

# Developmental Reading Assessment (DRA)

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The Developmental Reading Assessment (DRA) is being used in all Cornerstone schools in grades K-3 and is the only common assessment conducted across all the schools. The DRA is administered twice yearly, once in the fall and once in the spring. Results from the DRA provide classroom teachers with a valuable assessment of each student's reading ability and a clear indication of the students' growth in reading over the school year.

## DRA Administration Time Frame

Each school should choose two four-week windows during which the assessment will take place – one in the fall and one in the spring. All K-3 classroom teachers should give the assessment to their students in a four-week period during the second month of the school year (September or October) and during the second to last month of the school year (April or May). The DRA is a sensitive instrument; therefore, it is very important that the administration of the DRA takes place with the four-week window.

### *Time frame for New Cornerstone Schools*

New Cornerstone schools that do not already administer the DRA **will not be asked to administer the assessment in the fall of their first year**. New schools will administer in the spring. When a school enters their second Cornerstone year, they will be asked to assess students twice per year – once in the fall and once in the spring.

## Teacher Training for New Schools

For new Cornerstone schools that do not already use the DRA as an assessment instrument, Pearson Learning Group will provide training to the K-3 teachers, and DRA kits will be ordered for all K-3 classroom teachers. This training will take place in the fall or early winter and will be arranged by the evaluation team at NYU.

## Principals and Coaches Play a Key Role in the Administration of the DRA

Principal and coaches are asked to monitor the administration process to ensure that teachers are able to complete the assessment in the appropriate time frame.

Accurate student-involved classroom assessment practices represent critically important components of effective instruction and should occupy a very prominent place in any professional learning community.

Richard J. Stiggins  
*On Common Ground*

## –DRA Test Instructions

For explicit instructions on administering the test, teachers should refer to the “Developmental Reading Assessment: K-3 Teacher Resource Guide” that is included in each DRA kit.

If you have any questions about the DRA administration, training, kits, or continuums, please feel free to contact the NYU evaluation team members:

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When the four-week window is decided upon, coaches should distribute the data collection document created by NYU for teachers to use to collect their students' DRA results. Coaches should assist teachers who are not confident in the administration of the DRA with additional training, allowing those teachers to observe while they use the DRA to assess their own students.

When the four-week period is over, coaches should collect the data summary forms from all K-3 teachers and photocopy them. One copy is for the schools' records, and the other copy should be sent to NYU.