Diagnostic Reading Analysis

Your guide to using this one-to-one standardised test to assess your less able readers

Your guide includes:
- Step-by-step guide to using the test
- Sample reading test extracts
- Sample pupil record forms

hachettelearning.com/assessment/diagnostic-reading-analysis

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About Diagnostic Reading Analysis

Diagnostic Reading Analysis (DRA) is an oral, one-to-one standardised test to accurately assess your less able readers.

The third edition of DRA was fully restandardised in 2019 and trialled with over 1,000 learners across the country. All of the texts in this edition support the 2014 National Curriculum, and four new upper level reading passages have been added to extend the test ceiling.

What factors does *DRA* assess?

- Reading accuracy
- Reading speed
- Reading comprehension
- Comprehension processing speed
- Single word reading accuracy
- Reading age
- Comprehension age
- Single word reading age

What do schools use *DRA* for?

- To provide standardised measures of a learner's reading accuracy, reading speed, reading comprehension, comprehension processing speed and single word reading.
- To measure progress by re-testing with the parallel forms following an intervention programme.
- To help create a pen portrait for pupils who may need special arrangements, such as additional time in National Tests.

How does Diagnostic Reading Analysis work?

Listening Comprehension

Once a learner has read a sentence, the teacher can follow up with the three corresponding comprehension questions, one literal, one inferential and one testing vocabulary.

After reading the passage, teachers ask the learner the corresponding questions on the Pupil Record.

LISTENING COMPREHENSION C (ages 10–11)

Last night, a magical balloon carried me to a beautiful garden, in another world. I heard birds singing, and saw fishes swimming in a clear pool. I felt such happiness!

Suddenly, I awoke – in my own bed.

But I wasn't disappointed. I had remembered something important.

It was my birthday!

	Comprehension questions		Acceptable answers	✔ or x
1	Where was the garden in the story?	Lit.	In another world **or** magical world **or** in her dream.	
2	What living things does the story say were in the garden?	Lit.	Birds and fishes **NOT** the person telling the story.	
3	Give **two** events in the story that really happened.	Lit.	Any **two** of: The girl/child woke up **or** was in bed. It was the girl's birthday **or** she remembered it was her birthday. She wasn't disappointed.	
4	Why do you think that the garden was a good place to be?	Inf.	It made the girl very happy **or** it made her happy **or** it was peaceful, beautiful **or** pretty.	
5	In the text, which verb tells you she had been dreaming?	Voc.	Awoke	
6	In the text, which word means the same as *upset*?	Voc.	Disappointed	
7	Why was the girl happy at the end of the story, even though she had left the garden?	Pred.	It was her birthday.	
Now go to Reading: Fiction 6 (page 32)			Comprehension_____out of 7	

The instructions on the Pupil Record will then tell you which reading passage the pupil should start with.

Recording a learner's listening comprehension score allows you to make a comparison between their listening and reading comprehension at the end of the assessment.

Step 2 Reading Assessment

Learners read passages aloud, pitched at just below, at and just above their reading level, then answer reading comprehension questions.

It was early morning. The travellers looked across the desert. There was sand, as far as the eye could see.

Then, unexpectedly, they heard distant voices. They had company! Should they be suspicious?

A group of camels was coming towards them, the riders dressed in white. Were these people friends?

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> Learners read from the Reading Booklet. Teachers time a learners reading to calculate their reading speed.

> Teachers ask the corresponding comprehension questions. Timing this will give you a measure of a learner's comprehension processing speed.

> Follow the instructions on the Pupil Record to see which passage to go to next, based on the number of reading errors the learner made on the previous passage. Repeat until the learner makes fewer than 10% errors.

READING: FICTION 6 (ages 10–11)   *50 words*

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Errors _____ out of 50   Time _____ seconds

	Comprehension questions		Acceptable answers	✔ or x
1	Where were the travellers?	Lit.	In the desert	
2	How did the travellers first know people were coming?	Inf.	They heard them.	
3	In the text, which word means the same as *far-off*?	Voc.	Distant	
4	What were the camel riders wearing?	Lit.	White **or** white clothes	
5	What time of day was it when they saw the camel riders?	Lit.	In the morning **or** early morning	
6	Why do you think the travellers might be suspicious?	Pred.	Because they were not expecting to see anyone in the desert **or** they did not know who the camel riders were **or** never seen them before **or** the camel riders were strangers.	
7	In the text, which word means the same as *wary*?	Voc.	Suspicious	

Reading errors: 4 or less: go to non-fiction 7 (page 38);
5 or more: go to non-fiction 5 (page 30)

Comprehension_____ out of 7

Time_____ seconds

Find out more: **hachettelearning.com/assessment/diagnostic-reading-analysis**

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Comprehension_____ out of 7

Time_____ seconds

Step 3 Single word reading test

The final passage the learner reads determines where you start the single word reading test.

SINGLE WORD TEST (all ages)

Ask pupils to read the words down a list and to keep going until they make 3 errors. The manual gives the reading age, standardised score and age standardised score for the level of achievement.

The final passage read, where the pupil had an error rate of more than 10%, determines where he or she starts in the same form single-word reading test.

The words are numbered to enable you to look up age-standardised scores, standardised scores and reading ages in the manual.

From fiction or non-fiction 5 or below start here	✔ or x	From fiction or non-fiction 6 start here	✔ or x	From fiction or non-fiction 7 start here	✔ or x	From fiction or non-fiction 8 start here	✔ or x
1. took		11. arrive		21. planned		31. journeyed	
2. side		12. stick		22. gripping		32. horizontal	
3 sweep		13. clown		23. prickly		33. enjoyed	
4. sound		14. devout		24. flinches		34. division	
5. bread		15. near		25. insight		35. magician	
6. name		16. ticked		26. conform		36. emergency	
7. cried		17. began		27. unknown		37. jealous	
8. battle		18. ready		28. deceive		38. overwhelmed	
9. match		19. quiet		29. announce		39. communication	
10. water		20. vary		30. appendix		40. precedent	

From fiction or non-fiction 9 start here	✔ or x	From fiction or non-fiction 10 start here	✔ or x	From fiction or non-fiction 11 start here	✔ or x	From fiction or non-fiction 12 start here	✔ or x
41. regularly		51. circulation		61. exceptional		71. deviant	
42. requisition		52. affliction		62. occasionally		72. chromosome	
43.musician		53. confectionery		63. provocation		73. incandescent	
44. expertise		54. unconsciousness		64. potential		74. analogous	
45. efficiency		55. diagnosis		65. exaggerate		75. oesophagus	
46. exoneration		56. predecessor		66. enthusiastic		76.simultaneous	
47. exceptional		57. regurgitated		67. recreational		77. precipitate	
48. contemptuous		58. circumstances		68. assumption		78. melancholy	
49. convivial		59. catalogue		69. influential		79. antiquarian	
50. outrageous		60. imperceptible		70. conjecture		80. phlegm	

Step 4 Analysing the data

The DRA manual provides all the information you need to calculate the results and look up the standardised and age-standardised results.

There's also a free DRA Score Calculator you can download from our website to save you time.

Diagnostic Reading Analysis

PUPIL RECORD
3rd Edition   A

First name	Last name	School	
Gender: M / F	Date of birth	Chronological age: years months	
Test date	Administered by	Class	Year group

LISTENING COMPREHENSION

Passage listened to:	Number of listening comprehension questions correct:

READING

	Record the genre and number (e.g. F3, NF4, F5) of the three assessed passages			
	1st:	2nd:	3rd:	Totals
Number of words in passage				(a)
Number of errors				(b)
Reading time, in seconds				(c)
Comprehension questions correct				(d)
Number of comprehension questions				(e)
Total comprehension time, in seconds				(f)
Administration time, in seconds				(g)
Pupil's comprehension time, in seconds				(f – g)
Overall average comprehension processing time, in seconds (f – g)/e				(h)
Single word reading accuracy score				(i)

Record errors above the text of the reading passages. Note any patterns of errors, self-corrections, reading strategies or unusual features of the pupil's reading or responses. When pupils give a partial answer to a comprehension question, prompt neutrally to encourage a more complete answer.

READING ANALYSIS				
Reading accuracy score	=	(a – b)	Age-standardised score:	Standardised score:
Comprehension score	=	(d)	Age-standardised score:	Standardised score:
Reading speed score	=	words/min (a/c × 60)	Age-standardised score:	Standardised score:
Comprehension processing speed	=	seconds (h)		Standardised score:
Single word reading accuracy score	=	words (i)	Age-standardised score:	Standardised score:
Reading accuracy age	=	years months		
Comprehension age	=	years months		
Single word reading age	=	years months		

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> Record the scores from the final three passages pupils read on the front of the Pupil Record, and the pupil's single word reading score.

Contact us

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