

Comparison of DRA K-3, Rigby PM Benchmark, and QRI III for International Schools

	DRA	Rigby PM Benchmark	QRI III
Advantages of Assessment Content/ Materials	<ul style="list-style-type: none"> • Strong combination of narrative and expository text above Level 16. • Texts are extensive enough in length to hold storyline and to evaluate reading stamina. • Discrete levels of texts within grade levels. • Levels of texts match NCEE and USA proficiency guidelines. • Assesses all parts of reading process. • Comprehension portion is strong because of length of text, retell with accompanying optional questions including higher levels. • Comprehension is evaluated with a rubric. • Follow up is strong with “What’s Next” sheet of proposed instructional strategies for various student needs. • <i>Colorful illustrations, photos, diagrams, etc.</i> • <i>Analysis sheet is easy to complete.</i> 	<ul style="list-style-type: none"> • Texts at levels below 14 are extensive enough in length to hold storyline and to evaluate reading stamina. • Discrete levels of texts within grade levels. • Teachers record a self correction rate as well as an accuracy rate. • <i>Bright, colorful illustrations through level 20</i> • <i>Student assessment books are very sturdy in a slick lightweight cardboard.</i> 	<ul style="list-style-type: none"> • Combination of narrative and expository texts at all levels. • Includes both explicit and implicit questions, although some teachers have questioned whether or not all the implicit questions are at a very high level. • Comprehension level is evaluated critically as independent, instructional, or frustration.
Disadvantages of Assessment Content/ Materials	<ul style="list-style-type: none"> • Length of administration for Levels 12 – 16 is extensive. <p>(Not a disadvantage but a suggestion: Teachers who are trained in deep analysis of cueing systems and self-correction rate may want to adapt the analysis form to analyze the students Record of Oral Reading.)</p> <ul style="list-style-type: none"> • <i>Student assessment books are paper but single texts can be replaced with no/minimal cost</i> 	<ul style="list-style-type: none"> • Expository text does not begin until level 22 which is a DRA level 28 or a F & P level M. • Texts above level 14 are much shorter than what is needed to hold a storyline and to evaluate reading stamina and do not match proficiency guidelines of NCEE and USA. Some of the texts lose continuity because of their short length. This definitely would affect comprehension. • Levels 1 and 2 have discrepancy with Fountas and Pinnell because they are administered with the student reading with no support in the beginning of the predictable text. • Some other levels do not correlate well with F & P. • Assesses only accuracy, some reading strategies, and some comprehension – no fluency or reading preferences. • Comprehension assessment is weak focusing on lower level comprehension except for one question per text. • No rubric is included to evaluate comprehension. • Follow up for instruction is not suggested; depends on teacher expertise. • <i>Limited black and white illustrations above level 20.</i> 	<ul style="list-style-type: none"> • Texts are not extensive enough at Levels 3 and above to evaluate reading stamina and do not match proficiency guidelines of NCEE and USA. • No discrete levels within grade levels. In Colorado a formal research study was conducted and found that the reliability of the assessment for indicating specific reading level was not accurate for students below the end of 2nd grade. • Assesses only accuracy, some prediction, and some comprehension – no fluency, reading strategies, or reading preferences • Follow up for instruction is explained in a very detailed, lengthy text that is not very user friendly. • Teachers are not required to analyze the cueing systems nor the self correction rate. • <i>Illustrations when included are just line drawings and not very engaging.</i>

Carrie Ekey, March, 2005