

Teacher Observation Guide

Level 34 • **A Mural on Stack Street**
Fiction

Name _____ Grade _____

Teacher _____ Date ____/____/____

Text selected by:

☐ Teacher

☐ Student

Performance Summary *(After the assessment, circle the student's performance level for Oral Reading Fluency and Comprehension. Then circle the Overall Performance level.)*

Oral Reading Fluency *(circle one)* Intervention Instructional Independent Advanced

Comprehension *(circle one)* Intervention Instructional Independent Advanced

Overall Performance* *(circle one)* Intervention Instructional Independent Advanced

* Overall Performance is determined by selecting the *lower* of the student's two performance levels (Oral Reading Fluency or Comprehension).

Focus for Instruction *(Choose up to three areas)*

☐ Expression

☐ Phrasing

☐ Rate

☐ Accuracy

☐ Story Elements

☐ Prediction

☐ Scaffolded Summary

☐ Scaffolded Summary: Vocabulary

☐ Literal Comprehension

☐ Interpretation

☐ Reflection

☐ Other _____

ASSESSMENT

Oral Reading Fluency


INTRODUCTION

Say: **In this story, *A Mural on Stack Street*, Pete and his friends come up with a plan to make his neighbor, Mrs. Jones, happy. Please read aloud pages 2 through 4.**

Show the student where to stop reading (*).

Materials Needed:

- Benchmark Assessment Book
- Student Booklet
- Teacher Observation Guide
- Stopwatch

Say: **Begin reading now.**  Start the timer. Stop the timer when the student reaches the *.

Record the student's oral reading behaviors below. *Note.* If the student hesitates for 5 seconds on a word, provide the word.

Page 2

The mural on the Stack Street sidewalk had been Pete's idea. It was a warm summer day and his mom had bought him a brand-new box of sidewalk chalk. He was excited to use all the different colors. He thought about drawing a baseball game between ducks and squirrels. But ducks don't have hands, so it didn't seem fair. "There aren't many games ducks and squirrels can play," Pete said aloud.

Page 3

"What about tag?" asked Shay. Shay lived down the street. She had just come out to see what Pete was doing.

"I don't think so. Wouldn't the ducks just swim away?" Pete said. He paused and then asked,

"How about I draw ducks sitting on a lawn chair in the sun instead?"

Page 4

"I'll draw a lake!" Shay said. "Then they can enjoy the beach." She began drawing thick lines with blue and purple chalk. "I like to draw the waves close together so it looks like I'm mixing the colors."

A few minutes later, Grace came out to join them.

"Mrs. Jones is really sad today. I think a mural will make her feel better," Grace said. "We should color the whole sidewalk for her." The children looked up at the small blue house next to Pete's house. An old woman was standing at the window watching them. She did look very sad. The children waved, and Mrs. Jones waved back.*

MISCUE ANALYSIS

Record the number of miscues NOT self-corrected.

Check observations below:

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 letters/sounds
☐ Onset and rime
☐ Spelling patterns
☐ Syllables
☐ Rereading
☐ Other

How often did miscues affect meaning?

- ☐ Never
☐ Sometimes
☐ Often

Record Total Reading Time below.**Total Reading Time**

<input type="text"/>	:	<input type="text"/>
Minutes		Seconds

Words per Minute Calculation (Optional)

233 words ÷ _____ = _____ WPS
(total sec.)

_____ WPS × 60 = _____ WPM

Word Count: 233

Oral Reading Rate (Words per Minute) and Accuracy

Use the student's oral reading time to determine the WPM range. Count the number of miscues not self-corrected. Circle the percent of accuracy based on the number of miscues.

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Minutes: Seconds	3:22 or more	3:21–2:37	2:36–1:57	1:56 or less
WPM	69 or less	70–89	90–120	121 or more

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Number of miscues	13 or more	11–12	9–10 6–8 4–5	1–3 0
Percent of accuracy	94 or less	95	96 97 98	99 100



Discontinue Rule: If the student's score falls in a shaded area for either WPM or accuracy, DISCONTINUE the assessment. Reassess with a lower-level book at another time.

Note. If the student is reading below the district grade-level benchmark, administer DRA3 Word Analysis according to the Assessment Overview found in the *DRA3 Word Analysis Teacher Guide*.

Comprehension

For Story Elements and Prediction, read the verbal prompts and record the student's answers.

STORY ELEMENTS

Close the book, and then say: **Think about the title, the pictures you have seen, and what you have read so far.**

Say: **Tell me two things you know about the setting.**

1. _____
2. _____

Tell me two things you know about Pete.

1. _____
2. _____

PREDICTION

Say: **What are three things you think might happen in the rest of the story?**

1. _____
2. _____
3. _____

STUDENT READS AND RESPONDS

Pass the book and the Student Booklet to the student. Say: **Read the story. When you are finished, write a summary of what you have read and answer the remaining questions on page 2 of the Student Booklet.**

Students may use the book to complete the Student Booklet.

Note. For students who have an Individualized Education Program in place for reading and/or written communication, follow the directions of the IEP. You may read aloud the prompts in the Student Booklet and/or scribe their responses if required. Give no additional prompts.

Continuum

Use the responses observed during the assessment to complete the Continuum below. In each row, circle the numerical score (1 2 3 4) for the descriptor that best describes Oral Reading Fluency and Comprehension.

ORAL READING FLUENCY				
Expression	▶ little expression or monotone 1	▶ some expression that conveys meaning 2	▶ reflects mood, pace, and tension at times 3	▶ reflects mood, pace, and tension most of the time 4
Phrasing	▶ mostly word-by-word 1	▶ short phrases most of the time ▶ may include inappropriate pauses 2	▶ longer phrases most of the time ▶ heeds most punctuation 3	▶ consistently longer, meaningful phrases ▶ heeds all punctuation 4
Rate: Time (words per minute)	3:22 or more (69 or less) 1	3:21–2:37 (70–89) 2	2:36–1:57 (90–120) 3	1:56 or less (121 or more) 4
Accuracy: Number of miscues not self-corrected (percent)	13 or more (94 or less) 1	11–12 (95) 2	4–10 (96–98) 3	0–3 (99–100) 4
Add the numbers circled in the Oral Reading Fluency section, then circle the total score below that indicates the performance level.				
Total score ▶	4 5 6 7 8 9 10 11 12 13 14 15 16			
Performance level	Intervention	Instructional	Independent	Advanced

COMPREHENSION				
Story Elements	▶ gives very little or no information about the setting and character 1	▶ gives partial information about the setting and character using general statements 2	▶ gives accurate information about the setting and character 3	▶ gives accurate information about the setting and character AND includes 2 specific details 4
Prediction	▶ makes unrelated prediction(s) OR no prediction 1	▶ makes at least 1 reasonable prediction 2	▶ makes at least 2 reasonable predictions 3	▶ makes at least 3 thoughtful predictions 4
Scaffolded Summary	▶ includes 1 or 2 events in own words OR copies text ▶ may include incorrect information 1	▶ includes some important events or characters ▶ in own words ▶ may include incorrect information 2	▶ includes most of the important events and characters ▶ gives some important details from the beginning, middle, end ▶ in own words ▶ includes no incorrect information 3	▶ includes all important events, characters, and details in sequence ▶ in own words ▶ includes no incorrect information 4
Scaffolded Summary: Vocabulary	▶ uses words incorrectly (for meaning) OR is vague or unclear 1	▶ correctly uses some story-related words and other words simpler than those in the story 2	▶ correctly uses many story-related words 3	▶ correctly uses many story-related words AND some more advanced words 4
Literal Comprehension	▶ answers incorrectly OR no response 1	▶ gives partial answer(s) ▶ may include incorrect information 2	▶ answers correctly 3	▶ answers completely and correctly with specific details 4
Interpretation	▶ shows no understanding ▶ no response 1	▶ shows limited understanding ▶ few or no supporting details 2	▶ shows a basic understanding AND includes some supporting details 3	▶ shows insightful understanding AND includes important supporting details 4
Reflection	▶ identifies an unrelated event OR no reason for response ▶ no response 1	▶ identifies a minor event or message AND gives a vague reason for opinion 2	▶ identifies an important event or message AND gives at least 1 relevant reason for opinion 3	▶ identifies an important event or message AND gives at least 1 reason that shows critical thinking 4
Add the numbers circled in the Comprehension section, then circle the total score below that indicates the performance level.				
Total score ▶	7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28			
Performance level	Intervention	Instructional	Independent	Advanced

Note. If required to obtain an Independent level and the Comprehension score is less than 19, administer DRA3 with a lower-level text.

Complete the performance summary on page 1. Use the completed Continuum to identify up to three areas of instructional need on the Focus for Instruction. Note. For specific teaching/learning activities in each area, see the detailed Focus for Instruction forms provided in the *DRA3 Benchmark Assessment Blackline Masters*.