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DRA™3 offers a variety of formats to view student data. The following reports are available to teachers and administrators in the DRA3 digital platform.

**Teacher Reports**
- Class List Report
- Class Skills Summary Report
- Student Performance Over Time Report
- Student Assessment History Reports
- Parent/Guardian Report
Class List Report

By default, the DRA3 platform opens to the Class List Report on the Teacher Home screen. The Class List Report displays students’ benchmark assessment performance and recommendations. The benchmark assessment columns show the students’ overall performance (ADV-Advanced, IND-Independent, DEV-Developing, INS-Instructional, EM-Emerging, INT-Intervention) and DRA3 reading levels for the fall, winter, and spring seasons. The color-coded performance and reading level information indicates whether a student is reading in the expected grade-level reading range (green) or below grade level (red).

View Options

*Class List*

To view a different class, **Select Class**.
**Class List (Expanded View)**

An expanded view of this page displays students’ most recent performance in Reading Engagement, Oral Reading Fluency, Printed Language Concepts/Comprehension, and Overall Performance.

Select [ ] to expand the Most Recent Performance section.

**Data Export Options**

The Class List Report can be exported as a **csv**, **excel**, or **print** file.
Class Skills Summary Report

The Class Skills Summary Report summarizes the instructional needs of students in a school or class.

Navigate to the Class Skills Summary Report

From the Teacher Home screen, Select Class then Class Skills.

Once the Class Skills Summary opens, select School Year Season, then Skill Needs or Focus for Instruction.
View Options

The report includes two tabs: Skill Needs and Focus for Instruction.

Skill Needs

These tables display students’ areas of instructional need based on their performance rating in each row of the DRA3 Continuum. A student’s name is displayed if the student’s performance level for the indicated reading skill was below target. Tables only display the reading skills that have at least one student with an instructional need.

Focus for Instruction

These tables group students by reading level range and teacher-selected Focus for Instruction activities. Tables only display the Focus for Instruction activities that were selected for at least one student.
Report Export Options

The Class Skills Summary Report can be exported as a PDF file.

From the Class Skills Summary screen, select Class Skills PDF.
**Student Performance Over Time Report**

The Student Performance Over Time Report provides a quick reference of an individual student's Benchmark Assessment performance throughout their academic career.

**Navigate to the Student Performance Over Time Report**

From the Class List Report, select a student from the Student Name column.

Once Student Action Plan opens, select **Student Performance Over Time**.
The chart displays the student’s performance (grey bars) in relation to the grade-level independent reading level target (IND) for each benchmark period.
Data Export Options
The Student Performance Over Time Report can be exported as a **csv**, **excel**, or **print** file.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Session</th>
<th>Date</th>
<th>Book</th>
<th>Genre</th>
<th>Level</th>
<th>Overall Performance</th>
<th>Level</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Fall</td>
<td>11/18/2020</td>
<td></td>
<td>Nonfiction</td>
<td>10</td>
<td>Independent</td>
<td>10</td>
<td>Independent</td>
</tr>
<tr>
<td>2</td>
<td>Winter</td>
<td>03/09/2021</td>
<td>A Mars School</td>
<td>Fiction</td>
<td>10</td>
<td>Independent</td>
<td>20</td>
<td>Independent</td>
</tr>
</tbody>
</table>
Student Assessment History Reports

The Student Assessment History Report consists of four report sections: Benchmark, Progress Monitoring, Word Analysis, and Level Estimator. The on-screen view of each section displays a summary of the student’s performance.

Navigate to the Student Assessment History Report

From the Class List Report, select a student from the Student Name column.

Once Student Action Plan opens, select Student Assessment History.
View Options

The report allows data to be viewed for the Current Academic Year or across All History.

Collapsed View
### Benchmark Report Section

**Launch Benchmark Assessment**

<table>
<thead>
<tr>
<th>Season</th>
<th>Date</th>
<th>Grade</th>
<th>Level</th>
<th>Book</th>
<th>Prof.</th>
<th>WPM</th>
<th>Accuracy</th>
<th>Word Perf</th>
<th>Accuracy</th>
<th>Perf.</th>
<th>Score</th>
<th>Perf.</th>
<th>Source</th>
<th>Perf.</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>03/08/23</td>
<td>Grade 2</td>
<td>14</td>
<td>A New School (F)</td>
<td>View / Edit</td>
<td>0</td>
<td>100%</td>
<td>ADV</td>
<td>ADV</td>
<td>3</td>
<td>IND</td>
<td>3</td>
<td>IND</td>
<td>IND</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>11/18/20</td>
<td>Grade 2</td>
<td>10</td>
<td>Recovers at Night (NF)</td>
<td>View / Edit</td>
<td>n/a</td>
<td>90%</td>
<td>n/a</td>
<td>ADV</td>
<td>3</td>
<td>IND</td>
<td>3</td>
<td>IND</td>
<td>IND</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>11/01/20</td>
<td>Grade 2</td>
<td>20</td>
<td>Solar Cookers (NF)</td>
<td>View / Edit</td>
<td>46</td>
<td>100%</td>
<td>INT</td>
<td>ADV</td>
<td>In Progress</td>
<td>In Progress</td>
<td>In Progress</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Progress Monitoring Section

**Launch Progress Monitoring Assessment**

<table>
<thead>
<tr>
<th>Season</th>
<th>Date</th>
<th>Grade</th>
<th>Level</th>
<th>Title</th>
<th>WPM</th>
<th>Accuracy</th>
<th>Expression/Phrasing</th>
<th>Word Perf</th>
<th>Accuracy</th>
<th>Perf.</th>
<th>Source</th>
<th>Perf.</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>03/04/21</td>
<td>Grade 2</td>
<td>12</td>
<td>Speed and Save</td>
<td>View / Edit</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>In Progress</td>
</tr>
<tr>
<td>Winter</td>
<td>01/19/21</td>
<td>Grade 2</td>
<td>12</td>
<td>Speed and Save</td>
<td>View / Edit</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>At Instructional Level</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Reports

Word Analysis Section

Level Estimator Section
Report Export Options

The Student Assessment History Report PDF will show the summary data displayed on screen.

View Report
Navigate to the Assessment Reports

The PDF view of the Assessment Report offers a detailed report of each assessment, which includes how the student was evaluated in each area of the continuums.

**Benchmark and/or Progress Monitoring Assessment Report**

<table>
<thead>
<tr>
<th>Season</th>
<th>Date</th>
<th>Grade</th>
<th>Level</th>
<th>Book</th>
<th>Perf.</th>
<th>WPN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>03 / 08 / 21</td>
<td>Grade 2</td>
<td>14</td>
<td>A New School (F)</td>
<td>-</td>
<td>552</td>
</tr>
<tr>
<td>Fall</td>
<td>11 / 18 / 20</td>
<td>Grade 2</td>
<td>10</td>
<td>Raccoons at Night (NF)</td>
<td>-</td>
<td>n/a</td>
</tr>
<tr>
<td>Fall</td>
<td>11 / 02 / 20</td>
<td>Grade 2</td>
<td>20</td>
<td>Solar Cookers (NF)</td>
<td>-</td>
<td>46</td>
</tr>
</tbody>
</table>

To generate a Benchmark and/or Progress Monitoring Report, select an individual assessment or all assessments, then select **Assessment Reports**.
**View Reports**

**Benchmark Assessment Report**

The Benchmark Assessment Report begins with a Score Summary of the student's performance followed by Oral Reading Fluency, Comprehension, and Reading Engagement evaluations. Details from the Student Action Plan display under the Focus of Instruction and Notes section.
**Teacher Observation (Optional)**

**Types of miscues not self-corrected**
- [ ] Omissions
- [ ] Insertions
- [ ] Substitutions
- [ ] Reversals
- [ ] Teacher-provided words

**Student problem-solves unknown words using**
- [ ] Context/meaning
- [ ] Beginning letter(s)/sound(s)
- [ ] Blending letter/sounds
- [ ] Onset and rime
- [ ] Spelling patterns
- [ ] Syllables
- [ ] Rereading
- [ ] Other

**How often did miscues affect meaning?**
- [ ] Never
- [ ] Sometimes
- [ ] Often

---

**Comprehension**

**Previewing**
- Identifies no event/action unless prompted
- Identifies and comments briefly on at least 2 events/actions some prompting
- Identifies and connects at least 3 important events/actions no prompting

**Retelling: Sequence of Events**
- Includes only 1 or 2 events limited retelling
- Includes at least 3 events partial retelling
- Includes most of the important events from the beginning, middle, end mostly in order
- Includes all important events in order
| Retelling: Characters and Details | | Retelling: Vocabulary | | Retelling: Teacher Support | | Reflection | | Making Connections | | Performance |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| • uses general pronouns (they, it) | • uses appropriate specific pronouns (he, she) | • uses words incorrectly (for meaning) OR is vague or unclear | • needs 5 or more prompts | • identifies an unrelated event OR gives no reason for response | • makes unrelated connection(s) OR restates an event/action OR no response | | | | |
| • may include incorrect information | • includes at least 1 detail | • is vague or unclear | • needs 3–4 prompts | • identifies a minor event or message AND gives a vague reason for response | • makes a connection that shows a limited understanding of the story | | | | |
| | | | • needs 1–2 prompts | • identifies an important event or message AND gives at least 1 relevant reason for response | • makes a connection that shows a basic understanding of the story | | | | |
| | | | • needs no prompts | • identifies an important event or message AND gives at least 1 reason that shows critical thinking | • makes a connection that shows a thoughtful understanding of the story | | | | |
| | | | | | | | | | |
| Performance | INTERVENTION | INSTRUCTIONAL | INDEPENDENT | ADVANCED |

---

**Reading Engagement**
Reading Engagement not completed.

**Focus For Instructions -- Selected Instructions**

**ORAL READING FLUENCY**
Expression and Phrasing
Model, teach, and support...
☑ appropriate phrasing and expression with familiar stories

**COMPREHENSION**
Making Connections
Model, teach, and support...
☑ how to make text-to-self connections (personal experiences)

Additional instructions are available through the Student Action Plan.

**Notes**
Example of notes.
Progress Monitoring Assessment Report

The Progress Monitoring Assessment Report begins with a Summary of the student’s performance followed by the Monitor Oral Reading Fluency, Monitor Comprehension, and In-depth Progress Monitoring ratings. “If...Then” guidance is provided in the Moving Into Instruction section.
### DRA3 Progress Monitoring Assessment

<table>
<thead>
<tr>
<th>Summarize: Details</th>
<th>In-Depth Progress Monitoring</th>
<th>Moving into Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies vague, inaccurate details or does not respond</td>
<td>All answers at or above independent</td>
<td>SUMMARIZE</td>
</tr>
<tr>
<td>Gives a partially correct response, such as identifies 1 detail; may misinterpret information</td>
<td>Gives a partially correct response, such as the intended meaning of 1 word</td>
<td>If...</td>
</tr>
<tr>
<td>Identifies 2 details</td>
<td>Identifies 2 details using specific vocabulary from the text</td>
<td>then...</td>
</tr>
</tbody>
</table>

Vocabulary: Context Clues | Word Reading: Contractions |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives inaccurate or vague meanings, or does not respond</td>
<td>Does not read any words accurately or omits them</td>
</tr>
<tr>
<td>Gives the intended meaning of each word</td>
<td>Reads 1–2 of 3 words accurately</td>
</tr>
<tr>
<td></td>
<td>Reads all 3 words accurately</td>
</tr>
</tbody>
</table>

Moving into Instruction

**SUMMARIZE**

If... a student is unable to identify important ideas or details in this passage.

then... model how to identify an important idea and the details that support it as you read aloud part of the passage. Then have the student do the same with the remainder of the passage. Use Routine 16, Summarizing, for additional instruction and practice.
Data Export Options

The Student Assessment History data for each section can be exported as a csv, excel, or print file.
Parent/Guardian Report PDF

Navigate to the Parent/Guardian Report

From the Class List Report, select a student from the Student Name column.

Once the Student Action Plan screen opens, select Student Assessment History.

Select Parent/Guardian Report PDF
Parent/Guardian Report


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**Benchmarks in 2020/2021**

<table>
<thead>
<tr>
<th>Season</th>
<th>Date</th>
<th>Level (Genre)</th>
<th>Oral Reading Fluency</th>
<th>Comprehension</th>
<th>Overall Performance</th>
<th>Target Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>11/18/20</td>
<td>10 (Nonfiction)</td>
<td>INDEPENDENT</td>
<td>INDEPENDENT</td>
<td>INDEPENDENT</td>
<td>NO</td>
</tr>
<tr>
<td>Winter</td>
<td>03/06/21</td>
<td>14 (Fiction)</td>
<td>INDEPENDENT</td>
<td>INDEPENDENT</td>
<td>INDEPENDENT</td>
<td>NO</td>
</tr>
<tr>
<td>Spring</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Performance Summary**

- Sample2A11’s Overall Performance at Level 14 is INDEPENDENT. The target for students in Grade 2, Winter is INDEPENDENT at Level 20. The target has not been met; Sample2A11 is reading below the level expected.
- Oral Reading Fluency assesses areas like expression, phrasing, accuracy, and rate.
- Comprehension assesses the ability to understand what has been read in a variety of ways.

**Notes**

- Focus for instruction areas have been selected.
- Progress Monitoring activities are in progress for Sample2A11.
- Word Analysis is in progress for Sample2A11.

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