

**Comparable Assessments for
Third Grade Reading Guarantee**

Form C

Section III – PUBLICLY-AVAILABLE SERVICE SUMMARY

This form will be posted on the Ohio Department of Education’s Web site for all proposals that are approved in conjunction with this RFQ to allow local education agencies to understand proposed offerings in advance of directly contacting providers regarding potential further procurements.

Provider Information	
Name of Provider:	NCS Pearson, Inc.
Provider Information for Two Contacts (include name, phone number, and email address for both: Note: If contact information changes, provider must contact the department to update their Service Summary.	Kerri O’Meara Senior Product Manager 952.681.3585 kerri.omeara@pearson.com Kathy New Channel Manager DRA2 303.489.4592 kathy.new@pearson.com
Name of Product Proposed:	Developmental Reading Assessment® Second Edition Plus (DRA2+)
Does this product provide an assessment of reading proficiency and identify deficiencies? If so, how?	The Developmental Reading Assessment® Second Edition PLUS (DRA2+) is a comprehensive, diagnostic reading assessment that assesses multiple aspects of reading and comprehension to help teachers identify a student’s independent reading level. The DRA2+ is designed to be administered by classroom teachers, assessing Reading Engagement, Oral Reading Fluency and Accuracy, and Comprehension. Once the assessment has been administered, teachers will be able to identify student strengths and weaknesses and tailor instruction to confirm that students receive the instruction that they need to become better readers. Included in the DRA2+ assessment system is the benchmark assessment used as a diagnostic tool to determine the student’s independent reading level, the Word Analysis assessment to pinpoint areas of improvement for emerging and/or struggling readers and the Progress Monitoring Assessment for students falling below the recommended benchmark level, who require more frequent monitoring between benchmark periods. Together, these powerful assessments provide educators with the tools they need to assess, diagnose and monitor student’s reading ability to verify that students receives the instruction they need to be proficient readers.

	<p>All DRA2+ assessments involve one-on-one student teacher conferences and facilitate a unique opportunity for personalized student assessment so that instruction can be directly tailored to the needs of individual students.</p> <p>DRA2+ helps instructors increase student reading performance in the following ways:</p> <ul style="list-style-type: none"> • Assessments are conducted during one-on-one reading conferences during which students read specially selected assessment texts and respond to questions/prompts verbally or in written format. • Individual conferences with students provide time for the teacher to develop a rapport with the student and for the student to feel comfortable and relaxed during the assessment. They also allow the teacher to obtain specific information about each student’s reading rate and accuracy. • Results inform instructional interventions and strategies which allow a teacher to plan for future learning. • DRA2+ may be used on an annual basis or multiple times throughout the school year to document changes in each student’s reading development.
<p>What are the grade(s) the proposed product covers:</p>	<p>DRA2+ can be used for students in grades K–8.</p>
<p>What are the reading areas the proposed product covers?</p>	<p>DRA2+ covers all five domains of reading: fluency, phonics, phoneme awareness, reading comprehension, and vocabulary.</p> <p>DRA2 Four-Step Plan</p> <p>The DRA2 Four-Step Plan assesses Reading Engagement, Oral Reading Fluency, and Comprehension for the different DRA/Grade Levels, followed by Teacher Analysis. Different components of the skills are analyzed depending on the level of the student, described in the following paragraphs.</p> <p>Emergent Stage</p> <p>Emergent readers, which include Kindergarten students in Levels A–3, are assessed in Reading Engagement and Oral Reading. In Reading Engagement, the student is assessed by literacy support, favorite book, and book reading skills. He or she is then assessed in oral reading, which includes monitoring and self corrections, use of cues, and accuracy. Based on the assessment, the teacher then determines the students’ reading level and instructional needs.</p> <p>Early Stage</p> <p>Early readers, which include grade 1 students in Levels 4–12, are assessed in Reading Engagement, Oral Reading Fluency, and Oral</p>

Response. In Reading Engagement, the student is assessed by book selection and sustained reading. He or she is then assessed in Oral Reading Fluency, which includes phrasing, monitoring and self corrections, problem-solving words, and accuracy. Last, the student is assessed in Oral Response, which includes the following:

- Previewing
- Retelling
 - Sequence of events
 - Character details
 - Vocabulary
 - Teacher support
- Response
 - Reflection
- Making Connections

Based on the assessment, the teacher then determines the students' reading level and instructional needs.

Transitional Stage

Transitional readers, which include grades 1–2 students in Levels 14–24, are assessed in Reading Engagement, Timed Oral Reading Fluency, and Oral Response. In Reading Engagement, the student is assessed by book selection and sustained reading. He or she is then assessed in Timed Oral Reading Fluency, which includes expression, phrasing, oral reading rate, and accuracy rate. Last, the student is assessed in Oral Response, which includes the following:

- Previewing
- Retelling
 - Sequence of events
 - Character details
 - Vocabulary
 - Teacher Support
- Response
 - Reflection
 - Making connections

Based on the assessment, the teacher then determines the students' reading level and instructional needs.

Extending Stage

Extending readers, which include grades 2–3 students in Levels 28–38, are assessed in Reading Engagement, Timed Oral Reading Fluency, and Written Response. In Reading Engagement, the student is assessed by wide reading and self-assessment and goal setting. He or she is then assessed in Timed Oral Reading Fluency, which includes expression, phrasing, oral reading rate, and accuracy rate.

	<p>Last, the student is assessed in Written Response, which includes the following:</p> <ul style="list-style-type: none"> ● Previewing ● Retelling <ul style="list-style-type: none"> ○ Use of text features ○ Prediction ○ Vocabulary ○ Scaffolded summary ● Response <ul style="list-style-type: none"> ○ Literal comprehension ○ Interpretation ○ Reflection <p>Based on the assessment, the teacher then determines the students' reading level and instructional needs.</p>																						
<p>What are the on-track and not-on-track cut scores for each grade level being assessed?</p>	<p>Pearson has provided recommended benchmarks as well as Intervention levels to determine students who are at risk.</p> <table border="1" data-bbox="683 848 1255 1285"> <thead> <tr> <th colspan="2" style="background-color: black; color: white;">DRA2 Levels</th> </tr> <tr> <th style="background-color: #cccccc;">Grade Level</th> <th style="background-color: #cccccc;">DRA2 Level</th> </tr> </thead> <tbody> <tr><td>K</td><td>A-3</td></tr> <tr><td>1</td><td>3-16</td></tr> <tr><td>2</td><td>16-28</td></tr> <tr><td>3</td><td>28-38</td></tr> <tr><td>4</td><td>38-40</td></tr> <tr><td>5</td><td>40-50</td></tr> <tr><td>6</td><td>50-60</td></tr> <tr><td>7</td><td>60-70</td></tr> <tr><td>8</td><td>70-80</td></tr> </tbody> </table> <p>More information is provided in the Technical Manual, available at http://assets.pearsonschool.com/asset_mgr/current/20139/DRA2_Technical_Manual_2012.pdf.</p>	DRA2 Levels		Grade Level	DRA2 Level	K	A-3	1	3-16	2	16-28	3	28-38	4	38-40	5	40-50	6	50-60	7	60-70	8	70-80
DRA2 Levels																							
Grade Level	DRA2 Level																						
K	A-3																						
1	3-16																						
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Please provide an overview of your proposal for local education agencies describing in detail the assessment, use of the assessment and how your organization supports implementation of the assessment. (2 pages maximum)

The DRA2+ is a comprehensive, diagnostic reading assessment that assesses multiple aspects of reading and comprehension to help teachers maximize instructional time with students. The DRA2+ is administered by classroom teachers, assessing Reading Engagement, Oral Reading Fluency and Accuracy, and Comprehension. After the assessment has been administered, teachers will be able to identify student strengths and weaknesses and tailor instruction for students to receive the help they need to become better readers.

Included in the DRA2+ assessment system is the benchmark assessment used as a diagnostic tool to assess overall reading proficiency. The Word Analysis assessment pinpoints areas of improvement for emerging and/or struggling readers; the Progress Monitoring assessment supports more frequent monitoring between benchmark periods.

Together, these powerful assessments equip educators with the tools to assess, diagnose, and monitor students' reading ability.

DRA2+ can be used to screen Ohio students by using DRA2+ benchmark levels at Fall, Mid-Year, and Spring Assessment to identify students falling below grade level.

The DRA2+ assessment follows the following research-validated four-step process:

Step 1: Reading Engagement

The DRA2+ diagnostic assessment will begin with Ohio teachers' recording information about students' past and present reading preferences to determine their current reading engagement. The questions differ based on students' unique developmental levels. At Levels A–3 (Kindergarten), the reading preference questions include the following type:

- Who reads with or to you?
- What stories do you like most?

Step 2: Oral Reading/Reading Conference

In the second step of the assessment, teachers gather information about students' oral reading skills. Typically, the teacher offers a pre-selected group of three or four books at or near the student's reading level and then asks the student to select the book that seems right for them—not too easy or too hard.

The administration of the oral reading portion of the diagnostic assessment includes the following:

- For a student reading at Levels A–3, the teacher will select the book for the student and read one or two pages to introduce the text pattern.
- For students reading at Levels 4–16, the teacher will introduce the text the student selected, and then ask the student to predict outcomes based on an examination of the illustrations or photos.
- For Levels 18–38, the teacher will introduce the text the student selected and then ask the student to read aloud a specific portion of the text. While the student reads aloud, the teacher records notes about the student's oral reading behaviors. The teacher determines whether the student's oral reading ability is high enough to merit continuing the assessment. If it is, the teacher continues the next step.
- The Oral Reading Conference measures the students Fluency (Rate and Accuracy), plus Expression and Phrasing

Step 3: Comprehension/Printed Language Concepts

At levels A–3, the DRA2+ diagnostic assessment addresses printed language concepts, such as a student's ability to point to words with a consistent one-to-one match. At levels 4–80, reading comprehension is evaluated. The following process is used to assess comprehension:

- Students reading at levels 4–24 orally retell the story or important ideas.
- Students reading at levels 18–24 read the entire story silently, and then retell what they have read about. If the teacher feels the student knows more than their retelling has indicated, he or she may prompt the student to tell more by asking additional, scripted questions.
- Students reading at levels 28–38 read the entire story silently and then respond orally or in writing to specific comprehension questions and prompts in the Student Booklet. Students are also required to provide a summary of the story or book.

Step 4: Teacher Analysis/Scoring

The fourth step of the assessment is teacher analysis and scoring. The teacher analyzes the information gathered during the student’s oral reading and evaluates the student’s retelling/summary and comprehension responses to complete the Continuum and Focus for Instruction. The Continuum scaffolds the analysis of student performance levels in Reading Engagement, Oral Reading/Oral Reading Fluency, and Printed Language Concepts/Comprehension.

Each item within these three sections is analyzed and scored separately using a 4-point scale where 1=Intervention level of performance; 2=Instructional level of performance; 3=Independent level of performance; and 4=Advanced level of performance. The individual scores within each section are added to generate a Reading Engagement score, an Oral Reading Fluency score, and a Comprehension score. In Levels 28–38, the teacher incorporates written responses from the Student Reading Survey and Student Booklet in their analysis.

Implementation and Training

The DRA2+ comes with extensive teaching resources so that teachers are accurately and effectively administering the assessment. A kit provided with this proposal includes Teacher Guides, Blackline Masters, a Laminated Assessment Procedures Overview Card, and a Professional Development DVD.

Pearson also offers a complete range of instructional materials and services, provided by experienced consultants, to support the needs of school districts and increase student achievement. Free training and online tutorials are also available on demand at www.mypearsontraining.com.

Section IV – Service Provider Costs	
Estimated Service Provider Costs (non-binding)	
Fixed costs over a given academic year.	DRA 2+ K–3 Comprehensive Package ©2012 \$422.97 ISBN# 9781428432505 One kit per teacher, one-time purchase
Per-student costs, over a given academic year, that are above the estimated fixed costs.	DRA2+ iPad app is \$130 per teacher (up to 30 students), per year. Beyond 30 students, additional students per teacher are \$5.00 each.

<p>Time-and-materials costs that are limited to special services that are NOT required for standard administration during a given year (e.g., special professional development services at the start of a contract, standard setting if required, test augmentation if required, language translation fees for tests and supporting materials, including additional reporting options, any special options above the per student cost quoted above) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service as well as any costs for data services and reports to aggregate data.</p>	<p>We offer both onsite and virtual training options for DRA2+ intended for educators, literacy coaches, district reading supervisors, and reading and intervention specialists.</p> <p>Full-Day Onsite Training for up to 30 participants</p> <ul style="list-style-type: none"> • \$3500 • Participants will receive a fundamental introduction of DRA2+ and learn how to allocate instructional materials, group students based on need and plan effective instruction. <p>Half-Day Remote Training Webinar for up to 15 participants</p> <ul style="list-style-type: none"> • \$1500 • Participants will learn to use the DRA2 resources to enhance best practices to focus on instructional requirements and specific needs. Training is for Grade K-3 or 4-8 <p>Custom Remote Webinar</p> <ul style="list-style-type: none"> • \$300/hr • A custom remote consultation is available based on specific customer needs. <p>Free recorded tutorials are also available on http://mytrainingconnection.com/products/dra2/tutorials.</p>
<p>If approved as a provider of student assessments for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):</p>	
<p><input checked="" type="checkbox"/></p>	<p>All local education agencies in the State of Ohio, or</p>
<p><input type="checkbox"/></p>	<p>Only to those eligible local education agencies indicated below:</p>
<p>Provide a link to a web based cost sheet/PDF for the assessments noted on Form C</p>	<p>http://www.pearsonschool.com</p>