Degrees of Reading Power®

Report Interpretation Guide

More detailed information about the DRP program,
including technical specifications, can be found in
the publication *The DRP Handbook*, available
from Educational Vistas, Inc.

DRP TEST SCORES

DRP test scores are reported on a scale of text complexity. A percent, or level, of comprehension is associated with each DRP test score. As the percent of comprehension increases, the complexity or difficulty of the materials that a student can understand with that level of comprehension must decrease. This is shown in the numbers below under the heading DRP Scores.

Student	DRP Test Form	Raw Score (No. of correct items)	DRP Scores at various Percents or Levels of Comprehension				
				Instructional			Independent
			50%	70%	75%	80%	90%
Juanita Doe	6A	35	68	60	57	54	46

All DRP test scores must be related to a specific percent, or level of comprehension. In other words, Juanita can "read" materials as difficult as 68 DRP units, but with only 50% comprehension. However, for materials as easy as 46 DRP units, Juanita can understand 90% of the text. This is often called the "Independent" level of comprehension, because the student is not likely to need instructional support to comprehend such text on her own.

Criterion-referenced DRP scores tell you what your students can read. You can use your DRP test results to:

- Set expectations and goals
- Monitor student progress in reading
- Guide classroom instruction

## USE DRP SCORES TO SET EXPECTATIONS AND GOALS

One way to look at setting expectations and goals is to think about what students are expected to read at each educational level. For example, students who plan to drive should be able to read their state's driver's license manual (avg. DRP=64). The Common Core State Standards (CCSS) create a staircase of increasing text complexity so that students are expected to develop their skills and apply them to more and more complex texts.

The College and Career Readiness (CCR) Anchor Standard 10 for Reading states a major college and career readiness goal:

> "Read and comprehend complex literary and informational texts independently and proficiently..."

It is similarly worded as Standard 10 in each grade-level set of the CCSS in reading. The standards leading up to Standard 10 emphasize the close, careful, and critical thinking/reading actions that lead to comprehension of complex texts, even though they do not specify the underlying skills and strategies that must be applied in order to achieve the independent comprehension goal. See correspondence of DRP text complexity values and CCSS Grade Bands in the *DRP Staircase of Text Complexity* illustrated on page 2.

DRP Staircase of Text Complexity
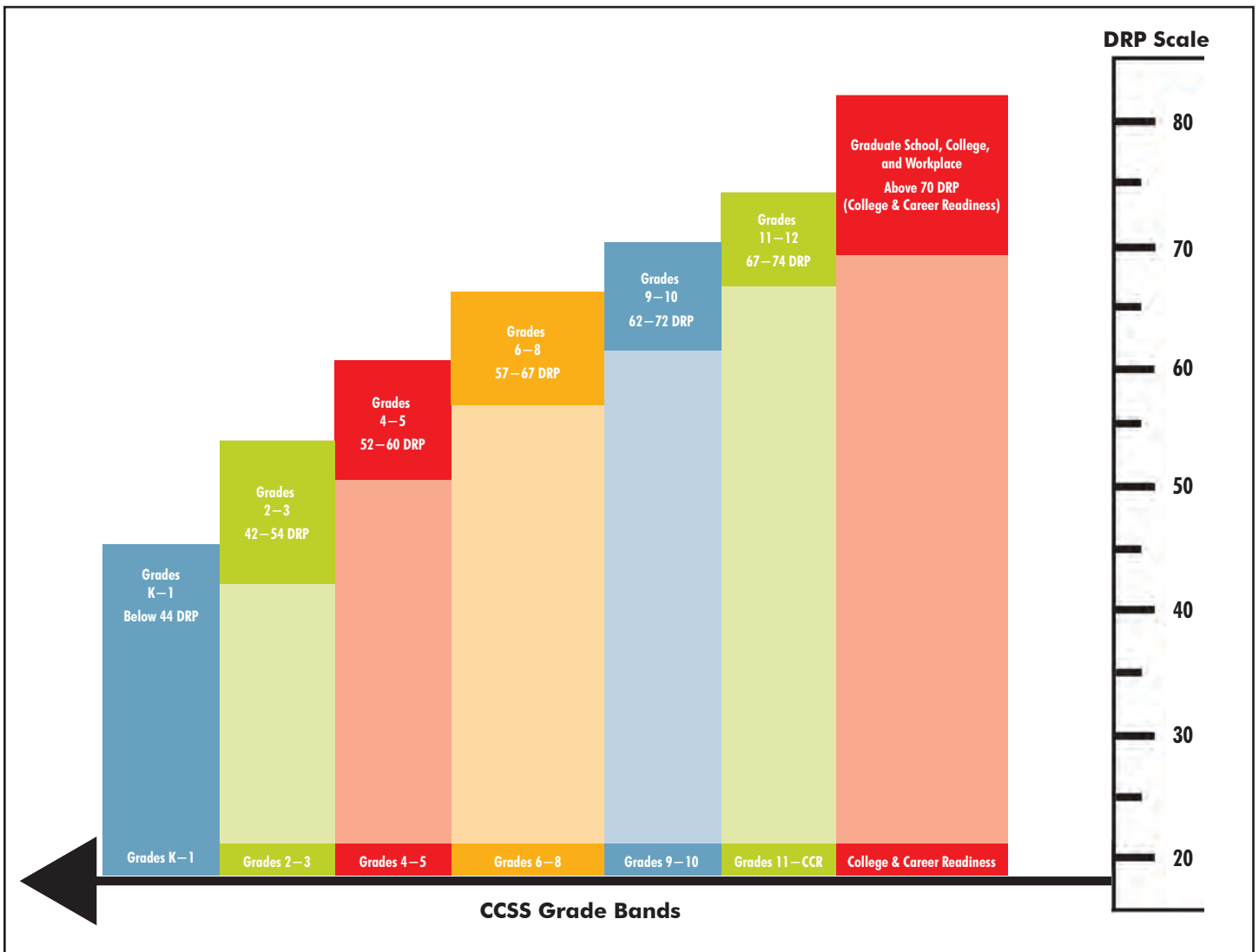
DRP reading goals based on CCSS end-of-year text complexity standards have been set at each grade level. With multiple administrations of DRP tests during the school year, you can monitor students' progress toward those goals.

End-of-Year Text Complexity Standards by Grade in DRP Units (based on CCSS Grade Bands)

42–54 DRP		52–60 DRP		57–67 DRP			62–72 DRP		67–74 DRP		College & Career Readiness (CCR) = 70 DRP @ P=.90
Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	
42–49	48–54	52–57	55–60	57–62	60–64	62–67	62–69	64–72	67–72	67–74	

Minimum Level of Comprehension for the Text Complexity Expectations above to be considered "On Grade" at end of school year:

Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	CCR
	P=.70			P=.75		P=.80			P=.90		

USE DRP SCORES TO MONITOR STUDENT PROGRESS IN READING

All DRP test scores are reported on the same equal-interval scale. A DRP score increase of 5 points in grade 4 is equal to an increase of 5 points in grade 10. Thus, it is possible to measure individual growth in reading and compare the level of growth among individuals or groups.*

Although there are enormous differences in ability to read and comprehend text among students, classes, and schools, some generalizations can be made:

- Students in grades 2 and 3 typically show rapid growth within a school year — as much as 10 DRP units.
- Growth from grades 4 through 8 averages about 4 DRP units per year.
- In high school, growth from fall to spring is smaller — about 1-2 DRP units.

Teachers at all grade levels can monitor student progress in reading over time by administering DRP tests as pretests and posttests. And because DRP test scores tell you what a student can read, progress can be measured in those terms as well.

Reports describing student performance by CCSS comprehension clusters include

- Individual Performance Chart
- Alphabetical Roster
- CCSS Diagnostic Summary

USE DRP SCORES TO GUIDE CLASSROOM INSTRUCTION

The DRP scores shown on your score reports reflect the difficulty level of books your students should be able to read and comprehend. This information can be useful both in selecting appropriate materials for your students and in planning your classroom instruction.

DRP test scores can be used in two ways:

1. First, the teacher can start with the DRP difficulty or text complexity of assigned instructional materials in DRP units, and identify those students who can read the materials with a high level of comprehension, as well as those who are able to read the materials with only a low level of comprehension.

2. Second, the teacher can start with the students' DRP test scores and use DRP➔BookLink to find books that match the needed level of comprehension for assignments. The online DRP➔Analyzer tool can also be used to determine the text complexity of locally developed texts or brief articles being used for class instruction.

*When measuring growth, it is important to use DRP scores at the same level of comprehension, for example, compare Independent Level (P=.90) pretest and posttest scores.

MANAGE CLASSROOM INSTRUCTION

Using students' DRP scores and published DRP readability information, teachers can

- Determine which books are more appropriate for classroom instruction and which for independent reading

- Determine which students will need assistance with their reading assignments, and which students can be expected to do more challenging work

- Build classroom reading collections that correspond in difficulty to the reading abilities of students in their class

- Use DRP➜BookLink software to generate summer reading lists. Books in the school library can also be sorted and/or coded according to their difficulty level, helping students find books that are appropriate in relation to their reading ability

Additionally, the passage sets on the DRP Tests contain a balance of three types of test items that correspond to the three clusters of the CCR Anchor Standards for Reading and the CCSS Reading Standards for Informational Text:

- Key Ideas and Details (CCR Anchor Standards 1–3 for Reading)

- Craft and Structure (CCR Anchor Standards 4–6 for Reading)

- Integration of Knowledge and Ideas (CCR Anchor Standards 7–9 for Reading)

For each of the three clusters, a CCSS diagnostic score (Teach, Practice, or Apply) is provided for each student. These will assist teachers in differentiating instruction and in grouping students with similar needs for intervention, reinforcement, and enrichment purposes.

TEXT COMPLEXITY, READING COMPREHENSION ABILITY, AND EFFECTIVE LEARNING

Students need to be able to comprehend their books and assigned texts if effective learning is to take place. But how much comprehension is desirable, and under what conditions? If materials are too easy, then students may become disengaged; if they are too hard, students often become frustrated. In either case, effective learning is unlikely.

The amount of comprehension necessary for effective learning is influenced by many factors. Student factors such as interest, motivation, study habits, and background knowledge are known to influence effective learning. Similarly, the quality of the textbook, in the sense of being "considerate" for the intended reader, is known to influence effective learning. However, three teacher-controlled factors are often the most important influences. Stated as questions, these factors are:

1. **What is the purpose of reading?**
   If the assigned reading is for the purpose of acquiring or applying content knowledge, then the student must be able to read the material with a higher level of comprehension. If the purpose for reading is to improve the student's reading ability, then the material must provide some challenge for the student. In other words, the teacher would want to use materials that are more complex, relative to the student's reading ability. The students can be taught strategies that "stretch" their reading comprehension abilities.

2. **What is the nature of the reading tasks?**

   If the reading involves "lower order cognition" such as minimally inferential reading for key ideas and details, then the materials could be more complex relative to the student's reading ability. On the other hand, if the assigned task involves "higher order cognition" such as critical or evaluative reading, then the student must be able to read the material with a higher level of comprehension.

3. **What is the teacher's role?**

   If the teacher's primary role is to help the student read the assignment, then the material can and should be more difficult and complex in relation to the student's reading ability. The mid-instructional level of 75% comprehension is often used (and/or 70% comprehension in early grades and/or 80% comprehension for grades 7 and up). However, often teachers expect the students to handle the assigned materials on their own, providing little to no assistance to help the student read the assignment. In such situations, the student must be able to read the materials with a higher level of comprehension, often the independent level at 90% comprehension.

In our example on page 1, if Juanita were a 6th grade student and her social studies textbook had a DRP complexity value of 60 DRP units, Juanita could be expected to experience some difficulty reading the book. Her teacher may look for easier supplemental materials for Juanita. At the same time, the teacher can use specific intervention strategies and scaffolding with Juanita in order to facilitate her understanding of the textbook and to help Juanita internalize effective reading skills in the social studies content area.

However, the situation could be different. Juanita's teacher may want to select a book for Juanita to read and report about to the class. In this case, the teacher could suggest books for Juanita with DRP values in the mid to high 40s — books for which Juanita's level of comprehension is high, allowing her to evaluate the ideas presented and synthesize the book's content into her written and oral report.

Exhibit 1: Individual Performance Chart

(A) INDIVIDUAL PERFORMANCE CHART
DRP Core Comprehension Test Scores

District: **Questar School District**
School: **Questar Middle School**
Examiner: **Kim Smith**
Class: **Smith, Kim 7-A**

DRP®

(B)

Student: KENNETH CORA   **Grade:** 7   **Date of Test:** 09/03/2015

In September, KENNETH took a Degrees of Reading Power (DRP) Core Comprehension Test. KENNETH's performance on this test is reported and interpreted in the following table and chart.

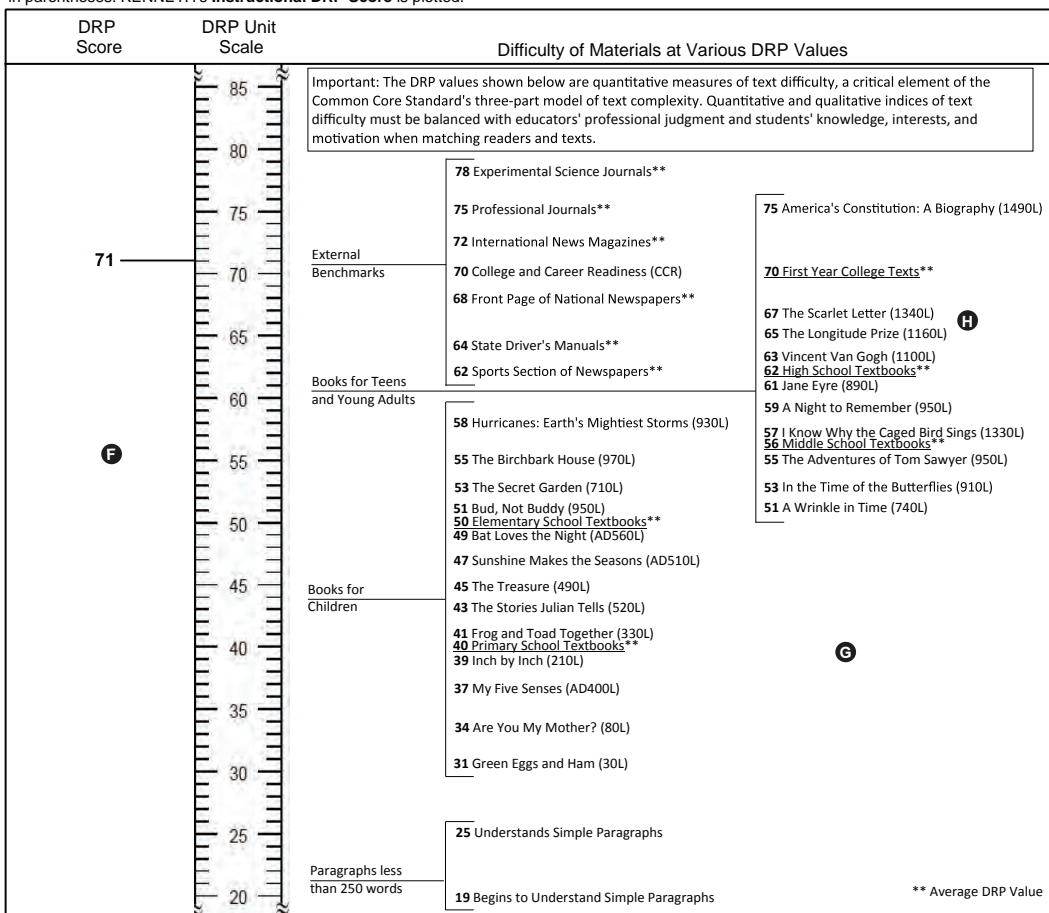|			
Test Form: **(C)** 7A	**Instructional DRP (P=.80):** 71	**Key Ideas & Details:**	21 of 21 Apply
Raw Score: 52 of 63	**Independent DRP (P=.90):** 63	**Craft & Structure:** **(E)**	12 of 16 Practice
National %ile*: 81	**(D)**	**Integration of Knowledge & Ideas:**	19 of 26 Practice

The DRP Core Comprehension Test measures a student's ability to read and understand increasingly complex text. Three diagnostic scores indicate the student's comprehension of key ideas and details, knowledge of vocabulary, and analysis of ideas developed within the text. An instructional interpretation is provided to assist teachers in planning appropriate intervention or enrichment: Teach (Introduce), Practice or Apply.

Instructional DRP Scores indicate the most difficult text that a student can read with 80 percent comprehension.
Assistance from teachers or parents will be needed for students to read such materials with higher comprehension or to read more difficult texts.
Independent DRP Scores indicate the most difficult text that a student can read with 90 percent or higher comprehension.

Examples of the materials which KENNETH is able to comprehend are shown below. DRP text values provided in bold, Lexile® measures provided in parentheses. KENNETH's **Instructional DRP Score** is plotted.

DRP Score	DRP Unit Scale	Difficulty of Materials at Various DRP Values

Important: The DRP values shown below are quantitative measures of text difficulty, a critical element of the Common Core Standard's three-part model of text complexity. Quantitative and qualitative indices of text difficulty must be balanced with educators' professional judgment and students' knowledge, interests, and motivation when matching readers and texts.

External Benchmarks
78 Experimental Science Journals**
75 Professional Journals**
72 International News Magazines**
70 College and Career Readiness (CCR)
68 Front Page of National Newspapers**

75 America's Constitution: A Biography (1490L)

70 First Year College Texts**

71 —

Books for Teens and Young Adults
64 State Driver's Manuals**
62 Sports Section of Newspapers**

67 The Scarlet Letter (1340L) **(H)**
65 The Longitude Prize (1160L)
63 Vincent Van Gogh (1100L)
62 High School Textbooks**
61 Jane Eyre (890L)
59 A Night to Remember (950L)
57 I Know Why the Caged Bird Sings (1330L)
56 Middle School Textbooks**
55 The Adventures of Tom Sawyer (950L)
53 In the Time of the Butterflies (910L)
51 A Wrinkle in Time (740L)

(F)

58 Hurricanes: Earth's Mightiest Storms (930L)
55 The Birchbark House (970L)
53 The Secret Garden (710L)
51 Bud, Not Buddy (950L)
50 Elementary School Textbooks**
49 Bat Loves the Night (AD560L)

Books for Children
47 Sunshine Makes the Seasons (AD510L)
45 The Treasure (490L)
43 The Stories Julian Tells (520L)
41 Frog and Toad Together (330L)
40 Primary School Textbooks**
39 Inch by Inch (210L)
37 My Five Senses (AD400L)
34 Are You My Mother? (80L)
31 Green Eggs and Ham (30L)

(G)

Paragraphs less than 250 words
25 Understands Simple Paragraphs
19 Begins to Understand Simple Paragraphs

** Average DRP Value

THE INDIVIDUAL PERFORMANCE CHART

The Individual Performance Chart can be produced for each student tested. The table, shown in Exhibit 1, shows the student's performance in terms of instructional and independent comprehension levels. In addition, three diagnostic scores reflect the CCSS clusters Key Ideas & Details, Craft & Structure, and Integration of Knowledge & Ideas.

(A) Report Type. An Individual Student Report can be generated to show the performance of each student tested in a class, school building, or district.

(B) Student Name. The student's name is shown along with grade and date of testing.

(C) Test Form, Raw Score, and National Percentile Rank are shown.

(D) DRP Scores. Student performance on DRP tests can be displayed in relation to various performance benchmarks. In this example, the Instructional Level (P=.75) DRP Score was plotted in relation to the average difficulty of articles in popular periodicals and selections from children's literature. Although both Independent Level and Instructional Level DRP Scores are reported, only one level is plotted on the Individual Performance Chart. The typical practice is to plot the Instructional Level for students in elementary and middle school, and the Independent Level for students in high school and beyond; specifically, DRP Scores at (P=.70) for grades 2–4; DRP (P=.75) for grades 5–6; DRP (P=.80) for grades 7–8; and DRP (P=.90) for grades 9+. This reporting is consistent with the expectation that students in the primary and elementary grades typically receive considerable assistance while they are learning to read and that students in the middle and high school grades are expected to do most, if not all, of their reading without assistance.

(E) The number of items the student answered correctly at each of the three CCSS Reading Skills Areas, along with the corresponding interpretive suggestions are shown.

(F) Student's score is plotted on the DRP Unit Scale and graphically illustrates student progress in understanding increasingly difficult textual material.

(G) Performance Benchmarks show materials that students at various levels will be able to comprehend. In Exhibit 1, multiple performance standards have been selected to provide functional referents for student performance and to reflect the developmental nature and progression of reading comprehension over time and across grades. It is important to note that these performance benchmarks were selected for illustrative purposes. In practice, any material containing continuous text could be used to define reading performance benchmarks for students. For example, school districts or state education departments could profile students' progress toward locally determined reading goals or standards of excellence using the difficulty of employment manuals, driver's license manuals, or environmental, health, or safety pamphlets.

(H) Lexile® book measures provided as an additional resource to identify text complexity of selected materials.

Exhibit 2: School Alphabetical Roster

A — GRADE 6 SCHOOL ALPHABETICAL ROSTER
DRP Core Comprehension Test Scores

Test Date	Test Form	No. of Items	No. of Students	Raw Score Mean	Raw Score Median	DRP Score (P=75) Mean	DRP Score (P=75) Median	National Percentile* Mean	National Percentile* Median	Key Ideas & Details Items	Key Ideas & Details Mean	Key Ideas & Details Median	Craft & Structure Items	Craft & Structure Mean	Craft & Structure Median	Integration of Knowledge & Ideas Items	Integration of Knowledge & Ideas Mean	Integration of Knowledge & Ideas Median
08/08/13	6A	63	52	31.1	31	53	53	33	33	18	9.6	10	18	8.8	8	27	12.8	13

Column key: **B** Student Name · **C** DRP Scores [Independent (P=90), Instructional (P=80)(P=75)(P=70)] · **D** National %ile · **E** NCE · **F** Raw Score · **G** No Ans'd · **H** Number Correct per Passage (7 Items/Passage) · **I** Key Ideas & Details [Score (Max=18), Instructional Interpretation] · **J** Craft & Structure [Score (Max=18), Instructional Interpretation] · **K** Integration of Knowledge & Ideas [Score (Max=27), Instructional Interpretation] · **L** Performance in Relation to Common Core State Standard 10 for Reading

Student Name	Indep (P=90)	Instr (P=80)	Instr (P=75)	Instr (P=70)	Natl %ile (D)	NCE (E)	Raw Score (F)	No Ans'd (G)	Number Correct per Passage (H)	Key Ideas Score	Key Ideas Interp	Craft Score	Craft Interp	Integration Score	Integration Interp	Performance (L)
Anderson, Daniel	42	50	53	56	33	41	30	63	5-4-5-4-3-2-2-1	11	Practice	8	Practice	11	Teach	Below Grade Level
Antonio, Miles	34	42	45	48	15	28	21	63	3-4-3-3-2-4-0-0	7	Teach	5	Teach	9	Teach	Below Grade Level
Benjamin, Chaz	40	46	51	54	26	30	26	63	7-5-2-3-4-2-3-0	8	Practice	5	Teach	15	Practice	Below Grade Level
Bishop, Minda	45	53	56	59	41	45	34	63	5-3-5-4-3-3-4-5-2	13	Practice	8	Practice	13	Teach	Below Grade Level
Brooks, Timothy	28	36	39	42	8	20	15	63	2-1-3-3-0-2-1-2-1	3	Teach	5	Teach	7	Teach	Below Grade Level
Buckner, Monique	26	34	37	40	6	17	13	63	6-2-2-0-1-2-0-0-0	5	Teach	2	Teach	6	Teach	Below Grade Level
Cora, Kenneth	37	45	48	51	20	32	25	63	5-4-6-3-1-0-1-3-2	7	Teach	8	Practice	10	Teach	Below Grade Level
Dominguez, Deannie	56	64	67	70	72	62	47	63	6-7-5-4-6-5-3-4-6	13	Practice	13	Practice	21	Practice	Above Grade Level
Duran, Jessica	48	56	59	62	50	50	38	63	7-6-6-6-5-3-0-2-3	9	Practice	13	Practice	16	Practice	On Grade Level
Gonzalez, Leela	59	67	70	73	79	67	50	63	7-6-6-4-5-6-5-5	15	Apply	13	Practice	22	Apply	Above Grade Level
Hernandez, Joseph	28	37	40	43	8	20	16	63	3-0-1-3-1-1-3-2-2	7	Teach	4	Teach	5	Teach	Below Grade Level
Honda, Yuki	48	56	59	62	50	50	38	63	6-5-4-6-4-6-1-4-2	10	Practice	10	Practice	18	Practice	On Grade Level
Irizarry, Lisette	26	34	37	40	6	17	13	63	4-2-1-1-1-1-1-1	3	Teach	3	Teach	7	Teach	Below Grade Level
Jimenez, Aaron	30	38	41	44	9	22	17	63	3-1-4-2-2-0-1-0-4	6	Teach	4	Teach	7	Teach	Below Grade Level
Jones, Mika	49	57	60	63	52	51	39	63	7-5-7-3-3-4-2-4-4	11	Practice	11	Practice	17	Practice	On Grade Level
Lopez, Christopher	43	51	54	57	35	42	32	63	5-6-5-4-3-4-3-1-1	9	Practice	8	Practice	15	Practice	Below Grade Level
Loris, Jacob	54	62	65	68	66	59	45	63	7-5-7-7-4-5-4-4-2	16	Apply	11	Practice	18	Practice	Above Grade Level
Lyman, Skyla	34	42	45	48	15	28	21	63	5-1-4-4-2-1-1-2-1	7	Teach	4	Teach	10	Teach	Below Grade Level
Luna, Jennifer	53	61	64	67	64	58	44	63	7-5-6-5-5-6-3-4-3	13	Practice	16	Apply	15	Practice	Above Grade Level
Luna, Jorge	46	54	57	60	44	47	35	63	7-4-6-3-3-2-3-1	11	Practice	10	Practice	14	Practice	On Grade Level
Mason, David	37	45	48	51	20	32	25	63	6-2-4-4-2-3-2-0-2	10	Practice	9	Practice	6	Teach	Below Grade Level
Moore, Channa	37	45	48	51	20	32	24	63	5-3-4-4-1-2-2-3-0	5	Teach	7	Teach	12	Teach	Below Grade Level

ROSTER OF STUDENTS (ALPHABETICAL OR RANK ORDER)

The Alphabetical Roster can be produced for all the students in a class, school building, or district by grade, and provides specific information about each student in the group tested, as well as measures of central tendency (such as mean and median) for Raw Score, DRP Score, National Percentile Ranks, and CCSS Comprehension Clusters (Key Ideas & Details, Craft & Structure, and Integration of Knowledge & Ideas).

Ⓐ Report Type. Reports can be generated that aggregate or summarize the performance of students for a class, teacher, school building, or district, by grade.

Ⓑ Student Name. Each student tested is listed alphabetically along with his/her scores, reported in a variety of formats.

Ⓒ DRP Scores represent a student's reading ability in terms of the most difficult text that the student can read with a given level of comprehension.

Ⓓ National Percentile (NPR) indicates how the student's performance compares to the performance of students nationally.

Ⓔ NCEs or Normal Curve Equivalents, are normalized standard scores that represent the performance of a student relative to students in the norming sample. NCEs look like National Percentile Ranks (NPRs) but are equivalent to NPRs only at the 1st, 50th, and 99th percentiles. The advantage of NCEs over NPRs is that NCEs form an equal-interval scale, and therefore can be added and averaged to determine group performance, or subtracted to measure gains.

Ⓕ Raw Score is the total number of correct answers.

Ⓖ Number Answered lists the total number of items attempted by the student.

Ⓗ Number Correct per Passage. Passages on DRP tests have seven items each. The passages are sequenced in order of difficulty. When the passages are very easy relative to the student's ability, the typical response pattern is to get all of the items correct. As the passages become more difficult, performance drops off. When this pattern of response varies, it could indicate either that the student was guessing throughout, or that an item was accidentally skipped.

Ⓘ Key Ideas & Details lists the number of items of this type answered correctly by the student and the Instructional Interpretation of that score.

Ⓙ Craft & Structure lists the number of items of this type answered correctly by the student and the Instructional Interpretation of that score.

Ⓚ Integration of Knowledge & Ideas lists the number of items of this type answered correctly by the student and the Instructional Interpretation of that score.

Ⓛ Performance in Relation to the CCSS 10 for Reading shows student performance in relation to CCSS grade level text complexity expectations for the **end** of the school year (Below Grade Level, On Grade Level, or Above Grade Level).

Ⓐ GRADE 6 SCHOOL PROFILE
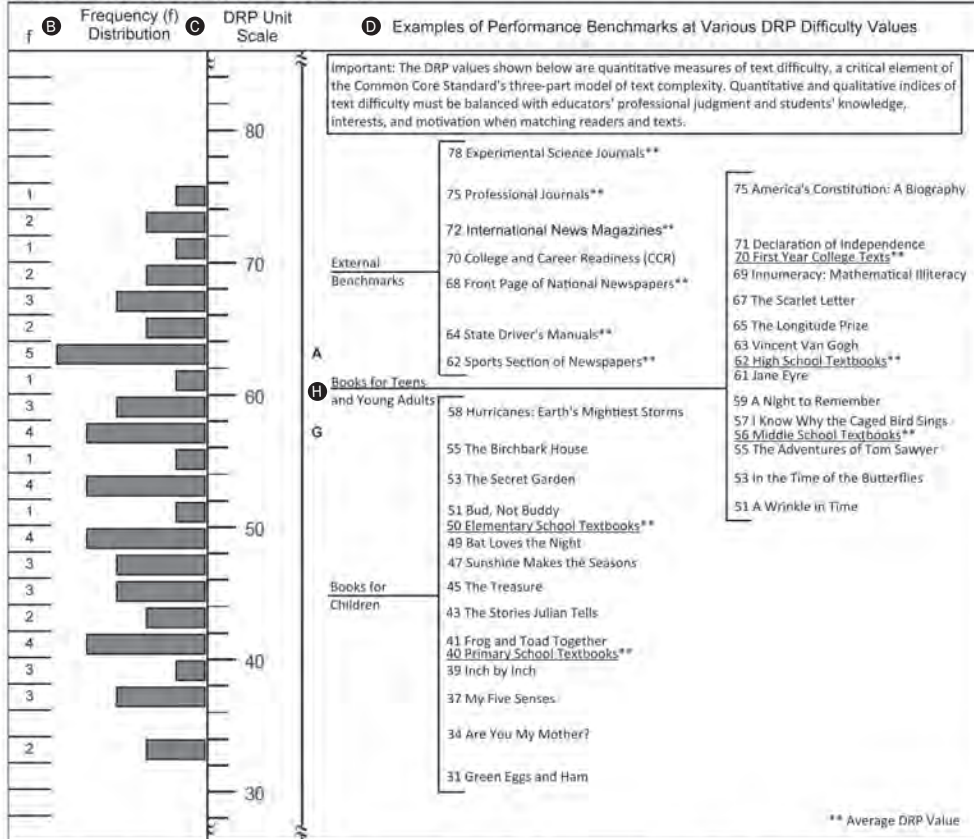DRP Core Comprehension Test Scores

DRP

District: **Questar School District**
School: **Questar Elementary School**

The DRP Core Comprehension Test measures a student's ability to read and understand increasingly complex texts. The ability to construct meaning from text is a prerequisite for doing more advanced work with text, e.g., extending and integrating ideas over multiple texts.

Instructional DRP Scores indicate the most difficult text that students can read with 75 percent comprehension. Assistance from teachers or parents will be needed for students to read such materials with higher comprehension or to read more difficult texts. **Independent** DRP Scores indicate the most difficult text that students can read with 90 percent or higher comprehension.

Examples of materials which your students are able to comprehend can be obtained from the chart below. **Instructional DRP Scores** are plotted in the chart below.

Ⓑ Frequency (f) Distribution	Ⓒ DRP Unit Scale	Ⓓ Examples of Performance Benchmarks at Various DRP Difficulty Values

Important: The DRP values shown below are quantitative measures of text difficulty, a critical element of the Common Core Standard's three-part model of text complexity. Quantitative and qualitative indices of text difficulty must be balanced with educators' professional judgment and students' knowledge, interests, and motivation when matching readers and texts.

Frequency distribution (f values, top to bottom): 1, 2, 1, 2, 3, 2, 5, 1, 3, 4, 1, 4, 1, 4, 3, 3, 2, 4, 3, 3, 2

DRP Unit Scale: 80, 70, 60, 50, 40, 30

External Benchmarks:
78 Experimental Science Journals**
75 Professional Journals**
72 International News Magazines**
70 College and Career Readiness (CCR)
68 Front Page of National Newspapers**
64 State Driver's Manuals**
62 Sports Section of Newspapers**

Ⓗ Books for Teens and Young Adults
58 Hurricanes: Earth's Mightiest Storms
55 The Birchbark House
53 The Secret Garden
51 Bud, Not Buddy
50 Elementary School Textbooks**
49 Bat Loves the Night
47 Sunshine Makes the Seasons

Books for Children
45 The Treasure
43 The Stories Julian Tells
41 Frog and Toad Together
40 Primary School Textbooks**
39 Inch by Inch
37 My Five Senses
34 Are You My Mother?
31 Green Eggs and Ham

75 America's Constitution: A Biography
71 Declaration of Independence
70 First Year College Texts**
69 Innumeracy: Mathematical Illiteracy
67 The Scarlet Letter
65 The Longitude Prize
63 Vincent Van Gogh
62 High School Textbooks**
61 Jane Eyre
59 A Night to Remember
57 I Know Why the Caged Bird Sings
56 Middle School Textbooks**
55 The Adventures of Tom Sawyer
53 In the Time of the Butterflies
51 A Wrinkle in Time

** Average DRP Value

	Ⓔ Raw Score	Ⓕ DRP (P= 90) Scores	DRP (P= 75) Scores	Ⓖ National %iles*
Test Form: 6A				
Test Date: 08/08/13	Mean: 31.1	Mean: 42	Mean: 53	Mean: 33
No. Students: 52	Median: 31	Median: 42	Median: 53	Median: 33
No. Items: 63				

CCSS Text Complexity Expectations by end of Grade 6

| A - Above Grade Level	63 (P=.75)	Above Grade Level	12 (23.1%)
Ⓗ G - On Grade Level	57 (P=.75)	On Grade Level	11 (21.2%)
		Below Grade Level	29 (55.8%)

PROFILE REPORT

The Profile Report can be produced for a class, teacher, school building, or district, by grade. It is a descriptive and graphic report designed to provide summary information about the group of students tested, and shows the distribution of student performance and measures of central tendency (such as mean and median) grouped by DRP reading levels.

(A) Report Type. Reports can be generated that aggregate or summarize the performance of students for a class, teacher, school building, or district, by grade.

(B) Frequency Distribution. Indicates how many students scored at each point on the DRP scale, providing a graphic representation of the range of abilities in the group.

(C) DRP Scale. DRP results are reported on a scale of text complexity. The DRP Scale of Text Complexity ranges, in theory, from 0 to 100 units, with higher values indicating more difficult material.

(D) Performance Benchmarks. Because DRP scores are reported on the same scale as text difficulty, examples of materials that your students will be able to comprehend at various levels are shown here.

(E) Raw Score is the total number of correct answers.

(F) DRP Scores represent a group's average reading ability in terms of the most difficult text that they can read with a given level of comprehension. For example, the first DRP score listed in the Independent (P=.90) column, "42", indicates that, on average, the students can read text with a DRP difficulty value of 42 with about 90% comprehension. The "53" in the Instructional (P=.75) column indicates that average students can read text with a DRP difficulty of 53 with about 75% comprehension.

(G) National Percentile Rank (NPR) indicates how the group's performance compares to the performance of students nationally. For example, a group whose percentile rank is 33 performed as well as or better than 33% of the students in the national norming sample.

(H) CCSS Text Complexity Expectation indicates the most difficult text (in DRP Units) that students at the reported grade level should be able to read with the specified level of comprehension (70–90%) to be "on" or "above" grade level by the end of the school year. The letter "A" (for above) and the letter "G" (for on grade level) are marked on the DRP Unit Scale. The percent of reported students performing Above, On, or Below Grade Level is also shown.

Exhibit 4: District CCSS Diagnostic Summary
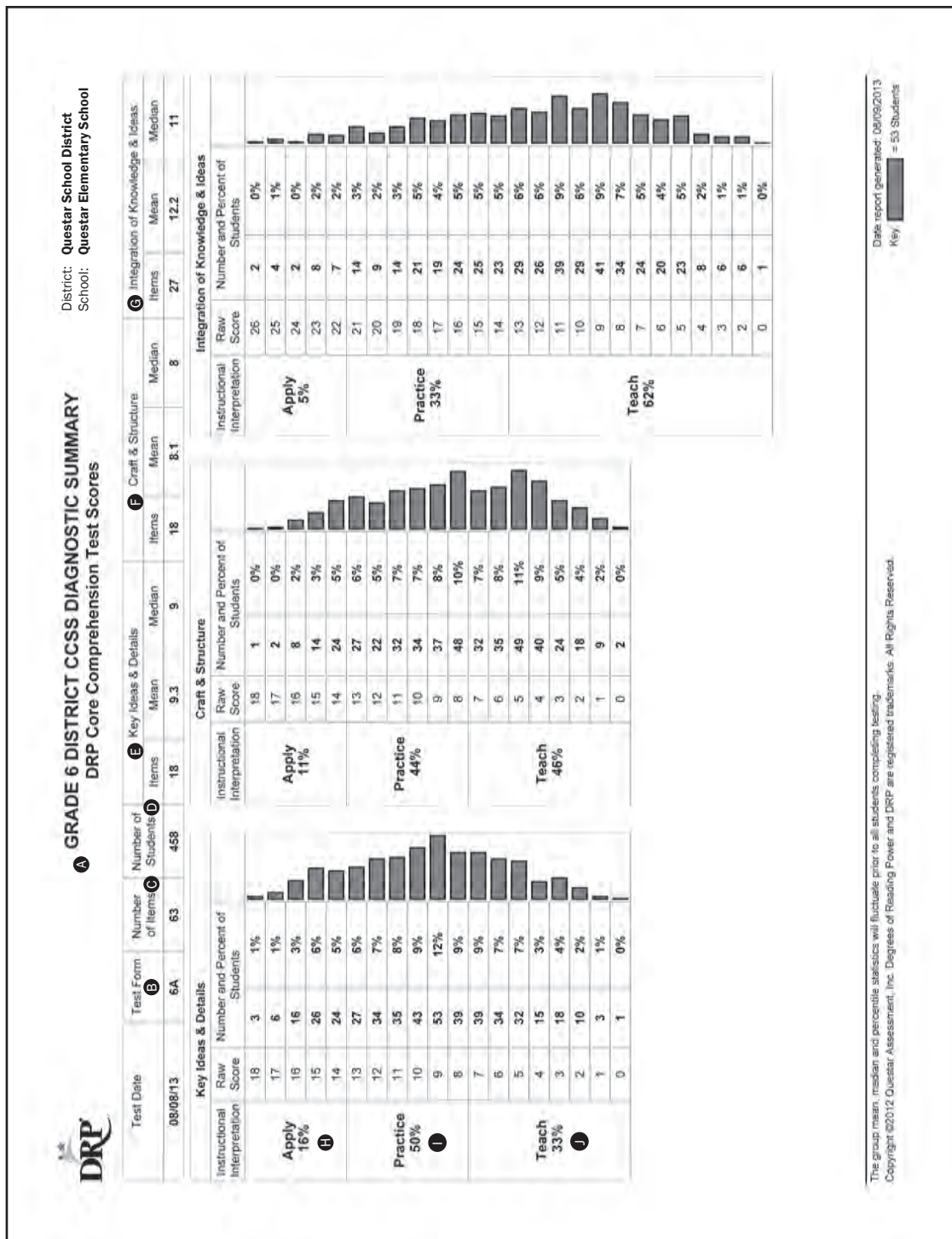
GRADE/SCHOOL DIAGNOSTIC SUMMARY

The Diagnostic Summary Report can be produced for a class, teacher, school building, or district, by grade. This report shows the distribution of student performance grouped by instructional reading levels according to the three major Common Core State Standards reading skills areas: Key Ideas & Details, Craft & Structure, and Integration of Knowledge & Ideas.

A Report Type. Reports can be generated that aggregate or summarize the performance of students for a class; teacher; school building; or district, by grade.

B Test Form. It is important to know which form students were initially tested with when making decisions about retesting. You may want to retest with an alternate form.

C Number of Items. This is the overall number of items on the test. DRP Tests have seven items per passage.

D Number of Students. This is the number of students whose results are included in the summary report.

E Key Ideas & Details. The number of items assessing this reading cluster, along with the mean and median number answered correctly, are shown.

F Craft & Structure. The number of items assessing this reading cluster, along with the mean and median number answered correctly, are shown.

G Integration of Knowledge & Ideas. The number of items assessing this reading cluster, along with the mean and median number answered correctly, are shown.

H Apply. Lists the Raw Scores associated with this instructional reading level, along with the number and percent of students scoring at that level.

I Practice. Lists the Raw Scores associated with this instructional reading level, along with the number and percent of students scoring at that level.

J Teach. Lists the Raw Scores associated with this instructional reading level, along with the number and percent of students scoring at that level.

Cutscores are provided for each of the comprehension clusters that make up the DRP assessments. On the basis of these cutscores, the following interpretive suggestions are provided to assist teachers in making instructional decisions:

Teach means that the student has scored very low on this cluster of items and needs to be introduced or reintroduced to the skills/strategies in these standards. The student has not demonstrated the ability to independently apply these comprehension strategies. Instructors should assume that the student has had minimal prior instruction in these skill areas.

Practice means that the student has showed some understanding of the comprehension skills and strategies in this cluster of items and the standards they reflect, but repeated opportunities for focused practice with teacher coaching is needed until the student is able to apply the skills consistently and independently.

Apply means that the student has demonstrated understanding and effective use of the skills and strategies in this comprehension cluster of items. In order to continue to improve in this area, the student needs multiple opportunities to apply the skills/strategies to a broad set of materials and increasingly complex text.

The numbers of test items that assess the three major CCR Anchor Standards reading clusters vary by test level and form for the DRP tests. Specific cutscores by level and form are based on a percentage of items for each strand; these percents are constant across all DRP levels and forms.

Exhibit 5: Individual Performance Chart, Longitudinal

Ⓐ INDIVIDUAL PERFORMANCE CHART
Longitudinal

District: **Questar School District**
School: **Questar Middle School**
Examiner: **Vardine Adjinian**
Class: **Adjinian, Vardine-3**
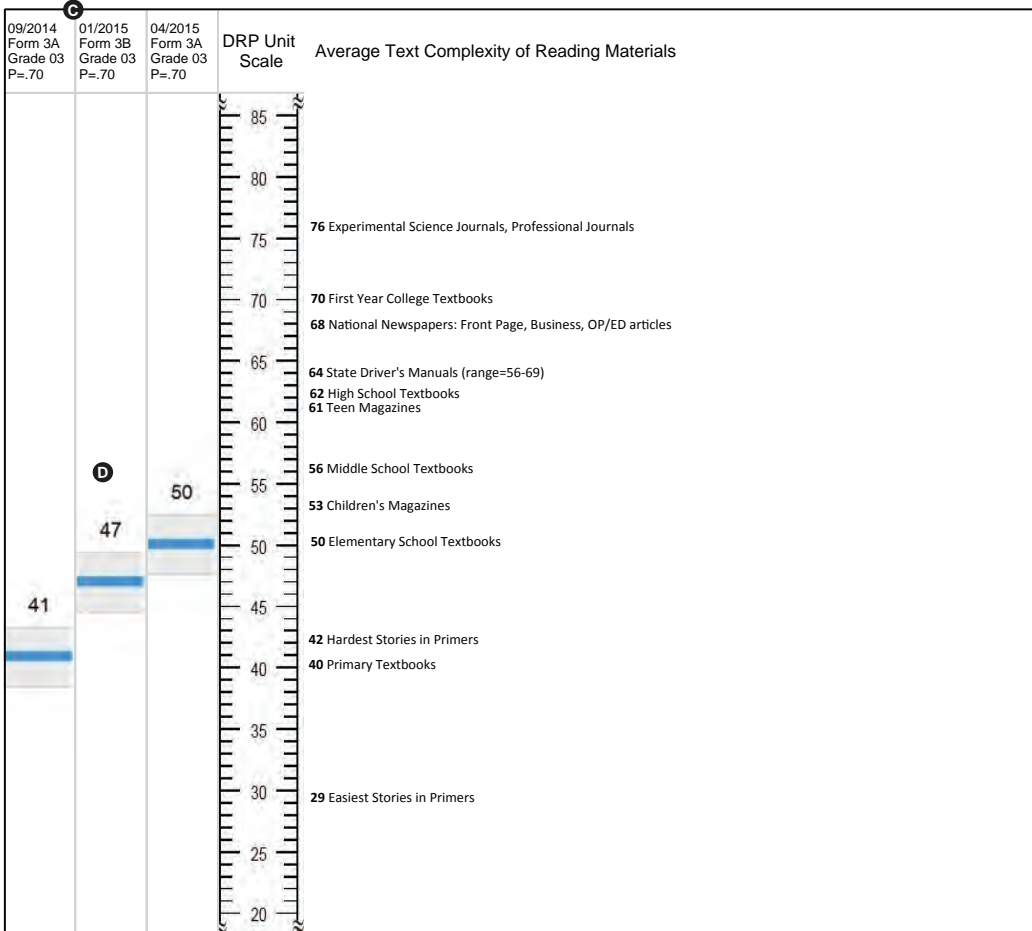
Ⓑ
Student: ANNA MUNOZ   **Grade:** 03   **Date of Last Assessment:** 04/13/2015

The DRP Core Comprehension Test measures a student's ability to read and understand increasingly complex text.

The DRP student scores plotted on the chart below indicate the DRP value of the most complex text a student can read at a **grade-appropriate level of comprehension**. That level of comprehension is expressed as a proportion after "P=" for each DRP score. A student is expected to require assistance to understand such text at a higher level of comprehension, or to comprehend more complex texts at the same level.

As an aid to interpreting DRP student scores and DRP text values, average text complexities are shown for some text types.

Ⓒ

09/2014 Form 3A Grade 03 P=.70	01/2015 Form 3B Grade 03 P=.70	04/2015 Form 3A Grade 03 P=.70	DRP Unit Scale	Average Text Complexity of Reading Materials

```
                                    85
                                    
                                    80
                                    
                                    76  Experimental Science Journals, Professional Journals
                                    75
                                    
                                    70  First Year College Textbooks
                                    68  National Newspapers: Front Page, Business, OP/ED articles
                                    65
                                    64  State Driver's Manuals (range=56-69)
                                    62  High School Textbooks
                                    61  Teen Magazines
                                    60
                    Ⓓ
                                    56  Middle School Textbooks
                         50         55
                  47                53  Children's Magazines
                                    50  Elementary School Textbooks
                                    
                                    45
        41
                                    42  Hardest Stories in Primers
                                    40  Primary Textbooks
                                    
                                    35
                                    
                                    30
                                    29  Easiest Stories in Primers
                                    25
                                    
                                    20
```

Date report generated: 05/28/2015

THE LONGITUDINAL INDIVIDUAL PERFORMANCE CHART

The Longitudinal Individual Performance Chart can be produced for each student tested. The chart shows the student's performance, over time, in terms of instructional comprehension levels.

(A) Report Type. The Longitudinal Individual Performance Chart can be generated to show the performance of each student tested in a class or school.

(B) Student Name. The student's name is shown along with the student's current grade and date of last assessment.

(C) Date of assessment, test form, and grade when assessment was administered are shown.

(D) DRP Scores. Student performance on DRP tests are plotted in relation to the average text complexities for some text types. The P-values represented for each administration follow the minimum level of comprehension for the Text Complexity Expectations above to be considered "On Grade" at end of school year, as described on p. 2 of this guide. The bands represent DRP score variation due to errors of measurement, which are present in every test.

Exhibit 6: Longitudinal Roster Report

DEGREES OF READING POWER

District: Questar School District   **School:** Questar Middle School

Grade 07 School Longitudinal Roster (A)
DRP Scores

| | Test Windows | | | | | | | | | | | | | | | | | |
| | 08/2015 (C) | | | 04/2015 | | | 01/2015 | | | 09/2014 | | | | | | | | |
Student Name (B)	Test Form	Indep. Score	Instr. Score P.75	Test Form	Indep. Score	Instr. Score P.75	Test Form	Indep. Score	Instr. Score P.75	Test Form	Indep. Score	Instr. Score P.75	Test Form	Indep. Score	Instr. Score P.75	Test Form	Indep. Score	Instr. Score P.75
Bailey, Colin	7A	27	38	6A	29	40	6B	30	41	6A	26	37						
Bond, Phil	7A	41	52	6A	44	55												
Burgess, Matt	7A	63	74	6A	63	74	6B	58	69	6A	49	60						
Butler, Dan	7A	28	39	6A	25	36	6B	26	37	6A	25	36						
Campbell, Eric	7A	38	49	6A	39	50	6B	49	60	6A	33	44						
Clarkson, Matt	7A	19	30	6A	40	51	6B	52	63	6A	43	54						
Coleman, Gavin	7A	24	35	6A	26	37	6B	25	36	6A	39	50						
Dyer, Max	7A	41	52	6A	37	48	6B	33	44	6A	22	33						
Ferguson, Phil	7A	36	47	6A	41	52	6B	47	58	6A	43	54						
Gibson, Christian	7A	27	38	6A	28	39	6B	32	43	6A	28	39						
Gibson, Jacob	7A	49	60	6A	51	62	6B	36	47	6A	41	52						
Gill, Owen	7A	39	50	6A	55	66	6B	42	53	6A	33	44						
Howard, Sarah	7A	58	69	6A	52	63	6B	53	64	6A	50	61						
Ince, Melanie	7A	56	67	6A	59	70	6B	59	70	6A	44	55						
Ince, Rebecca	7A	44	55	6A	45	56	6B	44	55	6A	39	50						
Kelly, Anthony	7A	47	58	6A	57	68	6B	48	59	6A	52	63						
Knox, Diana	7A	50	61	6A	51	62	6B	48	59	6A	46	57						
Lewis, Andrew	7A	59	70	6A	56	67	6B	53	64	6A	51	62						
Lewis, Vanessa	7A	52	63	6A	52	63	6B	56	67	6A	37	48						
Parr, Penelope	7A	61	72	6A	56	67	6B	47	58	6A	42	53						

Date report generated: 10/02/2015

LONGITUDINAL ROSTER REPORT

The Longitudinal Roster Report can be produced for all the students in a class or school. The report provides scores for each student tested, as well as scores for prior test administrations, where available.

A Report Type. Longitudinal Roster Reports can be generated that aggregate the performance of students, over multiple administrations, for a class, teacher, or school. A downloadable file is available to view all students in a district.

B Student Name. Each student tested is listed alphabetically along with his/her scores over multiple administrations.

C DRP Scores represent a student's reading ability in terms of the most difficult text that the student can read with a given level of comprehension. The most recent administration is displayed first with previous administrations appearing in reverse chronological order. The first DRP score listed in the Independent Score (P=.90) column, indicates the text difficulty the student can read with about 90% comprehension. The Instructional Score (P=.75) column indicates the text difficulty the student can read with about 75% comprehension.

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