



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.

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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

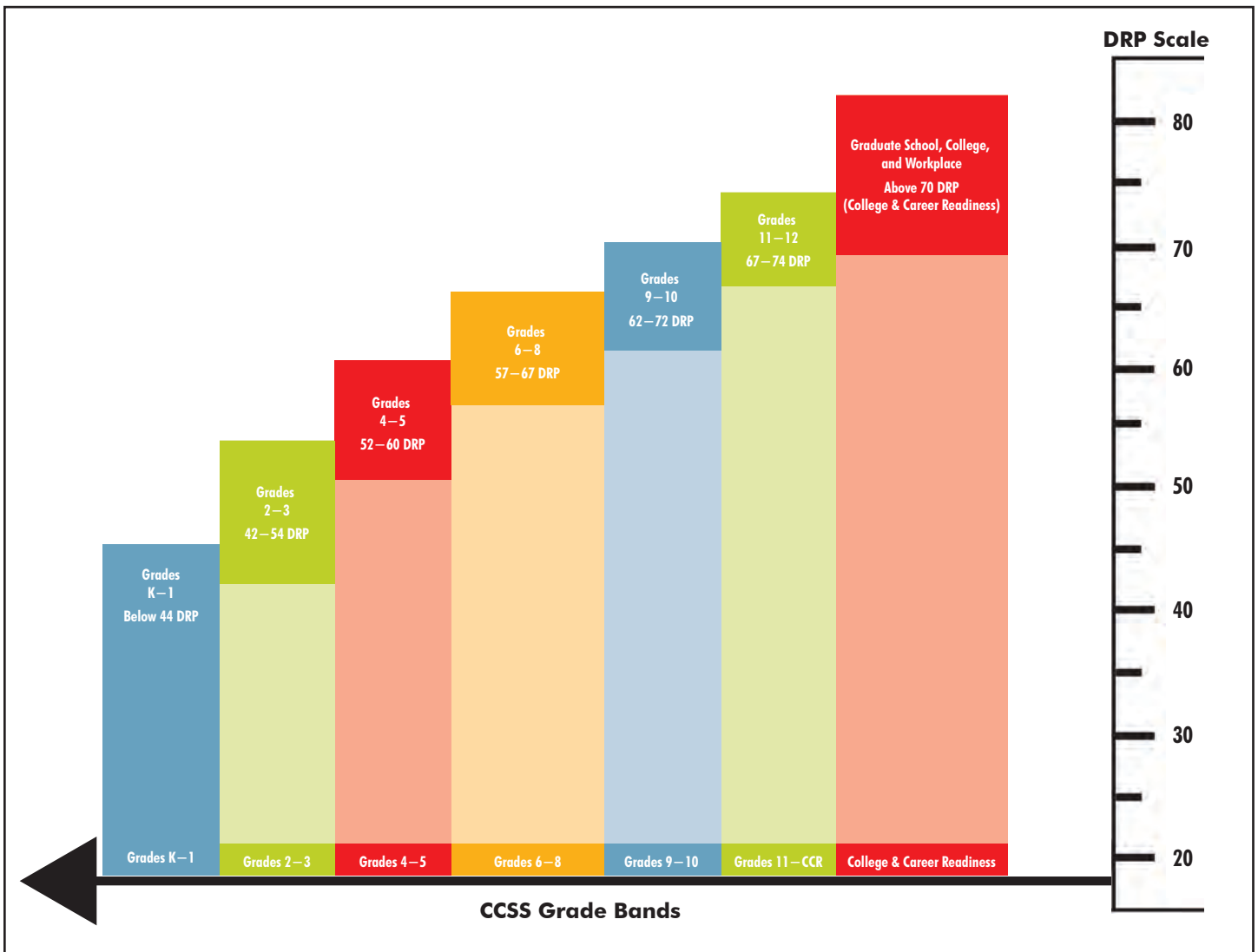
One way to look at setting expectations and goals is to think about what students are expected to read at each educational level. For example, students who plan to drive should be able to read their state’s driver’s license manual (avg. DRP=64). The Common Core State Standards (CCSS) create a staircase 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:

<u>Gr 2</u>	<u>Gr 3</u>	<u>Gr 4</u>	<u>Gr 5</u>	<u>Gr 6</u>	<u>Gr 7</u>	<u>Gr 8</u>	<u>Gr 9</u>	<u>Gr 10</u>	<u>Gr 11</u>	<u>Gr 12</u>	<u>CCR</u>
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.