



DRA3 Threshold Levels

2024-2025

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 (Cut-point)		
			Fall	Winter	Spring
Pearson	DRA3	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 or instructional 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.

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.

The DRA3 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 outlined below.

DRA3 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 14–40): 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.

DRA3 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 wellspaced.
- **4–12:** Consist of engaging stories and topics about children and relevant problems; some repetition of events; high-frequency words; illustrations and photos provide moderate support; graphic organizers providing a visual map of information (nonfiction); one to six lines of text located under the illustrations.
- **14–24:** Consist of topics and vocabulary familiar to many primary-grade students; child or animal characters with relatable problems; content that moves beyond personal experience to create comparisons and contrasts; literary language structures integrated with natural language; descriptions of characters and settings; moderate to minimal support from illustrations or photos; graphic organizers providing a visual map of information (nonfiction); text above and below illustrations or full-page text.
- **28–38:** Consist of topics that include realistic fiction, informational texts, and simple biographies; more complex stories including descriptions of setting, character, problem, and resolution in greater detail; increased length and vocabulary level; more challenging sentence structure, including compound and complex sentences; less picture support.

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