

DRA2 Threshold Levels

Scores in the table are the minimum values needed for a student to be considered “Progressing” toward future reading success. Scores below these numbers indicate a student who is “At Risk” for future reading difficulty.

Vendor	Assessment Title	Grade Level	Threshold Level(s)		
			Fall	Winter	Spring
Pearson	DRA2	K	<ul style="list-style-type: none"> Performance is Emerging when assessed at Level A 	<ul style="list-style-type: none"> Performance is Emerging when assessed at Level 1; OR Student’s story level is below Level 1. 	<ul style="list-style-type: none"> Performance is Emerging or Developing when assessed at Level 3; OR Student’s story level is below Level 3.
		1	<ul style="list-style-type: none"> Performance is Emerging or Developing when assessed at Level 3; OR Student’s story level is below Level 3. 	<ul style="list-style-type: none"> Performance is Emerging or Developing when assessed at Level 10; OR Student’s story level is below Level 10. 	<ul style="list-style-type: none"> Performance is Intervention or Instructional when assessed at Level 16; OR Student’s story level is below Level 16.
		2	<ul style="list-style-type: none"> Performance is Intervention or Instructional when assessed at Level 16; OR Student’s story level is below Level 16. 	<ul style="list-style-type: none"> Performance is Intervention or Instructional when assessed at Level 20; OR Student’s story level is below Level 20. 	<ul style="list-style-type: none"> Performance is Intervention or Instructional when assessed at Level 28; OR Student’s story level is below Level 28.
		3	<ul style="list-style-type: none"> Performance is Intervention or Instructional when assessed at Level 28; OR Student’s story level is below Level 28. 	<ul style="list-style-type: none"> Performance is Intervention when assessed at Level 34; OR Student’s story level is below Level 34. 	<ul style="list-style-type: none"> Performance is Intervention or Instructional when assessed at Level 38; OR Student’s story level is below Level 38.

The DRA2 ratings provided in the table above comprise two components: performance on a given story (continuum rating) and a text difficulty level (story level). These components are outline below.

DRA2 Continuum:

- **Emerging** (Levels A–12) or **Intervention** (Levels 14–40): Students do not understand what to do or lack the strategies and skills needed to adequately respond.
- **Developing** (Levels A–12) or **Instructional** (Levels–40): Students have some control of the necessary strategies and skills to decode, comprehend, and respond to the prompts and questions for the assessed text level.
- **Independent** (Levels A–40): Students mostly control the necessary strategies and skills to decode, comprehend, and respond adequately to the prompts questions for the assessed text level.
- **Advanced** (Levels 4–40): Students who read fluently and demonstrate a deeper level of comprehension with thoughtful responses, as well as demonstrating a high level of reading engagement.

DRA2 Story Levels:

- **A–2**: Consist of repeated word or sentence pattern with natural language structures; simple illustrations that highly support the text; words are large and well-spaced.
- **3–6**: Consist of simple stories that contain repetitive words, phrases, and actions; use mostly predictable language structures; illustrations that provide much support.
- **8–14**: Consist of characters and problems that students can relate to; some repetition of events; number of high-frequency words expanded; illustrations give moderate support, provide information about the setting, and suggest sequence of events.
- **16–28**: Consist of characters with relatable problems; begins to build basis with which to compare and contrast other stories; literary language structures are integrated with natural language; illustrations provide moderate to minimum support.
- **30–38**: Consist of more complex stories that include descriptions of settings, characters, problems, and resolutions in greater detail; increased complexity of sentence length and vocabulary; background knowledge and higher-level thinking skills needed to understand the humor, problem, or suspense in a story.

Disclaimer: Threshold levels are determined by the assessment provider. For more information about the assessment and/or threshold levels, please contact the assessment provider directly.