

Developmental Reading Assessment (DRA) Fountas & Pinnell Level



DRA	Fountas & Pinnell
A	A
1	A
2	B
3	C
4	C
6	D
8	E
10	F
12	G
14	H
16	I
18	J
20	K
24	L
28	M
30	N
34	O
38	P
40	Q/R/S
50	T/U/V
60	W/X
70	Y
80	Z

* Students testing above DRA Level 40 should be assessed using the [Teachers' College Running Records](#).

*[The Reading behavior checklist](#) is a critical component for all DRA levels especially for levels 40, 50 and 60, which have multiple applicable Fountas and Pinnell levels.

DRA Reminders:

- (1) You are assessing the **INDEPENDENT Reading level** of the student not their instructional level. (refer to page four of your teacher guide). **Independent Reading level is the reading level at which the student can engage with the text independently (e.g., the teacher does not provide any scaffolding).** The Independent Reading level is based on two criteria:
- a. *Oral Reading Fluency*: For oral reading fluency, students must score within the Independent level of performance for reading rate AND percent of accuracy as identified in the Teacher Observation Guide for each Benchmark Assessment Book. If a student scores below the Independent level of performance, then he or she is missing a significant number of words and will struggle with comprehension because the reading is being interrupted by unfamiliar words. Note that reading rate is not assessed until Level 14, or typically the end of first grade because at kindergarten and early first grade, students are just learning to access passages and a significant amount of text needs to be read to determine fluency.
 - b. *Comprehension*: For Independent level of performance, in *DRA2 K–3*, students must achieve a Comprehension score of at least 19. In *DRA2 4–8*, students need to score at least 17 in Comprehension. If a student scores between 12 and 16, AND scored within the Independent performance level in Oral Reading Fluency, then that student may stay at that reading level and does not need to be reassessed at a lower level. However, the assessed level is the student’s Instructional level of performance.
- (2) If the student has previously read and scored within an Independent range in Oral Reading Fluency and Comprehension on the lower level text, it is not necessary to administer another assessment (refer to page 57 of your Teacher Guide).