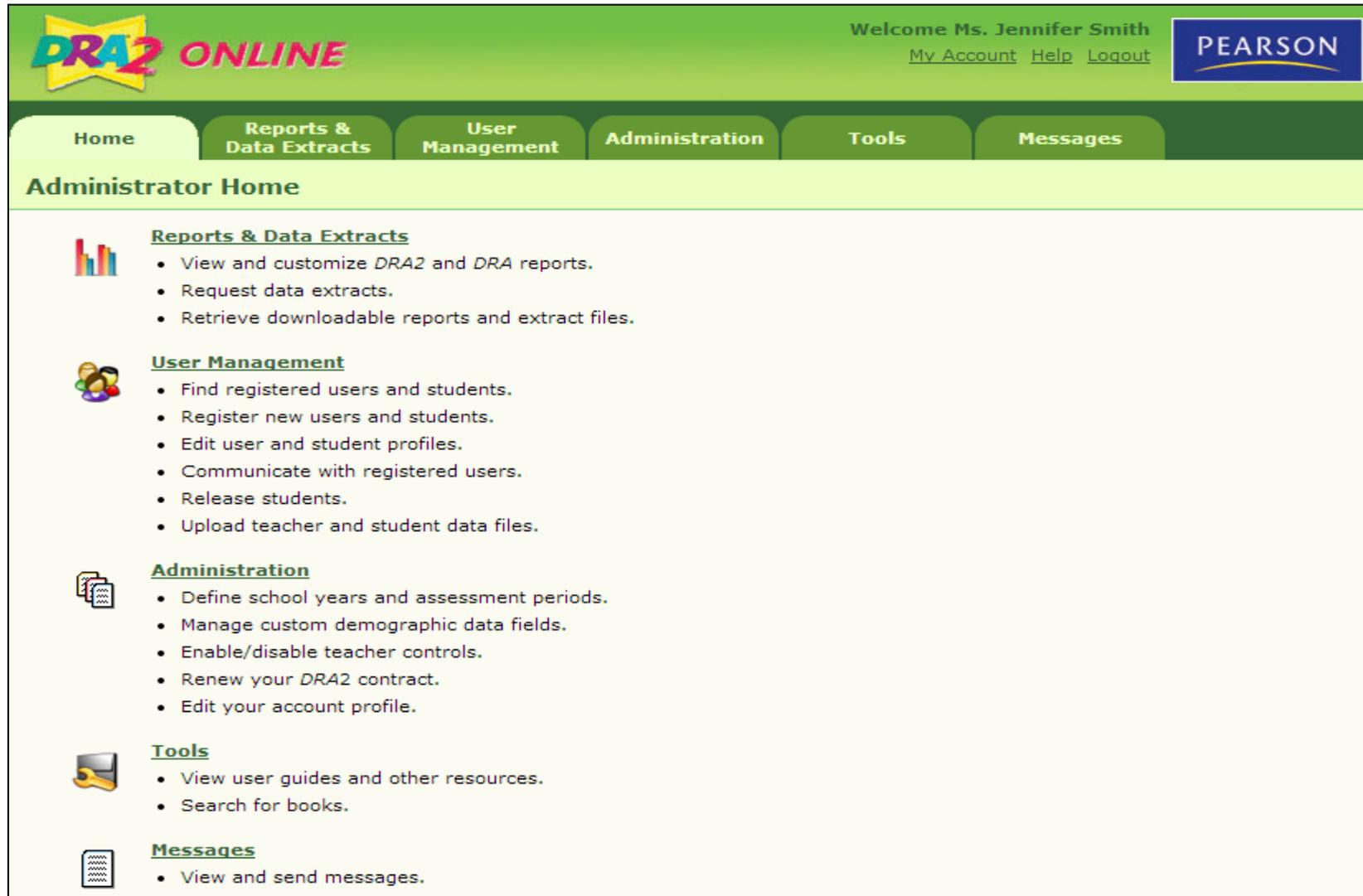


Who can register students?

- Teachers: one-by-one, manually
- Administrators: through lists only

Recommendation: if this is a district implementation, upload the students centrally at the Administrator level to avoid duplicate entries

Administrators



DRA2 ONLINE

Welcome Ms. Jennifer Smith
[My Account](#) [Help](#) [Logout](#)

PEARSON

Home Reports & Data Extracts User Management Administration Tools Messages

Administrator Home

Reports & Data Extracts

- View and customize *DRA2* and *DRA* reports.
- Request data extracts.
- Retrieve downloadable reports and extract files.

User Management

- Find registered users and students.
- Register new users and students.
- Edit user and student profiles.
- Communicate with registered users.
- Release students.
- Upload teacher and student data files.

Administration

- Define school years and assessment periods.
- Manage custom demographic data fields.
- Enable/disable teacher controls.
- Renew your *DRA2* contract.
- Edit your account profile.

Tools

- View user guides and other resources.
- Search for books.

Messages

- View and send messages.

Administrators: Disaggregate Data

Demographics Report

Report View:

Filter:

Assessment Period:

The Demographics Report shows the make-up of your student population in terms of percentage of those who meet...

Gender	Total Students	% of Total
Male	10	20.83
Unknown	1	2.08
Female	1	2.08
Unknown	36	75.00
TOTAL	48	

Migrant Status	Total Students	% of Total
Migrant	7	14.58
Non-Migrant	4	8.33
Unknown	37	77.08
TOTAL	48	

Language	Total Students	% of Total
English Second Language	8	16.67
English	4	8.33
Unknown	36	75.00
TOTAL	48	

Ethnicity	Total Students	% of Total
Hispanic	2	4.17
Caucasian	6	12.50
African American	1	2.08
Native American	1	2.08
Other	1	2.08
Asian	1	2.08
Unknown	36	75.00
TOTAL	48	

Socioeconomic Status	Total Students	% of Total
Reduced Price Lunch	6	12.50
Free Lunch	6	12.50
Unknown	36	75.00
TOTAL	48	

Disability	Total Students	% of Total
IEP Yes	4	8.33
IEP No	7	14.58
Unknown	37	77.08

You can create & add demographic filters to reports such as Performance Reports

Custom Demographics

DRA2 ONLINE Welcome Ms. Jennifer Smith [My Account](#) [Help](#) [Logout](#) **PEARSON**

Home Reports & Data Extracts **User Management** Administration Tools Messages

Custom Demographics Home Search New User Release Students Custom Demographics Data Upload

Standard and custom student demographic data fields are listed below. Fields that are currently enabled are shown in **bold**.

Click "New Field" to create a new custom demographic field up to a total of 15 fields. Click "Send Email" to send demographic field information to Teachers and Administrators.

Field Name	Field Type	Answers
Grade	Text	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Gender	Text	Male, Female, Unknown
Special Needs	Text	IEP No, IEP Yes, N/A
Socioeconomic Status	Text	Free Lunch, Reduced Price Lunch, N/A
Migrant Status	Text	Non-migrant, Migrant, Unknown
Ethnicity	Text	Caucasian, African American, Hispanic, Asian, Native American, Other
Language	Text	English, English as a Second Language, N/A

New Field Send Email

Administrators

The screenshot shows the DRA2 ONLINE administrator interface. At the top left is the 'DRA2 ONLINE' logo. To the right are links for 'PLG Access', 'My Account', 'Help', and 'Logout'. Further right is the 'Celebration Press' logo with 'Pearson Learning Group' underneath. Below the header is a 'Home' button. The main content area shows the user 'Mr. Admin One - GRAND BLANC CMTY SCH DISTRICT'. The interface is divided into two columns: 'Administrator Home' and 'Resources'. The 'Administrator Home' column contains four sections: 'Administration' (with a pencil icon) for setting preferences, 'User Management' (with a group of people icon) for adding and managing users, 'Reports' (with a bar chart icon) for viewing and customizing reports, and 'License Management' (with a book icon) for viewing and renewing subscriptions. The 'Resources' column contains three links: 'DRA2 Online: Powerstart Training - Coming Soon', 'DRA2 Online: User Guide - Coming Soon', and 'DRA2-Levelled Book Search'.

Set school year,
assessment periods

Set teacher access to
optional components

Load teachers & student
rosters

Have access to district- or
school-level reports:

- Performance
- Completion
- Demographics

Teachers: Your Role with the DRA2 Online

*How print + online work
together*

Teacher Implementation Checklist

1. **Access account using login information provided in your confirmation email. Go to account and change password.**
2. **Contact district or school online manager if do not have credentials.**
3. **Verify that all students appear correctly on your class overview.**
4. **Enter all assessment data based on student DRA2 reading conferences.**

Registration Letter

Hello Barbara Ford,

Your DRA Online Management System login information is being sent to you by request of your DRA School Administrator. You can login to the system at <https://www.draoms.com/> - we suggest you bookmark this URL.

For your records, keep the following login information in a safe place:

Your username is TMPLOG_359195.

Your password is TMPPASS_359195.

Once you have logged into the system, you can change your username 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.

[Help](#)

Welcome to DRA Online Management System (OMS). If you are a current DRA OMS user, you may log in with your existing Username and Password. If you are new to DRA OMS, click "Register Here" to set up your account.

Log In

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

Username:

Password:

[Log In](#)

[Forgot your password?](#)

New to DRA Online?

- [DRA2 OMS Getting Started Guide](#)
- ➔ ◦ [Register Here](#)
- [Request a free teacher demo account](#)
- [Contact Us](#)

Teachers

DRA2 ONLINE Welcome Deia Roberts [My Account](#) [Help](#) [Logout](#) **PEARSON**

Home Progress Monitoring Word Analysis Reports Administration Tools Messages

Teacher Home

Select an Assessment Period from the list below. You may enter assessment data for the current Assessment Period 1. You may not yet enter assessment data for Assessment Period 2 or Assessment Period 3.

Select All Types or a specific assessment type. Select All Assessments or Latest Only to show the most recent assessment for each student for the selected assessment period. If you select All Types and Latest Only, the most recent assessment of each type for the selected assessment period will be shown for each student.

Click a student's name to view their Book Graph report. Click a column header to sort by that column. Click the column header again to reverse the sort order. Note that if sorted by any column other than Student or Grade, students with more than one assessment for the selected Assessment Period may appear more than once.

Assessment Period 1: August 1, 2015 - November 30, 2015 [Student Management](#) | [Student Groups](#)

Assessment Types: All Types Assessments: All Assessments [Printable Version](#)

Student	Grade	Version	Assessment Status	Reading Level	Reading Stage	Scores				Assess Student	
						Reading Emgmt.	Oral Reading	Printed Language	Compre-hension		
Alvarado, Jonathan	1	--	Not Started	--	--						
Bell, Anthony	2	--	Not Started	--	--						
Delgado, Amanda	3	DRA2	Completed	28	Extending	6	12	--	22		
Ellis, Lauren	2	EDL2	Completed	16	Transitional	5	11	--	23		
		DRA2	Completed	16	Transitional	7	15	--	22		
Foster, Luke	3	--	Not Started	--	--						
Khan, Nathaniel	K	--	Not Started	--	--						
King, Destiny	1	DRA2	Completed	3	Emergent	8	5	8	--		
Lin, Kaitlyn	K	EDL2	Completed	A	Emergent	5	9	8	--		
		DRA2	Completed	A	Emergent	5	7	2	--		
Nanalook, Gage	4	--	Not Started	--	--						
Vasquez, Jada	4	DRA2	Completed	38	Extending	8	13	--	20		
		EDL2	Completed	38	Extending	5	14	--	24		

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

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

- Enter assessments
- Monitor student progress
- Have access to individual and class reports:
 - Summary
 - Completion
 - Focus for Instruction
 - Word Analysis



Welcome Deia Roberts
[My Account](#) [Help](#) [Logout](#)



Home

Progress Monitoring

Word Analysis

Reports

Administration

Tools

Messages

Teacher Home

Select an Assessment Period from the list below. You may enter assessment data for the current Assessment Period 1. You may not yet enter assessment data for Assessment Period 2 or Assessment Period 3.

Select All Types or a specific assessment type. Select All Assessments or Latest Only to show the most recent assessment for each student for the selected assessment period. If you select All Types and Latest Only, the most recent assessment of each type for the selected assessment period will be shown for each student.

Click a student's name to view their Book Graph report. Click a column header to sort by that column. Click the column header again to reverse the sort order. Note that if sorted by any column other than Student or Grade, students with more than one assessment for the selected Assessment Period may appear more than once.

Assessment Period 1: August 1, 2015 - November 30, 2015 ▼

[Student Management](#) | [Student Groups](#)

Assessment Types: All Types ▼ Assessments: All Assessments ▼

Printable Version

Student	Grade	Version	Assessment Status	Reading Level	Reading Stage	Scores				Assess Student
						Reading Engmnt.	Oral Reading	Printed Language	Comprehension	

Remember from DRA2 Training...

Teacher Observation Guide **Thin as a Stick** Level 24, Page 7

DRA2 FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS

READING ENGAGEMENT

Book Selection

- Teach student strategies to select "just right" books for independent reading
- Introduce student to reading materials from a variety of genres
- Teach student how to use a reading log to monitor book selection
- Model/teach how to read for different purposes

Sustained Reading

- Model and support how to read independently
- Teach strategies to build reading stamina
- Develop clear expectations for amount of independent reading
- Create structures to support reading at home

ORAL READING FLUENCY

Expression and Phrasing

- Model and support reading in longer, meaningful phrases with appropriate expression
- Have student practice appropriate expression with familiar texts
- Have student participate in choral reading and/or reader's theater
- Teach student to heed punctuation

Rate

- Provide materials and time for repeated reading to increase reading rate
- Teach student to read lower level and/or familiar texts at an appropriate rate

Accuracy: Word Analysis

- Support and reinforce self-corrections of miscues
- Model and support how to take words apart (e.g., onset and rime, syllables) to problem-solve unknown words
- Teach how to use word chunks and analogies to problem-solve unknown words
- Provide spelling activities and word sorts to help student recognize patterns in words

COMPREHENSION

Prediction

- Teach student how to make predictions based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud
- Model and support how to use background knowledge to make meaningful predictions

Retelling

- Model and teach how to retell a story
- Model and teach how to identify important events to include in a retelling
- Support retelling a story in sequence
- Encourage student to use characters' names when retelling a story
- Model and teach how to identify important details to include in a retelling
- Model and support using key language and vocabulary from the text in a retelling
- Model and teach how to create and use story maps to aid retelling

Interpretation

- Model how to infer during shared reading and read-alouds
- Teach and share examples of inferences
- Model and teach student how to think about *Why?* questions while and after reading a text
- Model and teach how to support inferences with examples from the text

Reflection

- Help student identify important message in a story
- Provide opportunities to identify and discuss the important event in a story
- Demonstrate and teach student how to support opinion with details from the text

OTHER

Support questioning strategies during read alouds and guided reading

DR042 K-3 © Pearson Education, Inc./Collaboration Press/Pearson Learning Group. All rights reserved.

Student: Student Two - 1st Grade, End of Year 2005 Assessment

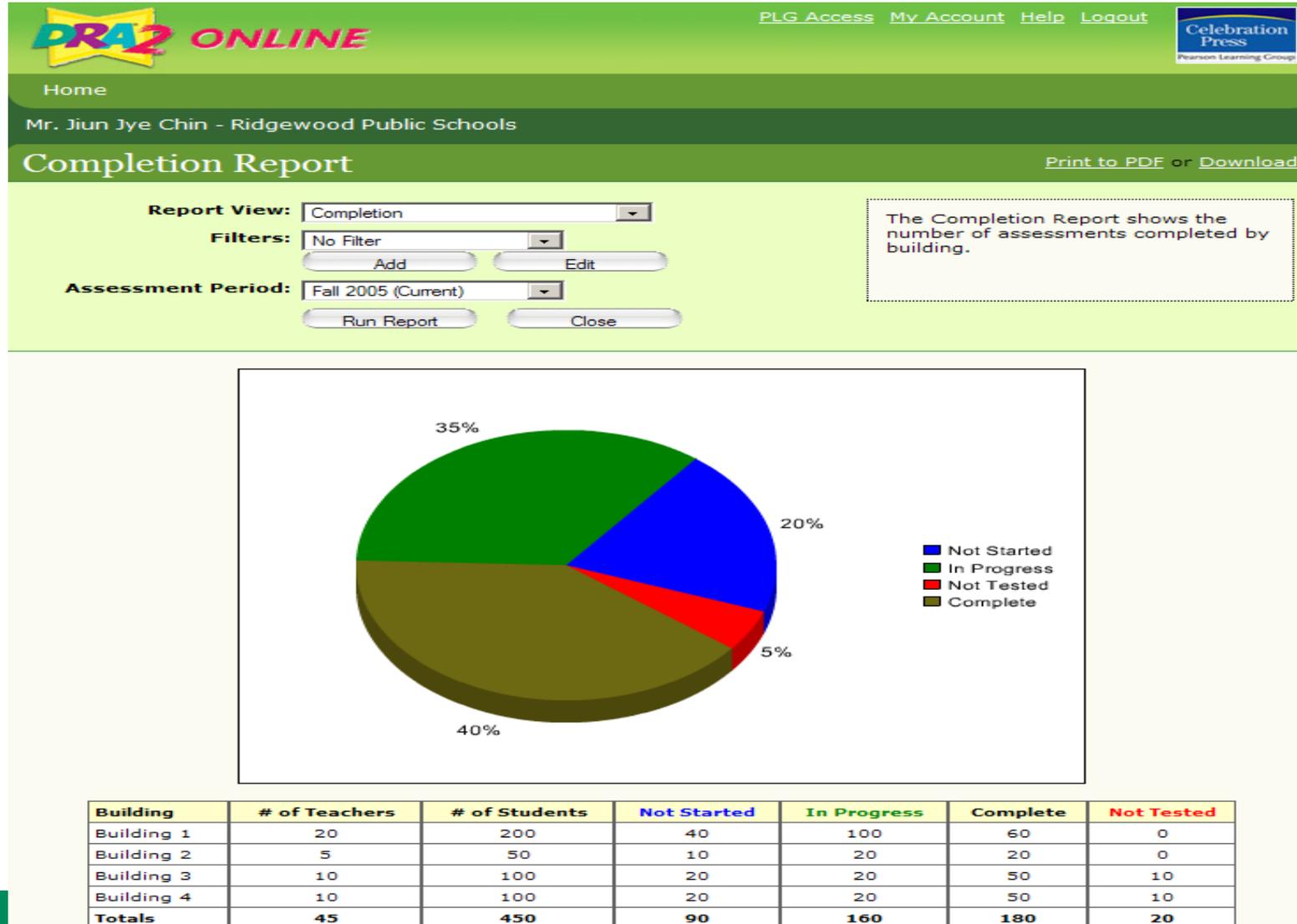
Book: *Why Are We Stopping?* (Level 6 - Early Reader)

Statistics: Accuracy Rate: 97%

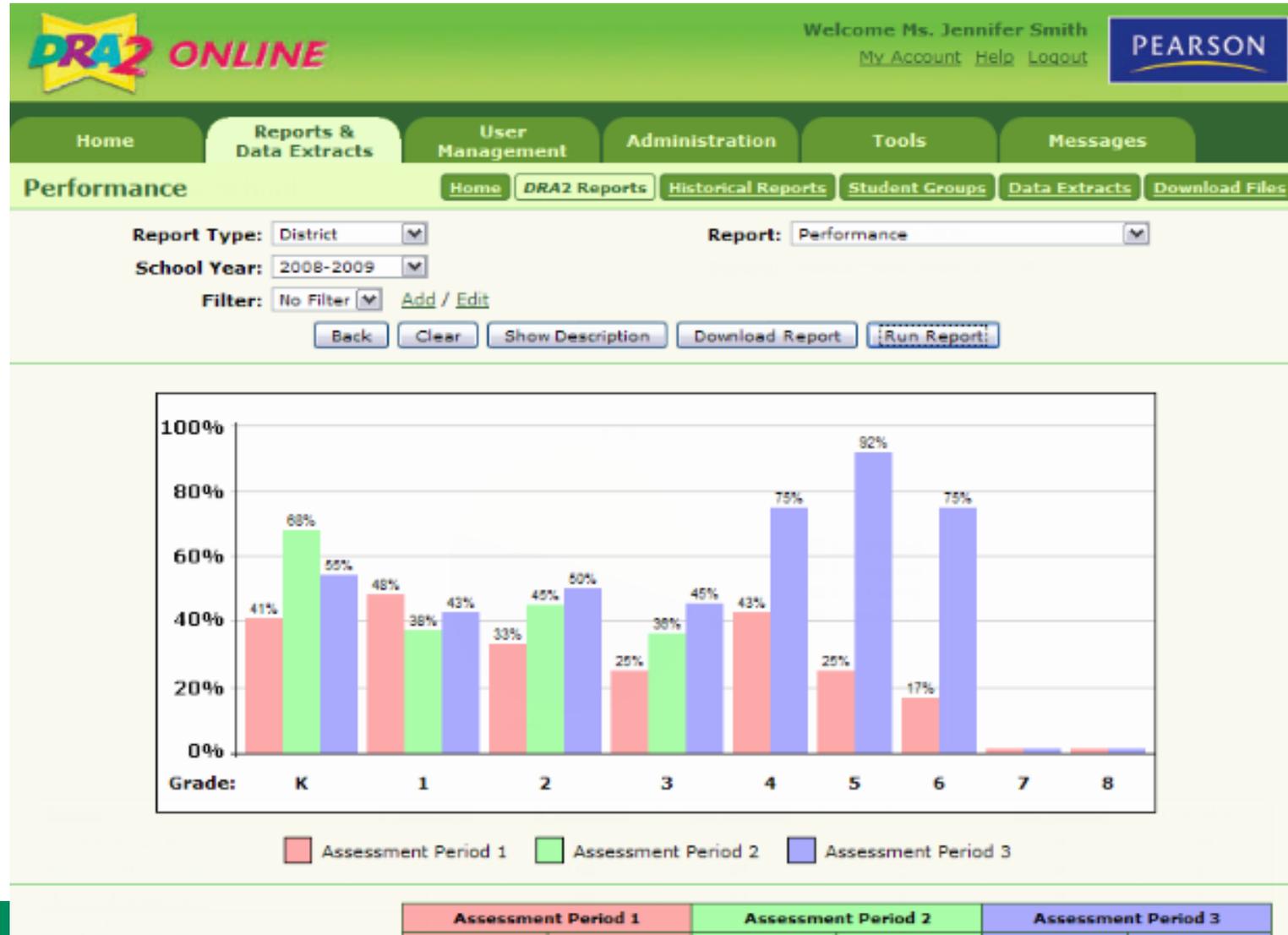
READING ENGAGEMENT (INDEPENDENT)	COMPREHENSION (INDEPENDENT)
<p>Book Selection</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide guided opportunities to select familiar stories for rereading <input type="checkbox"/> Model and support how to select "just right" new texts for independent reading <input type="checkbox"/> Model and discuss why readers have favorite books and authors <p>Sustained Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model and support the use of sustained reading time <input type="checkbox"/> Create structures and routines to support buddy reading <input type="checkbox"/> Create structures and routines to support reading at home 	<p>Previewing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support creating a story from the illustrations <input type="checkbox"/> Model and support previewing a book before reading, during read-aloud and shared reading experiences <p>Retelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the retelling of familiar stories <input type="checkbox"/> Teach the elements in a good retelling <input type="checkbox"/> Demonstrate how to create and use story maps to aid retelling <input type="checkbox"/> Support retelling a story in sequence <input type="checkbox"/> Encourage student to use characters' names when retelling a story <input type="checkbox"/> Support using key language/vocabulary from the text in a retelling <p>Reflection</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support and reinforce student's response to books during read-aloud, and shared and guided reading experiences <input type="checkbox"/> Help student identify favorite part of books <input type="checkbox"/> Provide opportunities to select a favorite book, toy, TV show, etc., and tell why it is a favorite <input type="checkbox"/> Demonstrate how to give reason(s) for one's opinion <p>Making Connections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model and teach how to make text-to-self connections <input type="checkbox"/> Model and support how to make text-to-text connections
<p>ORAL READING FLUENCY (INDEPENDENT)</p> <p>Phrasing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage student to read in phrases during shared reading <input type="checkbox"/> Show how words are grouped into phrases in big books and poetry charts <input type="checkbox"/> Support rereading familiar texts to build fluency <p>Monitoring/ Self-Corrections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support one-to-one matching as a means to self-monitor <input type="checkbox"/> Model and teach how to use known words as a means to self-monitor <input type="checkbox"/> Model and support confirming and discounting word choice using meaning, language, and visual information <input type="checkbox"/> Demonstrate and teach how to read for meaning, self-correcting when a word doesn't make sense or sound right <input type="checkbox"/> Model and teach how to monitor visual information, self-correcting when a word doesn't look right <p>Problem-Solving Unknown Words</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model and support using beginning letter(s)/sound(s), sentence and/or story structure, as well as meaning (illustrations and background knowledge) to problem-solve unknown words <input type="checkbox"/> Teach how to take words apart (onset and rime) to problem-solve unknown words 	<p>OTHER</p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div>

OMS Go Live

District Completion Report



School/District Performance



Student Progress Over Time

DRA2 ONLINE Welcome Ms. Karen Anderson [My Account](#) [Help](#) [Logout](#) **PEARSON**

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: 2008-2009

Student: Keith, Ari (1110323) Search

[Back](#) [Clear](#) [Show Description](#) [Download Report](#) [Run Report](#)

School Year	Grade	Assessment Period	Assessment Date	Book Title (Fiction/Nonfiction)	Level/Score	Grade-level Performance		
						Below	On	Above
2008-2009	Kindergarten	Period 1	08/25/08	<i>Can You Sing?</i> (F)	A:-	✓		
		Period 2	12/29/08	<i>What Is Red?</i> (F)	1:-		✓	
		Period 3	04/21/09	<i>Look at Me</i> (F)	3:-		✓	
2009-2010	1st Grade	Period 1	09/27/09	<i>The "I Like" Game</i> (F)	3:3	✓		

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

Remember from DRA2 Training...

DRA2, K-3, Book Graph

DRA2 Stage	Grade	DRA2 Level	Name	Kindergarten	First	Second	Third	
Extending	Third Grade	40	Advanced					
			Independent					
			Instructional					
			Advanced					
	Transitional	Second Grade	38	Advanced				
				Independent				
				Instructional				
				Advanced				
		First Grade	34	Advanced				
				Independent				
				Instructional				
				Advanced				
Early	Second Grade	30	Advanced					
			Independent					
			Instructional					
			Advanced					
	First Grade	28	Advanced					
			Independent					
			Instructional					
			Advanced					
		Kindergarten	24	Advanced				
				Independent				
				Instructional				
				Advanced				
Emergent	Second Grade	20	Advanced					
			Independent					
			Instructional					
			Advanced					
	First Grade	18	Advanced					
			Independent					
			Instructional					
			Advanced					
		Kindergarten	16	Advanced				
				Independent				
				Instructional				
				Advanced				
Emergent	Second Grade	14	Advanced					
			Independent					
			Instructional					
			Advanced					
	First Grade	12	Advanced					
			Independent					
			Instructional					
			Advanced					
		Kindergarten	10	Advanced				
				Independent				
				Instructional				
				Advanced				
Emergent	Second Grade	8	Advanced					
			Independent					
			Instructional					
			Advanced					
	First Grade	6	Advanced					
			Independent					
			Instructional					
			Advanced					
		Kindergarten	4	Advanced				
				Independent				
				Instructional				
				Advanced				
Emergent	Second Grade	3	Developing					
			Independent					
			Instructional					
			Advanced					
	First Grade	2	Developing					
			Independent					
			Instructional					
			Advanced					
		Kindergarten	1	Developing				
				Independent				
				Instructional				
				Advanced				
Assessment Dates								

Advanced: Total score for Oral Reading Fluency and Comprehension must be within the Advanced range on the Continuum.
Independent: Total score for Oral Reading Fluency and Comprehension must be at least within the Independent range on the Continuum.
Instructional: Total score for either Oral Reading Fluency or Comprehension is within the Instructional range on the Continuum.

308

DRA2 ONLINE

Home | DRA Word Analysis

Mr. Teacher 1 - RIDGEWOOD HIGH SCHOOL

Student Four, 3rd Grade

Print to PDF or Download

Report View: K - 3 Book Graph

The Student Book Graph plots the student's progress against DRA2 benchmarks. Also included is a summary of key performance information. The shaded areas on the Student Book Graph represent below-level performance.

DRA2 Stage	Grade	DRA2 Level	Performance Level	Current	
Extending	Third Grade	40	Advanced		
			Independent		
			Instructional		
			Advanced		
	Transitional	Second Grade	38	Advanced	
				Independent	
				Instructional	
				Advanced	
		First Grade	34	Advanced	
				Independent	
				Instructional	
				Advanced	
Early	Second Grade	30	Advanced		
			Independent		
			Instructional		
			Advanced		
	First Grade	28	Advanced		
			Independent		
			Instructional		
			Advanced		
		Kindergarten	24	Advanced	
				Independent	
				Instructional	
				Advanced	
Emergent	Second Grade	20	Advanced		
			Independent		
			Instructional		
			Advanced		
	First Grade	18	Advanced		
			Independent		
			Instructional		
			Advanced		
		Kindergarten	16	Advanced	
				Independent	
				Instructional	
				Advanced	
Emergent	Second Grade	14	Advanced		
			Independent		
			Instructional		
			Advanced		
	First Grade	12	Advanced		
			Independent		
			Instructional		
			Advanced		
		Kindergarten	10	Advanced	
				Independent	
				Instructional	
				Advanced	
Emergent	Second Grade	8	Advanced		
			Independent		
			Instructional		
			Advanced		
	First Grade	6	Advanced		
			Independent		
			Instructional		
			Advanced		
		Kindergarten	4	Advanced	
				Independent	
				Instructional	
				Advanced	
Emergent	Second Grade	3	Developing		
			Independent		
			Instructional		
			Advanced		
	First Grade	2	Developing		
			Independent		
			Instructional		
			Advanced		
		Kindergarten	1	Developing	
				Independent	
				Instructional	
				Advanced	

Grades	Kindergarten	First	Second	Third
Assessment Dates	--	--	--	12/06/2005
Accuracy	--	--	--	100%
Words Per Minute	--	--	--	--
Comprehension	--	--	--	3

Interpreting the Graph

▲ = Reading Level achieved within an assessment

- **Advanced:** Total score for Oral Reading Fluency and Comprehension must be within the Advanced range on the Continuum.
- **Independent:** Total score for Oral Reading Fluency and Comprehension must be at least within the Independent range on the Continuum.
- **Instructional:** Total score for either Oral Reading Fluency or Comprehension is within the Instructional range on the Continuum.
- **Comprehension:** '3' is an Independent score in Level 3. '17-22' is the Independent score range for Level 40. '20-26' is the Independent score range for Levels 4-38.

DRA2 K-3 © Pearson Education, Inc. Celebration Press/Pearson Learning Group. All rights reserved.

53

Copyright © Pearson Education, Inc. Publishing as Pearson Learning Group. All rights reserved. Please read our Privacy Statement and Terms of Use.

PEARSON

Teachers/Parents: Student Assessment Summary

Student Eleven - K, Middle of Year 2005 Assessment
Recorded: 02-15-2006

What Is Red? (Level 1 - Emergent Reader)

Word Analysis Assessment

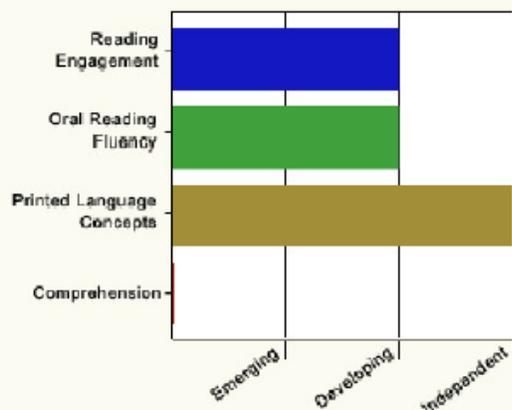
Student is below the recommended DRA level for this assessment period.

A word analysis assessment is currently in progress. Click [here](#) to continue working on the Word Analysis Assessment.

Current Assessment Summary

This assessment report is based on student performance with the text listed above.

Student is a(n) emergent reader whose oral reading fluency and comprehension scores are those of a(n) developing reader.



Areas of Strength

- ✓ Use of Cues: *Uses cues (e.g., pictures, sentence pattern, visual information) most of the time*
- ✓ Book-Handling Skills: *Holds and turns pages of a book independently*
- ✓ One-to-One Correspondence: *Points to words; consistent one-to-one match*
- ✓ Directionality: *Controls directionality*

Next Steps

Focus for Instruction

No focus for instruction items selected.

Other:

Recommended Reading

This student is not ready to read DRA2 Level 1 texts independently. You may wish to reassess the student to determine the student's exact Independent level and/or use the Book Search feature in Resources to identify lower-level texts that the student may be able to read independently.

Assessment Overview

	Kindergarten
Assessment Date	01/20/2006
DRA2 Reading Level	1
Comprehension	N/A
Accuracy	87.5%
Fluency	Developing
Performance	Above

Word Analysis Summary

Home Progress Monitoring Word Analysis Reports Administration Tools Messages

WA and FFI Summary [Home](#) [DRA2 Reports](#) [Download Files](#)

Report Type: Student Report: Word Analysis and FFI Summary

School Year: 2015-2016

Student: Roberts, Sharon (2345678) [Search](#)

Word Analysis: Kindergarten - Period 1 (09/17/15)

[Back](#) [Clear](#) [Show Description](#) [Download Report](#) [Run Report](#)

DRA Word Analysis Tasks

	Score	Level of Control
Rhyming		
Task 1: Distinguishing pictured rhyming words	8	Control
Alliteration		
Task 2: Distinguishing initial sounds of pictured words	7	Gaining Control
Phonemic Awareness		
Task 3: Isolating the initial sound of a word (Auditory/Oral)	4	Some Control
Metalanguage		
Task 4: Understanding words used to talk about printed language concepts I	8	Control
Task 7: Understanding words used to talk about printed language concepts II	6	Gaining Control
Letter/Word Recognition		

Teachers: View & Monitor Class Completion

Class Completion

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

Report Type: Class ▼

School Year: 2015-2016 ▼

Assessment Types: All Types ▼

Filter: No Filter ▼ [Add / Edit](#)

Report: Class Completion ▼

Period: Assessment Period 1 ▼

Back Clear Show Description Download Report Run Report

Student	Student ID	Not Started	In Progress	Not Assessed	Completed
Alvarado, Jonathan	3886861428733-8	X			
Bell, Anthony	3886861428734-2	X			
Delgado, Amanda	388686-1				X
Ellis, Lauren	388686-3				X
Foster, Luke	388686-6				X
Khan, Nathaniel	388686-4	X			
King, Destiny	388686-7				X
Lin, Kaitlyn	388686-5				X
Nanalook, Gage	388686-10	X			
Roberts, Sharon	2345678	X			
Thurman, James	3894625	X			
Vasquez, Jada	388686-9				X
Totals:		6	0	0	6

■ Not Started ■ Completed

50%

50%

Teachers: Class Reports

Home Progress Monitoring Word Analysis **Reports** Administration Tools Messages

Class Reporting Form Home DRA2 Reports Download Files

Report Type: Class ▼ Report: Class Reporting Form ▼
School Year: 2015-2016 ▼ Period: Assessment Period 1 ▼
Assessment Types: All Types ▼ Assessments: Latest Only ▼
Filter: No Filter ▼ Add / Edit

Back Clear Show Description Download Report Run Report

Student	Student ID	Assessment Type	Reading Level (Fiction/Nonfiction)	Reading Stage	Accuracy	Scores			
						Reading Engmnt.	Oral Reading	Printed Language	Comprehension
Delgado, Amanda	388686-1	DRA2	28 (F)	Extending	99%	6	12	-	22
Ellis, Lauren	388686-3	EDL2	16 (NF)	Transitional	99%	5	11	-	23
Foster, Luke	388686-6	DRA2	4 (F)	Early	96%	6	11	-	19
King, Destiny	388686-7	DRA2	3 (F)	Emergent	100%	8	5	8	-
Lin, Kaitlyn	388686-5	EDL2	A (F)	Emergent	100%	5	9	8	-
Vasquez, Jada	388686-9	DRA2	38 (F)	Extending	99%	8	13	-	20

Scores in red do not meet the Independent performance level.

Word Analysis Group Profile

Home Progress Monitoring Word Analysis Reports Administration Tools Messages

Class WA Group Profile [Home](#) [DRA2 Reports](#) [Download Files](#)

Report Type: Report:

School Year: Period:

Filter: [Add](#) / [Edit](#)

Phonological Awareness	No/Little Control	Some Control	Gaining Control	Control
Task 1: Distinguishing pictured rhyming words	-	-	<u>1</u>	<u>1</u>
Task 2: Distinguishing initial sounds of pictured words	-	-	<u>2</u>	-
Task 3: Isolating the initial sound of a word (Auditory/Oral)	-	<u>2</u>	-	-

Metalinguage	No/Little Control	Some Control	Gaining Control	Control
Task 4: Understanding words used to talk about printed language concepts I	-	-	-	<u>2</u>
Task 7: Understanding words used to talk about printed language concepts II	-	-	<u>2</u>	-

Letter/Word Recognition	No/Little Control	Some Control	Gaining Control	Control
Task 5: Recognizing capital letters	-	<u>1</u>	<u>1</u>	-
Task 6: Recognizing lowercase letters	-	<u>1</u>	<u>1</u>	-

Auto-Grouping Settings RTI

Home
Progress Monitoring
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 assessment for each student. Select a Reading Group for each student and click "Save".

Sort Order:

- ↓ Assessment Type
- ↓ Reading Stage/Level
- ↓ Reading Engagement
- ↓ Oral Reading
- ↓ Printed Language
- ↓ Comprehension
- ↓ 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 (Assessment Type, followed by 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	Assessment Type	Reading Stage	Reading Level	Scores				Reading Group		
					Reading Engmnt.	Oral Reading	Printed Language	Compre-hension	A	B	C
King, Destiny	1	DRA2	Emergent	3	8	5	8	--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foster, Luke	3	DRA2	Early	4	6	11	--	19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delgado, Amanda	3	DRA2	Extending	28	6	12	--	22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vasquez, Jada	4	DRA2	Extending	38	8	13	--	20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lin, Kaitlyn	K	EDL2	Emergent	A	5	9	8	--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ellis, Lauren	2	EDL2	Transitional	16	5	11	--	23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Khan, Nathaniel	K	student has no completed assessments							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PEARSON ALWAYS LEARNING

my Pearson Training

Home | PreK | Elementary | Middle School | High School | SuccessNet | SuccessNet Plus | On-site Prof Dev | About Us | Help

DRA2 Developmental Reading Assessment®, Second Edition

DRA2

DRA®2 Tutorials

Watch	Tutorial Title	Description	Tutorial Guide
	Before You Begin (7:52)		
	Program Components (9:13)		

DRA®2 K-3 Tutorials

Watch	Tutorial Title	Description	Tutorial Guide
	Preparing for Assessment (7:05)		
	Conducting the Assessment (11:31)		
	Scoring the Assessment (9:18)		
	Moving into Instruction (8:19)		

DRA®2 4-8 Tutorials

Watch	Tutorial Title	Description	Tutorial Guide
	Preparing for Assessment (8:18)		
	Conducting the Assessment (8:54)		
	Scoring the Assessment (10:48)		
	Moving into Instruction (4:57)		

DRA®2 Online Management System

Watch	Tutorial Title	Description	Tutorial Guide
	Overview (10:13)		

Learn how Pearson can help you implement the Common Core!

[DOWNLOAD THE BROCHURE](#)

Looking for on-site professional development? We have that too!

How will you grow?

[Learn more!](#)

Need help with your SuccessNet Plus school code? Call Pearson Product Support at **(888) 829-2997**

Copyright © 2011 Pearson Education, Inc. or its affiliates. All Rights Reserved.
[Contact Us](#) - [Terms of Use](#) - [Privacy Statement](#) - [Trademarks, Copyrights, and Credits](#)

Precision Assessment Drives Success!

