

Easily manage daily reading practice for all students.

Getting Results with Accelerated Reader™



Accelerated™
Reader



Getting Results with Accelerated Reader™



[Contents](#)

[Index](#)



Contents

Introduction

Navigating This Guide

Accelerated Reader Basics

1 The Purpose of Accelerated Reader: Powerful Practice

- 9 Accelerated Reader and your curriculum
- 10 How Accelerated Reader works
- 10 What guided independent reading looks like
- 11 Key concepts
- 12 AR and English language learners
- 13 A tool for meeting the goals of the Common Core
- 13 Develop nonfiction reading skills

Essential Practices

2 Assemble Resources

- 16 Prepare to use the software
- 17 Label books

- 17 Make sure you have enough books
- 17 Figure out how students will take quizzes
- 17 Arrange for library access
- 18 Prepare your room

3 Personalize Reading Practice

- 19 Use a STAR assessment for baseline data
- 20 Locate each student's initial ZPD
- 21 Use the concept of ZPD to guide reading practice
- 22 Personalize practice with individual point goals

4 Schedule Time for Reading and Quizzing

- 27 Make in-school reading practice a priority
- 27 Reading To, Reading With, and Reading Independently
- 28 Plan a successful start

5 Manage Each Student's Reading Practice

- 29 Have students keep a daily log
- 30 Check in one-on-one at key moments

- 32 Promote self-directed learning
- 33 Review class performance at least once a week

6 Put Comprehension First

- 38 How to ensure good comprehension and high averages
- 38 Practices to avoid

7 Make Success Visible

- 40 Use the Student Reading Log, Student Record Report, and TOPS Report
- 41 Teach students how to check their progress
- 42 Have students "collect" success
- 42 Create a class bulletin board
- 42 Establish a school display
- 43 Introduce students and parents to Renaissance Home Connect

8 Spread the Joy of Reading

- 44 Reading to students
- 45 Book talks
- 45 Book discussions and literature circles
- 45 Finding the right books



Managing AR in Your Classroom

9 Student Routines and Responsibilities

- 48 Reading folders
- 49 Reading practice
- 49 Taking quizzes

10 Teacher Routines

- 50 Interacting with students
- 50 Running reports and reviewing data
- 51 Recognizing progress toward goals

11 The RTI Connection

- 52 A reading practice program for all tiers
- 53 Use reading practice data to assess your core instruction
- 53 Bring reading practice data to data-team meetings
- 54 Use STAR assessments for screening and progress monitoring

12 Establishing Reading Practice with Emergent Readers

- 55 The TWI framework
- 56 How much reading practice?

- 56 Finding time
- 56 Getting help
- 56 Classroom libraries
- 57 Different levels for T, W, and I
- 57 Student Reading Logs
- 58 Goals for emergent readers
- 59 Keeping quizzing manageable
- 59 Teaching students how to take quizzes
- 59 Checking in with students daily
- 60 Reports
- 60 Examples of classroom organization

13 Accelerated Reader in High School

- 63 Scheduling time for reading practice
- 63 Getting a whole-school commitment
- 63 Make sure reading practice is monitored
- 64 Designate a coordinator
- 64 Build a comprehensive library
- 64 Focus on motivation
- 64 Foster successful reading practice across the curriculum

- 65 Accelerated Reader and grades

14 Common Questions

When You're Ready to Do More

15 Set Additional Goals and Adjust Goals

- 70 Average-percent-correct goal
- 71 Average ATOS book-level goal
- 72 ATOS book-level goal and additional STAR tests
- 73 Set goals *with* students, not *for* students
- 73 Don't be afraid to adjust goals
- 75 Become an Empowered Educator

16 Reader Certification

- 76 Certification levels mark important benchmarks
- 77 Honors Reader
- 78 Exemplar Reader
- 78 AR software keeps track
- 79 Celebrate certification



17 Enhance Practice and Delve into Data

- 80 Expand your book collection
- 81 Reading Dashboard
- 82 Utilize other Accelerated Reader reports
- 84 Summary Dashboard
- 84 Use other types of Accelerated Reader quizzes

18 Duolog Reading for “Read With” Practice

- 86 Student readiness
- 87 The Duolog Reading procedure
- 87 Not a time for teaching
- 87 When does Duolog Reading take place?
- 87 Volunteers and training

Appendix

- A1 Goal-Setting Chart
- A2 Goal-Setting Chart for Lexile Measures
- A3 Goal-Setting Chart for Reading in Spanish
- A4 Student Reading Log—With Goals
- A5 Registro de Lecturas—con las Metas

- A6 Student Reading Log—With Goals and Progress
- A7 Student Reading Log—Emergent Reader
- A8 Registro de Lecturas—Lector Emergente
- A9 Student Reading Log—Beginning Reader
- A10 Registro de Lecturas—Lector Principiante
- A11 Reading Log (Simplified)
- A12 R.C.W. Bookmark Reproducibles
- A13 Status of the Class Record Sheet
- A14 Student Reading Plan
- A15 STAR Reading Summary Report
- A17 Reading Practice TOPS Report
- A18 Diagnostic Report—Reading Practice
- A19 Student Record Report
- A20 TWI Report
- A21 College and Career Readiness Report

Index





Introduction

Congratulations! You have purchased one of the most effective software tools for fostering reading growth—Accelerated Reader. As with all tools, the results that you and your students achieve with AR will depend on what you do with it. When used casually, AR helps students’ reading abilities grow. When used thoughtfully and with proven techniques, it leads to tremendous gains and a lifelong love of reading.

In this guide, we describe some of the techniques that maximize the potential of Accelerated Reader. First, we give you basic information about the purpose of AR and its essential concepts. Then we describe the practices that will get you and your students off to a good start. After that, we provide tips for managing your classroom, and finally, we describe other practices that we encourage you to do when you’re ready. The [appendix](#) contains helpful reproducible forms and sample reports.

We hope what you find here will inform and inspire you. Bear in mind, however, that this is only an introduction. To learn more about other professional-development opportunities, visit our website at www.renaissance.com.

Navigating This Guide

Getting Results with Accelerated Reader is an interactive PDF ideal for use on computers, laptops, and tablets with screens of at least seven inches. We recommend viewing the guide through Adobe Reader for optimal functionality. You may also save the guide to your desktop for offline reading, but be sure you are always using the most up-to-date version. You can download it at www.renaissance.com or within Renaissance Place.

Other Interactive Features

Web and appendix links. Some pages in this guide contain links to web pages, software instructions, and more in-depth information to support your implementation. Other pages have links to the appendix, where you will find a variety of reports, reproducible forms, and other helpful resources. Simply click the underlined text on these pages to access these links.

Highlighting and note taking with Adobe Reader. If you read this guide through Adobe Reader, you can highlight text and insert comments or notes. These are great ways to flag the information that is most relevant to your implementation. Be sure to save your changes in the most up-to-date version of the guide.

Utilize other Accelerated Reader reports

Earlier chapters introduced you to the TOPS and Diagnostic reports. Here are three other reports that help you monitor student data. See the [software manual](#) for instructions on viewing and printing them.

Student Record Report. If a student is having problems, view this report to analyze details about the student's reading practice. (An example is in [Chapter 7](#).)

- Were the books the student chose to read within her ZPD?
- Did the student do well with books of a certain level and poorly with others?
- Did the student do well with books of a certain length, as indicated by point value, and poorly with others?
- Is the student struggling with either fiction or nonfiction?

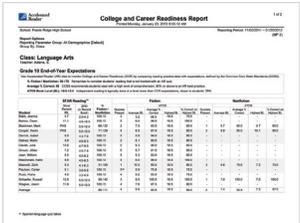
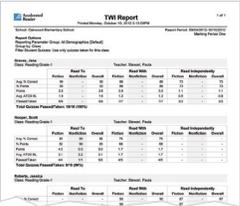
The Student Record Report also summarizes data for Other Reading Quizzes, which includes nonfiction articles available in Accelerated Reader 360 (available fall 2014).

TWI Report. This report separates data for books read to or with students, as well as books read independently.

Enhance Practice and Delve into Data

College and Career Readiness Report. This report shows progress toward college and career readiness standards. The first two columns display an instructional reading level and a ZPD for independent reading practice based on STAR Reading scores. The next column shows the balance of fiction and nonfiction reading. The percentages reflect points earned. For example, "68/32" means 68 percent of the student's points were earned by reading fiction and 32 percent were earned by reading nonfiction. Because points are largely based on word count, this means 68 percent of the words read by the student were in fiction text and 32 percent were in nonfiction text.

The remaining columns provide more details about fiction and nonfiction reading. Average book level is the average level of difficulty of the books the student has read with basic comprehension. This number is based on passed quizzes. Average percent correct is the student's average level of comprehension of those books. Highest book level is the difficulty of the highest-level book the student has attempted to read. (The student may or may not have passed the quiz for this book.) Percent correct on highest book level tells you the score on the quiz for that book.



Click the reports in this chapter for a larger view.

Many pages contain images of reports and other resources. **Click these images for a full-screen view.**



Use the **Back** and **Forward** arrows to flip through the document. (May not function on all devices.)



Use the **Contents** button to view the table of contents at any time. Click any chapter or section to go directly to it, rather than scrolling through the entire document.



The **Index** button will take you to the index, where you can search the guide by keyword. From the index, click the page numbers to go directly to those pages.

Accelerated Reader™ Basics





1

The Purpose of Accelerated Reader: Powerful Practice

Reading is a skill, and like every skill it requires not just instruction but practice. Reading practice enables students to apply the skills and strategies that you teach. It gives you opportunities to check student learning and identify weaknesses. And it draws students into the world of “real” reading—a world in which people learn from and enjoy books.

Practice does not automatically lead to growth, however. To be effective, practice must have certain attributes: it must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain.

The purpose of Accelerated Reader is to enable powerful practice. It does this by

- providing data that helps you monitor and personalize reading practice.
- encouraging substantial amounts of practice, according to guidelines based on research findings.
- making practice fun for students by facilitating successful encounters with text.

Accelerated Reader and your curriculum

Accelerated Reader does not replace a reading series or other instructional materials; rather, it supports and enhances them. As college and career readiness standards emphasize, effective reading programs develop students’ ability to draw knowledge from text and to tackle complex texts independently. A primary benefit of Accelerated Reader is that it is a vehicle for this essential learning transfer.



How Accelerated Reader works

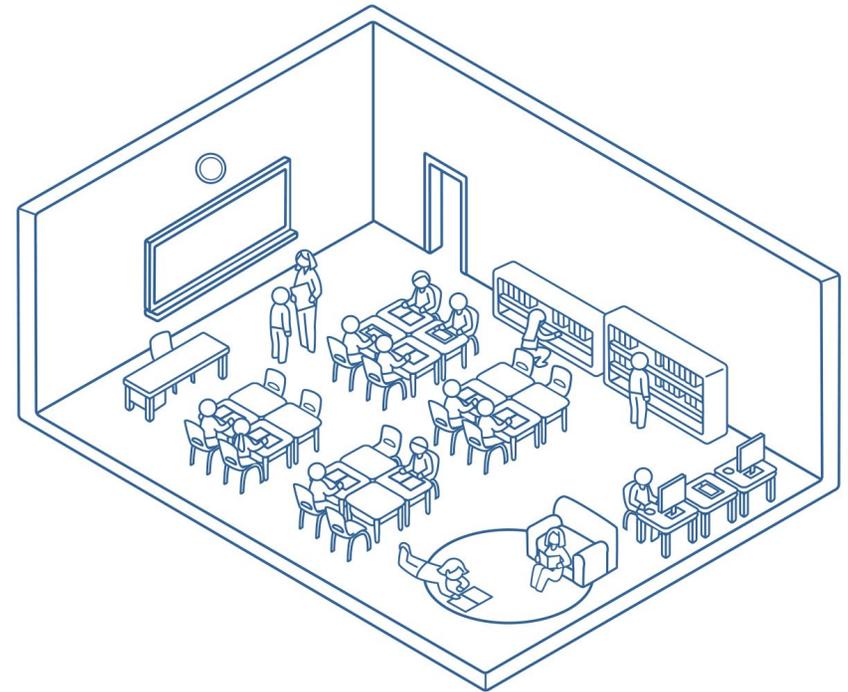
1. You schedule time for daily reading practice, additional to your instructional period. During this time, your students select and read library books that match their individual ability levels and interests.
2. When a student finishes a book, he or she takes an Accelerated Reader Reading Practice Quiz on a computer or mobile device. This quiz assesses general comprehension of the book just read.
3. Accelerated Reader scores the quiz, keeps track of the results, and generates reports. You use this data to monitor each student's practice, guide students to appropriate books, and target instruction.

What guided independent reading looks like

Guided independent reading practice is an active time. As you can see in the illustration on this page, most students will be reading quietly to themselves. A few students will be taking quizzes in a corner of the classroom. Other students will be selecting a new book to read from the classroom library or the school library.

Meanwhile, students who have finished a book will come to you and ask permission to take a quiz. Students who have just taken a quiz will

show you the results so that you can reinforce good work and provide guidance on which book to choose next. While students read, you will move from individual to individual, checking to see that their books are a good fit and showing your interest in them and their efforts. Because you will have established routines for all of these things, which we'll describe later, students can work independently and in an orderly fashion.



Emergent Readers

Accelerated Reader is designed to be engaging and effective for students in kindergarten through grade 12. For that reason, the software looks a little different for primary students than older students. By default, students in grades K through 3 see an interface that uses simplified language and displays data visually. To change that setting, go to the Preferences area of the software. The implementation of the program varies somewhat as well. See [Chapter 12](#) for information about using Accelerated Reader with emergent readers.

Key concepts

For practice to be personalized, there must be a good match between the individual and whatever the individual needs to practice with. That means there must be a way to measure both of these elements. With AR, we measure students' reading capabilities, and we measure books.

Zone of proximal development. Common sense tells us that whenever we practice a skill, we will get the most from our efforts if we work at the right level. The same principle applies to reading. Practicing with books that are too hard results in frustration. Practicing with books that are too easy does little to improve skills and leads to boredom. With Accelerated Reader, we use the term zone of proximal development, or ZPD, to match students to appropriate books. Based on a concept developed by Russian psychologist Lev Vygotsky, the ZPD represents the level of difficulty that is neither too hard nor too easy, and is the level at which optimal learning takes place.

You will need baseline data on each student's reading ability in order to estimate a ZPD. Any standardized reading assessment, including STAR Reading, provides this baseline data. STAR Reading also suggests a ZPD for each student. This is a personalized starting place for reading practice and may need to be adjusted over time.

Book level, interest level, and points. To help you guide students to books that are right for them, we provide three pieces of information about every book for which we have a Reading Practice Quiz:

Book level represents the difficulty of the text. It is determined by a readability formula called ATOS that analyzes the average length of the sentences in the book, the average length of the words, and the average grade level of the words. ATOS reports the overall book level in terms of grade. For example, a book level of 4.5 means that the text could likely be read by a student whose reading skills are at the level of

grade 4, fifth month of the school year. It does not, however, mean that the content is appropriate for a fourth grader. To indicate that we use another measure called "interest level."

Interest level is based on a book's themes and ideas and indicates for which age group a book is appropriate. In many cases, a book's interest level coordinates with its book level. Many books, however, have a low book level but are appropriate for higher grades and vice versa. For example, Ernest Hemingway's *The Sun Also Rises* has a book level of 4.4 because the sentences are short and the vocabulary is simple. The interest level, however, is Upper Grades. *Arthur Throws a Tantrum*, on the other hand, with an interest level of Lower Grades, has a book level of 4.9 because it contains fairly long words and sentences.

The chart below shows which grades fall into each interest level.

| Interest Level | Grade Appropriateness |
|----------------|------------------------------|
| LG | Lower Grades, K–3 |
| MG | Middle Grades, 4–8 |
| MG+ | Middle Grades Plus, 6 and up |
| UG | Upper Grades, 9–12 |

Points are assigned to each book based on its length and difficulty. For example, the Berenstain Bears books, which are about 8,000 words long, are one-point books. *The Sun Also Rises*, about 70,000 words long, is a 10-point book. The formula for calculating points is:

$$\text{AR points} = [(10 + \text{book level}) / 10] \times (\text{words in book} / 10,000)$$

As you work with AR, you will notice that some popular books have more points assigned to them than some classic pieces of literature. Tom Clancy's *Executive Orders*, for example, is a 78-point book while Shakespeare's *Macbeth* is a four-point book. This doesn't mean we think *Executive Orders* is a better book or more worthwhile to read than



Macbeth. Points only tell you that *Executive Orders*—at more than a thousand pages—is much longer than Shakespeare’s masterpiece play.

AR measures practice with points. Because points are based on word count, AR uses them to keep track of how much reading a student has done. Students “earn” points by taking the Reading Practice Quiz for the book they have just read. If a student reads a 10-point book and scores 100 percent on the quiz, he earns 100 percent of the points. If the student scores 90 percent, he earns 90 percent of the points and so on. To earn any amount of points, a student must score at least 60 percent on a three-, five-, or 10-question quiz and 70 percent on a 20-question quiz.

Potential problems with points. In sports and other competitions, a player wins by earning more points than anybody else. Sometimes schools approach AR in the same way and recognize students who earn the most points. We discourage this practice. When schools focus primarily on points, students tend to choose inappropriate books and less skilled readers are handicapped. To try to earn more points, some students take quizzes without reading books, and they share answers. All students lose sight of the primary goal, which is to read interesting books at the level of difficulty that is right for each of them as individuals.

In a later chapter, we’ll describe how to use points to measure the quantity of reading a student has done and to set individualized goals based on ability. This levels the playing field and enables every student to succeed and grow.

Lexile® text measures. Beginning in fall 2014, you can set a preference in the software so that it displays book levels with the Lexile text measure rather than the ATOS grade-level scale. If you set this preference, Lexile measures will appear on book labels, software screens, and reports. See the [software manual](#) for instructions.

AR and English language learners

Accelerated Reader includes a number of features to support reading practice for ELLs.

- Quizzes are available in both English and Spanish. If a student reads a book in English, she takes the English-language quiz. If she reads it in Spanish, she takes the Spanish-language quiz.
- The Diagnostic Report shows reading comprehension in both languages.
- Quiz results can be printed for the student in Spanish.

Parents who log in to Renaissance Home Connect can have reading practice information displayed in Spanish.

We tell you more about these features in later chapters. Best practices for ELLs are generally the same as for native speakers. However, keep in mind that ELLs who communicate well in English during everyday conversations may not have the same level of proficiency with text. Even if a student is a good decoder, his English vocabulary may be smaller—by thousands of words—than that of a native speaker. Thus his comprehension may fluctuate, depending on a book’s subject matter. Be sure to provide instruction and support with English language learning as well as reading.

A tool for meeting the goals of the Common Core

The Common Core standards emphasize that students must be able to comprehend literary and informational texts of increasing complexity as they progress through the grades so that by the time they leave high school, they will be ready to tackle the literacy demands of higher education and the workplace. This means that teachers must know what their students are reading and how well they are reading it. They must also provide instruction, guidance, and time for practice with increasingly complex text.

AR tells you what your students are reading. For every book for which there is a Reading Practice Quiz—160,000 and counting—we can provide a quantitative measure (ATOS book level) and qualitative measure (interest level) of text complexity.

AR measures your students’ comprehension. Quiz data helps you monitor students’ comprehension of texts at varying levels of complexity and makes it easier for you to provide instruction and guide practice.

AR provides opportunities for the transfer of critical skills.

Students must be able to apply the skills that you teach not only during lessons, but when they are reading on their own. When you check in with students every day during reading practice time, you have the opportunity to consistently and deliberately support that application.

AR gives you a way to move students into increasingly complex text at a pace that promotes competency.

In the words of the Common Core, “harder texts may be appropriate for highly knowledgeable or skilled readers, and easier texts may be suitable as an expedient for building struggling readers’ knowledge or reading skill

up to the level required by the Standards.” AR makes it possible for you to differentiate your students’ reading practice so that everyone reads at a level that is right for them as individuals—the ZPD. By monitoring AR data, you know when to expand their ZPD upwards so that they stretch their reading abilities and move into more complex text.

To help you monitor critical data, Accelerated Reader provides a College and Career Readiness Report. We describe this report in more detail in a later chapter.

Develop nonfiction reading skills

Accelerated Reader supports the development of nonfiction reading skills in several ways. Students can read nonfiction books during independent reading practice—in fact, nearly half of the available Reading Practice Quizzes are for nonfiction books. In addition, if you have Accelerated Reader 360 (available fall 2014), you have access to a bank of nonfiction articles with comprehension quizzes as well as an instructional tool to support the development of nonfiction reading skills.

The articles available in Accelerated Reader 360 can be filtered by ATOS reading level, topic, subtopic, and skill. Within each article is an assignment that asks students to apply a nonfiction reading skill. For example, students might be asked to highlight an author’s claim along with evidence the author supplies to support that claim. Assignments also include a writing prompt that asks students to summarize or reflect upon the assignment task. Upon completion, students take an Accelerated Reader quiz that checks for basic understanding of the text. These results are then available to you for analysis and instructional planning. For more information, see our [website](#).



Chapter 1: Summary

- The purpose of Accelerated Reader is to enable powerful practice.
- A student's ZPD represents the level of difficulty that is neither too hard nor too easy.
- Book level indicates the difficulty of text, not the maturity of content.
- Interest level tells you for which grade levels a book's themes and ideas are appropriate.
- Points are assigned to a book based primarily on its length. The number of points a student earns tells you how much reading a student has done.
- Accelerated Reader is a tool that helps you meet the goals of the Common Core State Standards.
- Accelerated Reader 360 includes an instructional tool for developing nonfiction reading skills.



Essential Practices





2

Assemble Resources

Before you begin using Accelerated Reader, make sure the software is set up and you're familiar with it. As a faculty, evaluate your supply of books and hardware options.

Prepare to use the software

Your technology staff needs to set up student, class, teacher, and school-year information before you begin using AR. They will also give you a user name and password, along with the web address, or URL, for the Renaissance Place home page.

Identify student user names and passwords. Locate student user names and passwords in the Personnel, Students, and Parents area of Renaissance Place. Print the list and give the information to your students. See the [software manual](#) for instructions on how students log in.

Take a sample quiz. Accelerated Reader includes different types of quizzes for different purposes. The quiz of basic comprehension that students take on books they select for reading practice is called a Reading Practice Quiz. Familiarize yourself with this type of quiz by taking one on a book that you know. (See the [software manual](#) for instructions.) A Reading Practice Quiz consists of three, five, 10, or 20 multiple-choice questions, depending on the length of the book.

Label books

In order for students to select books that are right for them and then find quizzes easily, label books with their book level, interest level, point value, and quiz number. You can print labels from the software or purchase preprinted labels through our [website](#). Some schools have students or volunteers handwrite this information on the inside cover. To streamline book selection for younger students, you may want to color-code primary books by using colored dots in half- or whole-grade increments. A color-coding system is not recommended for books for older students since struggling readers may not want the level of the books they are reading to be visible to others.

Make sure you have enough books

Library circulation rises dramatically in an Accelerated Reader implementation. The chart on this page gives guidelines that will help you make sure your school has enough books to give students good choices and keep them fully occupied with reading practice.

Keep in mind that GE refers to a student’s grade-equivalent reading level, not grade in school. That means, for example, that if your school has a high proportion of students reading at lower levels, the

librarian will want to adjust her book acquisition program accordingly. Note that the number of books needed is higher for lower GEs; that’s because beginning readers read short books that they finish quickly. If you test your students with STAR Reading, GE scores will appear on the Summary Report.

| Recommended Number of Books | |
|-----------------------------|----------------------|
| GE | AR books per student |
| 0.0–1.9 | 10 |
| 2.0–2.9 | 8 |
| 3.0–5.9 | 5 |
| 6.0–8.9 | 4 |
| 9.0+ | 2 |

Figure out how students will take quizzes

We recommend that students take quizzes within 24 hours of finishing a book. If they have to wait longer and do poorly, you won’t know if they had problems comprehending what they read or if they simply forgot some of the details. Therefore, having one or more computers in a classroom is optimum. If you have mobile devices such as iPads, students can take quizzes right at their desks. You will also need a printer to print quiz results.

Arrange for library access

Students need ready access to the library so that as soon as they finish a book, they can select another. A pass system allows students to go to the library individually, not just as a class, while controlling the number of students who are out of the classroom at one time. We strongly suggest that you also have a collection of labeled books in your room. In some schools, the librarian augments classroom libraries by sending out rotating book collections in crates or on carts.

Other Quiz Formats and Types

- Recorded Voice Quizzes: Reading Practice Quizzes with audio for many primary-level books
- Spanish Quizzes: For top-selling Spanish titles
- Vocabulary Practice Quizzes: Test knowledge of key vocabulary in books students choose for reading practice
- Literacy Skills Quizzes: Test higher-level thinking skills
- Other Reading Quizzes: Check comprehension of reading you assign in nonfiction articles and specific textbook series

For details, see the Renaissance Learning [website](#).



Prepare your room

Devote a corner of the room to books and reading. Create an inviting nook with squares of carpeting, comfy chairs, and perhaps an old sofa. Organize books by levels on shelves or in crates, and add a display of great reads, as recommended by peers.



Chapter 2: Summary

- Identify student user names and passwords.
- Take a sample quiz.
- Label books.
- Make sure you have enough books.
- Figure out how students will take quizzes.
- Arrange for library access.
- Prepare your room.

3

Personalize Reading Practice

The most exciting feature of Accelerated Reader is that it makes it easy for you to personalize your students' reading practice. No more guesswork, no more Sunday night planning sessions trying to match the right materials to the right student. If you want to see your students' reading skills soar, take advantage of this important aspect of Accelerated Reader.

Use a STAR assessment for baseline data

STAR Reading provides baseline data on each student's reading achievement. To take this assessment, students need a sight vocabulary of at least 100 words. STAR Early Literacy assesses prereading skills and is designed for students who are not yet reading independently.

Administer STAR assessments as early as possible in the school year. Be sure to read the pretest instructions, which describe the testing protocol. These can be found in the Resources area of the software.



Locate each student’s initial ZPD

In addition to reporting a student’s overall reading ability, STAR Reading suggests a range of book levels for each student—a ZPD. It is based on a student’s grade-equivalent (GE) score and is a personalized starting place for reading practice. If you have STAR Reading and the latest version of Accelerated Reader, ZPDs will automatically appear on AR’s Edit Reading Practice Goals page.

These are based on a student’s first STAR score of the year. You may select a different test score from a drop-down list, and the software will recalculate the ZPD. ZPDs are also listed on the STAR Reading Summary Report.

If You Do Not Have the Latest Version of Renaissance Place

Use the Goal-Setting Chart in the [appendix](#) or our online calculator, both of which you can access through the software, to identify individual point goals based on a student’s GE score, the amount of daily reading practice you provide, and the length of your marking period. Then enter the goals manually in the software. Instructions related to goals are in the [software manual](#).

Click the reports in this chapter for a larger view.

If you do not have STAR Reading, use the GE score from any reading assessment and our goal calculator, which can be accessed from the Edit Reading Practice Goals page. If no test is available, estimate grade-equivalency by observing what the student is able to read. See [Chapter 12](#) for information on estimating ZPDs for emergent readers.

ZPDs cover a range of levels. We express ZPD as a range rather than a single number—2.8 to 3.9, for example, rather than 2.8. People are too complex, and the reading process too dynamic, for us to tell you precisely which book would be most suitable for a particular student. Experiential background, vocabulary, culture, and interests all affect how hard or easy a book is to read. It’s also important that students choose from a wide variety of books. This results in the most authentic and motivating reading experience.



We urge you not to control students' choices within their ZPDs by having them, for example, first read books at the 2.8 level, then the 2.9 level, 3.0 level, and so on. Research does not show that a tightly controlled progression with library books leads to greater gains. This practice also turns reading into a chore.

How ZPDs are configured.

When you look at the adjacent chart, you'll see a distinctive pattern. Above 2.0, the ZPD begins at a level that is lower than the GE—considerably lower as the GE goes up. This is because the GE from a test represents the highest level at which a student can read short passages, not the level at which he or she can read comfortably for hours. Besides that, most noninstructional materials, even for adults, are written at a level below 6.0. (John Steinbeck's *The Grapes of Wrath*, for example, has a book level of 4.9.) If students were asked to only read books that matched their GE, once they tested higher than about 6.0, they would be faced with very difficult, and probably not very enjoyable, material.

| Grade-Equivalent Reading Score | Suggested ZPD |
|--------------------------------|---------------|
| 1.0 | 1.0–2.0 |
| 1.5 | 1.5–2.5 |
| 2.0 | 2.0–3.0 |
| 2.5 | 2.3–3.3 |
| 3.0 | 2.6–3.6 |
| 3.5 | 2.8–4.0 |
| 4.0 | 3.0–4.5 |
| 4.5 | 3.2–5.0 |
| 5.0 | 3.4–5.4 |
| 5.5 | 3.7–5.7 |
| 6.0 | 4.0–6.1 |
| 6.5 | 4.2–6.5 |
| 7.0 | 4.3–7.0 |
| 7.5 | 4.4–7.5 |
| 8.0 | 4.5–8.0 |
| 9.0 | 4.6–9.0 |
| 10.0 | 4.7–10.0 |
| 11.0 | 4.8–11.0 |
| 12.0 | 4.9–12.0 |

Use the concept of ZPD to guide reading practice

Once you locate initial ZPDs, have your students start out reading at those levels. Monitor their reading closely to see whether these initial ZPDs are good fits or whether you need to make adjustments. We describe routines for monitoring reading practice in later chapters.

Make sure students know their ZPD. A fundamental principle of Accelerated Reader—and effective education in general—is that students must become self-directed learners. For this reason, they must know their own ZPD so they can select books within their range. This kind of involvement builds a sense of control in students and is highly motivating. Students also acquire an understanding of what is the right level of challenge for them.

Quiz averages of at least 85 percent show students are reading in their zone. The ZPD that appears in the software may—or may not—be the right ZPD for an individual student. No single testing event can be guaranteed to be perfectly accurate. Sometimes students are distracted and score low. Other students may do well with short test passages and score high, and then struggle with long chapter books. For this reason, the best indicator of a student's reading ability is how well the student does with daily reading practice. We know from our research that if a student is able to maintain an average score on AR Reading Practice Quizzes of about 85 to 95 percent, the student is working at an optimum level of difficulty. That means if a student is unable to achieve an average of 85 percent, you would first look at the student's technique: Is she applying basic comprehension strategies? If the technique is good but the student continues to struggle, you would then guide the student to lower-level books. As the student's skills improve and her quiz average rises to about 85 percent, open up the higher end of the range from which the student is choosing books to encourage more challenging reading. Think of a caterpillar moving forward: stretch the top and then bring up the bottom.



Moving students up. The same practice applies when students do well within their ZPD. You'll want them, too, to move into harder books in order to advance their reading ability and achieve the capabilities defined by the Common Core and other standards. If students can read books above their current ZPD and pass the quizzes with at least a 60 percent score, that is a good thing. Our research tells us that stretching into more difficult books with basic comprehension is associated with increased reading growth. (Reading difficult books and scoring below 60 percent, however, is associated with less reading growth.)

Therefore, when students have solid comprehension within a certain range of book levels, encourage them to stretch into something harder. Tell them not to be discouraged if initially their quiz scores drop. Don't force them into a steady diet of difficult books, however, and remember that their comprehension of what they do tackle should be at least 60 percent. With continued practice, their quiz scores with more difficult text will go up. Their ZPD will move up with them.

ZPD and emergent readers. Students who are not yet reading independently will be practicing reading with books that are read to and with them. These emergent readers can also take Reading Practice Quizzes, with the help of someone who reads the questions to or with them or with Recorded Voice Quizzes. See [Chapter 12](#) for more information.

English ZPDs and English language learners. Because an English language learner's comprehension when reading in English is linked to vocabulary knowledge as well as text difficulty, STAR Reading scores may be affected by a student's English proficiency. Therefore, the best way to establish an English ZPD is to monitor each student's reading practice and look for a range of levels, along with the subject matter, with which the student will be successful. Keep in mind that research says a student must already know 95 to 98 percent of the words in a book to comprehend it.

Personalize practice with individual point goals

If a trainer were to create a fitness program for you, he would specify not only how hard you should exercise but also how much exercise you should do. Reading practice needs to be regulated in the same way. As we just described, you regulate the difficulty of a student's practice through the ZPD. You regulate quantity with points.

What's the appropriate quantity? To find that out, we conducted extensive research to determine the amount of reading practice students must engage in to achieve growth. We found that 15 to 60 minutes a day of high-quality practice was associated with the greatest gains. We also kept track of how many points students of varying abilities accumulated within those 15 to 60 minutes. That's how we can estimate the number of points students need to earn in order to advance their skills.

If you have the latest version of Renaissance Place, the software provides point goals based on three factors:

- The student's reading ability, as indicated by a grade-equivalent score on STAR Reading
- The amount of time you schedule for daily reading practice
- The length of the marking period

In this way, point goals are individualized, fair, and realistic. For example, let's suppose a teacher schedules 30 minutes a day for reading practice. If a student has a GE of 5.0, his six-week point goal will be 10.5. A student in the same class with a GE of 2.3 will have a point goal of 6.6. In other words, we expect skilled readers to accumulate more points within 30 minutes than less able readers. That makes sense. If you are a track star, you can cover a lot more ground in half an hour than a couch potato. And if you were coaching these two individuals, you would ask the track star to log more miles than the novice runner.



For the software to calculate goals, follow these steps. The numbers on the screen below correspond to the step numbers.

Accelerated Reader ADMINISTRATOR USER, District 2011-2012
 Home > Record Books and Goals > Class
 Manuals | Help | Log Out
 Live Chat Support Available

Edit Reading Practice Goals
 Set individual reading practice goals based on a student's reading ability

Class: **Grade 4, Ms. Singer's class, 2011-2012**
 Marking Period: **Marking Period 1** Select Marking Periods

Set Student Goals

- Review Average % Correct Goal: 85% **Update all students**
- Select minutes of Daily Reading Time: 30 min **Update all students**
- Default point goals are based on Daily Reading Time and each student's GE
- Adjust goals as necessary based on your knowledge of the student
- Resources: Goal Setting Best Practices | AR Goal Calculator

Cancel Save

| Student | Grade | GE (Test Date) | Suggested ZPD | Average % Correct | | Daily Reading Time | Points | | | Average ATOS Book Level | |
|-------------------|-------|------------------|---------------|-------------------|--------|--------------------|--------|--------|-----------|-------------------------|--------|
| | | | | Goal | Actual | | Goal | Earned | % of Goal | Goal | Actual |
| Barber, Cody | 4 | 3.4 (09/13/2011) | 2.8 - 3.9 | 85% | | 30 min | 7.9 | | | | |
| Battle, Erika | 4 | 4.2 (09/13/2011) | 3.1 - 4.7 | 85% | | 30 min | 8.9 | | | | |
| Black, Holly | 4 | 5.0 (09/13/2011) | 3.4 - 5.4 | 85% | | 30 min | 10.5 | | | | |
| Delvalle, Armando | 4 | 3.3 (09/13/2011) | 2.7 - 3.8 | 85% | | 30 min | 7.8 | | | | |
| Duffy, Marilee | 4 | 2.3 (09/13/2011) | 2.2 - 3.2 | 85% | | 30 min | 6.8 | | | | |
| Frank, Dale | 4 | 3.5 (09/13/2011) | 2.8 - 4.0 | 85% | | 30 min | 8.0 | | | | |
| Lang, Angelo | 4 | 4.5 (09/13/2011) | 3.2 - 5.0 | 85% | | 30 min | 9.5 | | | | |
| Mann, Jack | 4 | 4.3 (09/13/2011) | 3.1 - 4.8 | 85% | | 30 min | 9.1 | | | | |
| Marquez, Marisol | 4 | 3.6 (09/13/2011) | 2.8 - 4.1 | 85% | | 30 min | 8.1 | | | | |
| Morse, Renee | 4 | 3.3 (09/13/2011) | 2.7 - 3.8 | 85% | | 30 min | 7.8 | | | | |
| Owen, Josephine | 4 | 5.1 (09/13/2011) | 3.5 - 5.5 | 85% | | 30 min | 10.7 | | | | |
| Poole, Lisa | 4 | 6.3 (09/13/2011) | 4.1 - 6.3 | 85% | | 30 min | 13.4 | | | | |
| Ray, Sabrina | 4 | 2.6 (09/13/2011) | 2.4 - 3.4 | 85% | | 30 min | 7.1 | | | | |
| Romo, Diego | 4 | 4.4 (09/13/2011) | 3.2 - 4.9 | 85% | | 30 min | 9.3 | | | | |
| Velasco, Rafael | 4 | 3.6 (09/13/2011) | 2.8 - 4.1 | 85% | | 30 min | 8.1 | | | | |
| Weiss, Ann | 4 | 5.8 (09/13/2011) | 3.9 - 5.9 | 85% | | 30 min | 12.1 | | | | |

Cancel Save

Step 1: Use the drop-down lists to choose your class and marking period. The software will use the exact number of days in a marking period to calculate point goals.

Step 2: Review the average-percent-correct goal. The default is 85 percent for all students. It can be increased in increments of one up to 90 percent for all students or individual students.

Step 3: Select the number of daily minutes that you provide. The amount of time you select should be for guided reading practice that is scheduled in school; it should not include instructional time or time spent reading out of school. The software will immediately calculate individualized point goals based on the number of minutes you indicate.

Step 4: Review the point goals. Though the goals suggested by the software are based on research, they are not set in stone. Some situations that might call for adjusting point goals are described below and in [Chapter 15](#).

Step 5: Click Save.

After you make your selections, the software will calculate individualized point goals based on students' GE scores.

Make sure students know their point goal and write it down. In [Chapter 5](#), we show you an example of a reading log that has space for a point goal. We describe a more detailed form for recording goals in [Chapter 15](#).

Point goals for students not yet reading independently. For students who are not yet reading on their own and do not have a STAR Reading score, we recommend a more generalized goal of one point per week for 35 minutes of daily practice with books read to or



with them. See [Chapter 12](#) for more information about setting goals for emergent readers.

Point goals for high-ability readers. Some of your students may have a grade-equivalent score that is considerably higher than their grade in school. For example, you may have a sixth grader with a GE of 12.0. In this case, the point goal that appears in the software will be 37.5 points for 30 minutes of daily reading during a nine-week marking period. This goal is probably too high. We have found that the content of the long, complicated, high-point books that would enable a student to earn this many points is often too mature for younger students, even though they are capable of decoding the words. In addition, for students reading far above grade level, quantity of reading practice isn't as important as maintaining and broadening interest in reading. For these reasons, when you work with high-ability readers, we recommend that you refer to the Goal-Setting Chart in the [appendix](#) or use our online goal calculator to adjust the point goal so that it is more in-line with their grade in school or perhaps a little higher. For example, think of the sixth grader with a GE of 12.0 as reading solidly “on grade level” or 6.0. The recommended point goal for a GE of 6.0 for 30 minutes of daily reading during a nine-week marking period is 19.5. This represents a goal the student can easily achieve without feeling pressured.

Point goals for English language learners. The point goals suggested by STAR Reading are most suitable for native speakers of English. Generally speaking, English language learners read English at a slower pace. For this reason, you may want to lower their point goals for

reading in English by as much as a third. If students are also reading in Spanish and they have taken a STAR Reading Spanish assessment, you can use the Goal-Setting Chart for Reading in Spanish that is in the [appendix](#). Keep in mind, however, that since STAR Reading Spanish is a new assessment, we do not yet have the large amounts of data that would enable us to confidently recommend point goals specifically for reading in Spanish. Consider the goals on the chart to be estimates and set point goals that are realistic for individual students.

If you are setting point goals in the software for both reading in English and reading in Spanish, take into account how much reading you want a student to do in each language. For example, if you schedule 30 minutes for reading practice and you want a student to spend half his time reading in each language, calculate point goals for each language based on 15 minutes of reading time.

Adjusting point goals for individual students. Just like ZPDs, point goals can be adjusted. Sometimes students work hard and yet struggle to meet a point goal. They may be absent a lot, or they may be English language learners who read more slowly than average. It's okay to lower a point goal. Use your best judgment, and set a goal that makes sense for each student.

When a new marking period begins, goals from the previous marking period will carry over. Take this opportunity to review each student's AR data and any new STAR Reading scores. Confer with students individually and adjust goals if needed. Best practices for adjusting goals are in [Chapter 15](#).

STAR Reading Spanish

STAR Reading Spanish is a computer-adaptive test that assesses reading ability in Spanish from the beginning of first grade to an end-of-fifth-grade level. It provides a scaled score, instructional reading level, and ZPD for reading in Spanish. For more information, see the Renaissance Learning [website](#).



Adjusting point goals for breaks and holidays. Make sure whoever sets up the school calendar in the software accounts for any days students are not in school. If that hasn't been done, the software will recommend point goals that are too high. If, for some reason, the technology person hasn't specified non-school days, manually reduce the number of points expected for each student.

Chapter 3: Summary

- Administer STAR Reading assessments and locate initial ZPDs.
- Explain ZPD to students. Make sure they write down their ZPD and know how to use it.
- Give students their individualized point goals. Adjust goals as needed for high-ability readers, English language learners, or students who are frequently absent.
- Understand that quiz-score averages of at least 85 percent indicate students are reading in their ZPD.
- As needed, adjust the level of the books students are reading so that they can achieve and maintain a high quiz average.

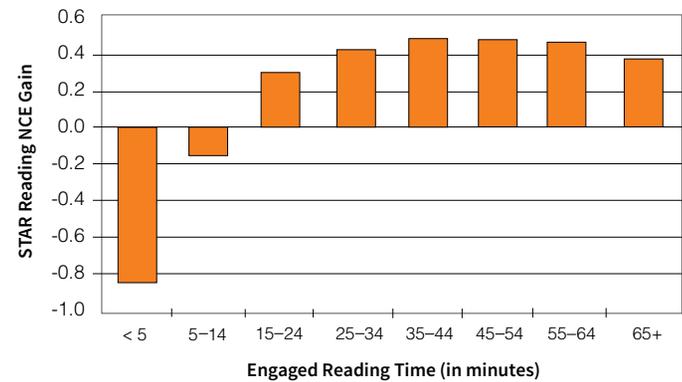
4

Schedule Time for Reading and Quizzing

Research tells us that students gain the most when they practice reading every day. As the chart below shows, gains leap when students practice reading at least 15 to 24 minutes a day, and they increase up to about 65 minutes, at which point the rate of gain slows down. Because students have to spend some time choosing books, taking quizzes, and so on, most schools find that they need to schedule at least 20 to 35 minutes of in-school reading practice in order for students to achieve adequate engaged time.



Impact of Engaged Reading Time on NCE Gain, Grades 1-12 (n= 2,263,359)



Make in-school reading practice a priority

Finding 20 to 35 minutes a day to devote to reading practice can be a challenge. Here are some things to try.

Enlist the support of your principal. Ask your principal to schedule a time for the entire school to practice reading. Doing so creates a culture in which reading is valued and ensures that practice will take place.

Increase classroom efficiency. Take a look at daily housekeeping chores, such as taking attendance and collecting homework. Can you make these more efficient?

Look at the daily schedule. Does it include homeroom, study hall, or other time you can allocate to reading?

In middle or high school, build reading into English classes, consider shortening each period, or reduce pass time between classes. In some schools, content-area teachers take turns providing time for reading practice.

Reading To, Reading With, and Reading Independently

Emergent readers spend most of their reading time listening to stories. As their skills develop, they may be paired with peers or adult tutors who read with them. Finally, as students' skills develop, they transition to independent reading. When a student reaches this stage, however, "Read To" and "Read With" activities need not be dropped. In fact, reading to students of all ages is a highly motivating way to introduce students to interesting books, model good reading behaviors, and promote discussion. Reading with students is an effective remedial technique and helps support students as they move into more difficult material.

Accelerated Reader supports all three types of reading practice. When you activate a preference in the software, students are asked if the book they are about to take a quiz on was read to or with them or if they read it independently. This enables you to monitor students' progress with each type of practice.

Reading ranges for books read to and with students. Generally speaking, books that someone reads with a student can be at a slightly higher level than the books the student reads independently. Books read to the student can be a bit more difficult yet. For English language learners, however, this is not always true. Their listening comprehension may be more limited because of a lack of English vocabulary.

For Read With practice, we recommend a procedure called Duolog Reading. We describe it in detail in [Chapter 18](#).

Quizzing on books read to or with a student. If a book is read to students, the quiz must be read to them as well. In primary-grade classrooms, you may want to enlist parent volunteers or upper-grade students to read books and quizzes to students. (Recorded Voice Quizzes are also available.) If a book is read with a student, the quiz must also be read with the student.

How much time for T, W, and I? Once students are able to read independently, the bulk of their reading practice must be done independently. A guideline is that 90 percent of points earned be for books a student has read independently, unless the student is a struggling reader, in which case he or she might be engaged in Read With practice for five to 10 minutes several days a week.

However, when students are transitioning from emergent to independent reading, exact percentages usually don't make sense. Students at this stage do a mix of Read To, Read With, and independent reading practice, and the percentages of each vary with



the individual's capabilities. We suggest some very rough guidelines in [Chapter 12](#).

Plan a successful start

Success is the most effective motivator. Therefore, it's critical that students experience success with their first AR books.

For the first AR experience, read a short, engaging book aloud to the entire class. Project the quiz and take it together.

Talk about and model self-monitoring as a comprehension strategy. Tell students to ask themselves, "Do I understand what I am reading?" If not, advise them to reread or talk to you or a friend about the confusing part.

Teach students how to quiz. We recommend these strategies: Take the quiz within 24 hours of reading a book. Before you quiz, retell the story in your head or to a friend, or review the table of contents. Bring your log—not the book—to the computer so that you have the exact title or quiz number and can easily locate the quiz in the software. Make sure the quiz title matches the book title. Don't rush through the quiz. Read each question and all answer choices twice. Paraphrase a question if necessary.

Chapter 4: Summary

- Schedule a regular time for reading practice with self-selected books.
- Plan a successful start by doing the following:
 - Read a short book aloud and take the quiz as a class.
 - Teach students to monitor their comprehension as they read.
 - Teach students how to take quizzes.

5

Manage Each Student's Reading Practice

Accelerated Reader gathers data, but you must act on that data if students are to achieve maximum reading growth. Always keep an eye on reading practice and apply thoughtful direction.

Have students keep a daily log

A log that students maintain enables them to keep track of their reading and allows you to see at a glance how they are spending their time. A log is also motivational. It makes students' reading visual and helps them see how much they have accomplished.

We have designed Student Reading Logs in English and Spanish that you can print from the software, or you can print and copy one of the reproducible forms that are in the [appendix](#).



Accelerated Reader **Student Reading Log—With Goals**

Name: MARTIN LUCERO ZPD: 4-5-8-0 Class: MRS. SCHEEL

Goals: Average Percent Correct 90% Points 2-5 Average Book Level 4-5

| Quiz No. | Title | Book Level | Points | FRF | Date | Pages Read | | Teacher Review % Correct | Teacher Notes |
|----------|---------------|------------|--------|-----|-------|-------------|-------|--------------------------|---------------------------------|
| | | | | | | Begin - End | Total | | |
| 8566 | THE FOXMAN | 4-9 | 5 | F | 11/9 | 1 - 9 | 9 | ES | |
| | | | | | | 10 - 26 | 17 | ES | I'm glad you're reading at home |
| | | | | | 11/10 | 27 - 49 | 15 | | |
| | | | | | | 11/15 | 70-86 | 17 | |
| | | | | | 11/14 | 87-109 | 25 | ES | |
| | | | | | 11/15 | 110-119 | 10 | 100% | Excellent! |
| 60700 | HARRY HOUDINI | 6-9 | 5 | NF | 11/16 | 1-18 | 18 | ES | Looks interesting! |
| | | | | | 11/17 | 19-51 | 25 | | |

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If you devise your own reading log, make sure it includes space for the following information:

- **The student's name and ZPD.** Students must know their ZPD in order to select appropriate books. Having the ZPD on the log also makes it easy for you to see if the books students are reading fall within their ZPD.
- **Information about the book,** which includes the title, quiz number, book level, and point value, and a designation of fiction or nonfiction. This information helps you monitor a student's book choices and determine if one or the other type of literature is harder for the student to read.
- **The date and the number of pages read that day.** This allows you to monitor the pace as well as the frequency of students' practice. High numbers also alert you to students who may be rushing through—or not reading—books because they are focused on earning a large number of points. A student can record how many pages he read in school and out of school by splitting the box for pages read in half.
- **Personalized point goal.** Having this near at hand reminds students of what they're aiming for.

Check in one-on-one at key moments

While other programs advocate that teachers should quietly read with students during periods of independent reading, we urge you to be active. Use this time for brief, one-on-one conversations during which you monitor and guide your students' reading practice. Because you are checking each student's "status"—that is, what the student is doing during that particular reading practice period—we sometimes refer to this check-in procedure as Status of the Class. To get the most out of Accelerated Reader, check in with students every day. Not only is it the best way to monitor students' practice, it is tremendously motivating. Many students say that having the teacher talk to them routinely about the books they are reading is their favorite part of Accelerated Reader.

Check-in procedure. We recommend that you require students to have their reading logs filled out and on their desks as they begin reading so it will be easy for you to review them. Then begin circulating around the room. Give students a way to get your attention if they are ready to take a quiz or have finished a quiz. Some teachers ask students to simply come up to them and wait quietly. Other teachers give students green and red cards. Displaying the green card means "I'm ready to take a quiz." Displaying the red card means "I need the teacher's attention."

To maximize reading time, here is a good order in which to meet with students and recommendations for what to do.

1. Talk to students who are ready to take a quiz. Check the reading log to make sure a student has indeed read the book he wants to quiz on.
2. Then confer briefly with students who have taken a quiz and are ready to choose their next book. Have students show you their TOPS Report. (If a TOPS Report does not print automatically, turn on the preference. See the [software manual](#) for instructions.) This report tells you and the student how he did on the quiz he just finished and summarizes what he has accomplished so far in the marking period. Use the data to talk about the student's next book choice.
3. Finally, check in with students who are reading. If a student is just starting a book, check to see if the book level is within the student's ZPD and the interest level and point value are suitable. Ask the student if the book seems like a good fit. Is the book what the student thought it would be? Does it seem too hard or too easy? To help develop comprehension, ask the student what he thinks the book will be about. If a student is continuing a book she has already started, check the student's reading log to see if she is reading steadily. Ask if she is enjoying her book. Can she give you a brief update on what's happening in the story? What does she think will happen next?

Teaching the TOPS. The TOPS Report is a highly motivational piece of paper. Students love getting immediate and objective feedback. They must be taught how to interpret that feedback, however. Before students begin taking AR quizzes, project an example of the TOPS Report and go over it as a class.

| What I Read | | How I Did | |
|--|--------------------------|---|--|
| Allosaurus (Dinosaurs) by Michael P. Goecke ATOS BL*: 2.7 Quiz Number: 55459 F/NF: Nonfiction Quiz Date: 11/5/2012 1:01 PM Word Count: 600 Interest Level: Lower Grades (LG) TWI: Read Independently | | Correct: 5 of 5 Percent Correct: 100% ●●●●● <i>Terrific, Matthew!</i> Points Earned: 0.5 of 0.5 | |
| My Progress in Marking Period 2 | | | |
| Average Percent Correct: 96.0% | | Points Earned: 4.2 | |
| Average ATOS BL: 2.8 | | Marking Period Totals Quizzes Passed: 5 Quizzes Taken: 5 Words Read: 26,732 | |
| My School Year Summary | | | |
| 9/4/2012 - 6/14/2013 (24% Complete) | | | |
| Average Percent Correct: 91.7% | Quizzes Passed: 12 | Last Certification: Super Reader | |
| Points Earned: 9.9 | Quizzes Taken: 12 | Date Achieved: 10/11/2012 | |
| Average ATOS BL: 2.9 | Total Words Read: 69,335 | Certification Goal: Super Reader (2) | |
| Monitor | | Teacher | |
| Comments: | | | |
| *ATOS BL: ATOS Book Level | | | |



If you don't print the TOPS Report, you need to monitor practice in another way. One option is to have students use a version of the reading log titled "Student Reading Log—With Goals and Progress." This log includes space for recording progress data. Students can get this data by clicking Progress on their home page. Have students check to see if they are on track to meet their point goal by visually comparing the current marking period bar to the points bar. Ask them to write "Y" for "Yes" or "N" for "No" in the "On Track?" column of their log. Have students show you the log with this information immediately after they quiz so you can keep an eye on how they are doing and confer about their next book choice.

Accelerated Reader

Student Reading Log—With Goals and Progress

Name: Matthew Bosley ZPD: 2.6-3.6 Class: Ms. Adams

Goals: Average Percent Correct 85% Points 7.6 Average Book Level 2.6

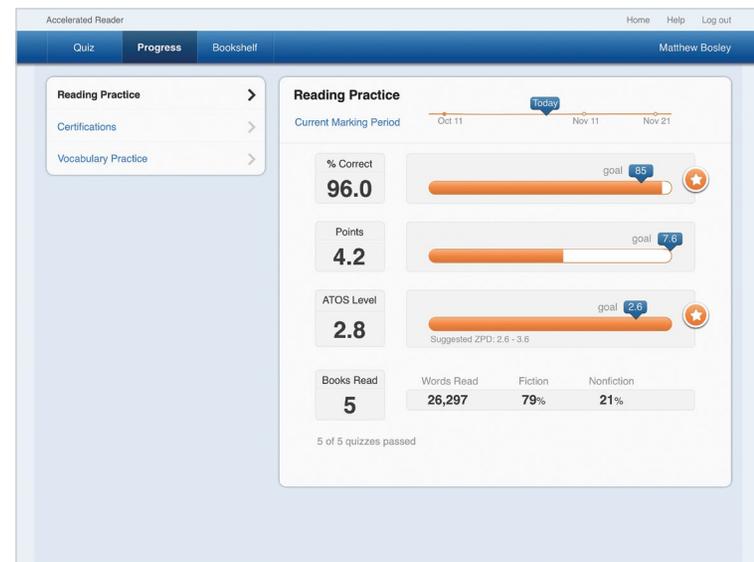
| BOOK I'M READING NOW | | | | | | MY PROGRESS | | | | | |
|----------------------|----------------|------------|--------|-------|------------|-------------|---------------------------|---------------|--------|------------------|----------------|
| Quiz No. | Title | Book Level | Points | Date | Pages Read | | Teacher Review/ % Correct | Avg % Correct | Points | On Track? Yes/No | Avg Book Level |
| | | | | | Begin-End | Total | | | | | |
| 105257 | The Real Thing | 2.6 | .5 | 10/25 | 1-5 | 5 | | | | | |
| | | | | 10/26 | 6-11 | 6 | | | | | |
| | | | | 10/29 | 12-17 | 5 | | | | | |
| | | | | 10/30 | 18-23 | 6 | | | | | |
| | | | | 10/31 | 24-26 | 3 | 100% | 93.3% | 3.7 | Y | 2.9 |
| 55459 | Allosaurus | 2.7 | .5 | 11/1 | 1-6 | 6 | | | | | |
| | | | | 11/2 | 7-14 | 8 | | | | | |
| | | | | 11/14 | 15-21 | 7 | | | | | |
| | | | | 11/15 | 22-24 | 3 | 100% | 96.0% | 4.2 | Y | 2.8 |

Revised January 2013 Reproducible Form © 2013 Renaissance Learning, Inc. Page 1 of 1

Promote self-directed learning

When we're pressed for time, we often fall into the habit of telling students what to do because it's faster than waiting for them to think for themselves. But if you use daily check-in as an opportunity to foster self-directed learning, you will save time in the long run. Students will get better at making their own book choices and at using reading strategies. They will be more efficient, spend more time reading, and comprehend what they read better.

As you meet with students, strive to help them reflect on their own behaviors and abilities and model the kind of thinking you would like them to take on. Suggestions are on the next page.



| Instead of Saying ... | Say This |
|---|---|
| “Put this book back. It’s too hard for you.” | “Why have you chosen this book? Did you notice the book level is higher than your ZPD? Do you still want to read it? What will help you read this successfully?” |
| “You should be choosing green books, not blue ones.” | “I think this book would be a stretch for you, but I know you’re really interested in this topic. You could try it, knowing you might not pass the quiz. Or I could pair you up with Bobby and you could read this together. Another option is to wait a couple of months. Which would you like to do?” |
| “I want you to stop reading all of these half-point and one-point baby books. Find something worth two points.” | “Let’s find books that will make you stronger as a reader. The other girls are really enjoying _____. Why don’t you take a look at those and the other two-point books in the reading corner? Pick one, and I’ll check in with you every day to see how you’re doing.” |

Review class performance at least once a week

Once a week, review the Diagnostic Report to see each student’s overall performance. In addition to data about each student’s progress toward goals, the Diagnostic Report displays a diagnostic code to alert you to students who likely need your help.

We recommend that you set the reporting period from the beginning of the marking period to the current date. You can also sort the report by average percent correct. As you gain experience with Accelerated Reader, you will be able to analyze the Diagnostic Report in depth. However, if you are new to the program, we suggest you focus on a couple of pieces of data: the average percent correct and percent of point goal earned. Confer with each student who has a diagnostic code, analyze the problem, and work together on a solution.

Diagnostic Report—Reading Practice

Printed Thursday, November 8, 2012 8:16:08 AM

1 of 1

School: Pine Hill Middle School Reporting Period: 09/04/2012–11/07/2012 (1st Quarter)

Report Options
 Reporting Parameter Group: All Demographics (Default)
 Quiz Language: Report on both English and Spanish quizzes
 Group By: Class
 Filter Student Quizzes: No

Class: 7th Hour Reading

Teacher: Jones, K.

| Student | Diag. Code | RP Quizzes | | % Correct | | Points | | | | | Engaged Time Per Day [†] | Book Level | | | | Certification Working Toward | |
|--------------------|------------|------------|-------|-----------|-------------------|--------|--------|-----------|----------------|-----------|-----------------------------------|--------------|--------------|----------------|----------------|------------------------------|--|
| | | Passed | Taken | Goal | Avg. | Goal | Earned | % of Goal | % Read Indisp. | % Fiction | | ATOS BL Goal | ATOS BL Avg. | ATOS 2000 Goal | ATOS 2000 Avg. | | |
| Atkinson, Rebecca | | 7 | 7 | 85 | 92.9 | 19.7 | 17.0 | 86.3 | 100 | 100 | 27.6 | 4.0 | 4.2 | 619 | 650 | Star | |
| Curtis, Jason | | 6 | 6 | 90 | 96.7 | 30.0 | 33.0 | 110.0 | 100 | 100 | 27.1 | 4.7 | 5.1 | 731 | 800 | Achieved | |
| Frisch, Dena | | 8 | 9 | 85 | 87.8 | 21.1 | 18.5 | 87.7 | 100 | 87 | 27.4 | 4.2 | 4.5 | 650 | 701 | Star(2) | |
| Johnson, Tim | | 5 | 5 | 90 | 98.0 | 23.6 | 28.6 | 121.2 | 100 | 100 | 39.8 | 4.4 | 5.1 | 681 | 800 | Star | |
| Lao, Jose | | 5 | 5 | 90 | 98.0 | 28.5 | 31.0 | 108.8 | 100 | 100 | 33.6 | 4.6 | 5.0 | 720 | 720 | Achieved | |
| Mackowski, Gregory | | 6 | 6 | 90 | 95.0 | 23.2 | 23.0 | 99.1 | 100 | 100 | 32.0 | 4.4 | 4.7 | 681 | 681 | Achieved | |
| O'Rourke, Sean | B % | 7 | 8 | 85 | 77.5 [*] | 21.1 | 16.5 | 78.2 | 100 | 100 | 24.5 | 4.2 | 4.2 | 650 | 650 | Advanced(3) | |
| Reyes, Christina | | 5 | 5 | 90 | 98.0 | 23.2 | 27.0 | 116.4 | 100 | 100 | 37.6 | 4.4 | 4.8 | 681 | 681 | Star(2) | |
| Statz, Madeline | B % | 6 | 7 | 85 | 75.7 [*] | 20.3 | 15.0 | 73.9 | 100 | 100 | 24.4 | 4.2 | 4.4 | 650 | 681 | Advanced | |
| Waldenmaier, Dean | | 5 | 5 | 90 | 98.0 | 23.2 | 26.0 | 112.1 | 100 | 100 | 35.2 | 4.4 | 4.8 | 681 | 750 | Achieved | |
| Average | | 6 | 6 | 88 | 91.4 | | | | | 100 | 99 | 31.0 | 4.4 | 4.7 | 674 | 711 | |

Diagnostic Code Summary

| Number of Students | Percent of Students | Diag. Code | Description |
|--------------------|---------------------|------------|--|
| 0 | 0 | A | No quizzes taken during period |
| 2 | 2 | B | Low average percent correct (70% to 79%) |
| 0 | 0 | C | Very low average percent correct (below 70%) |
| 0 | 0 | D | Low points earned - less than 1/2 median points (1/2 median = 12.3 points) |
| 0 | 0 | E | Low percent correct with above median points (median = 24.5 points) |
| 0 | 0 | F | Very low percent correct with above median points (median = 24.5 points) |
| 2 | 10 | % | Average percent correct below 85% |

Class Summary

| | |
|------------------------------|----------|
| Number of Students | 10 |
| Total Quizzes | |
| Passed | 60 |
| Taken | 63 |
| Total Points | |
| Goal | 210.7 |
| Earned | 209.6 |
| Percent Read Independently | 100% |
| Percent Fiction / Nonfiction | 99% / 1% |

Students At Risk: 2 of 10 (20%)

^{*} Trouble value
[†] Engaged Time per Day: An estimate of the time the student is engaged in reading practice. Displayed in minutes. It is based on a test score from STAR Reading™ or STAR Early Literacy™ and points earned in Accelerated Reader. Score not reported unless the student tested with a STAR assessment within the current or previous year.



Average percent correct below 85 percent.

The most significant gains in reading ability are associated with high averages on AR quizzes. If a student's average drops below 85 percent, that is a red flag. Consider these questions when a student's average is low, along with actions to take in response.

| Below 85%? Questions to Consider | Actions |
|--|--|
| <p>Is the student reading within his ZPD? Does the student know his ZPD?</p> | <p>Get the student's suggested ZPD from STAR Reading. Explain what the ZPD means, and have the student record it on his log. Teach the student how to check if a book level is within his ZPD.</p> |
| <p>Does the student understand the importance of good comprehension or is he focused on points? Have you and the student established a personalized point goal? When every student has the same goal, many attempt to read more difficult books than they can handle, or rush through books without really understanding them.</p> | <p>Go to the Edit Reading Practice Goals page in the software to set a personalized point goal for each of your students. See Chapter 3 for more information.</p> |
| <p>Has the student been reading books within his ZPD but still scoring low?</p> | <p>Teach the student a simple review strategy, such as reviewing the table of contents or briefly retelling the story to a classmate before quizzing. If the student still scores low, widen the ZPD to include easier books, and ask the student to select the next few books from the new low end. Watch quiz results to see how he does.</p> |
| <p>Is the student an English language learner struggling with unfamiliar vocabulary and subject matter?</p> | <p>Help him find books on subjects with which he is familiar. Ask the student to read a page of the book to you. A good rule of thumb is that if a student has problems with five words out of a hundred, the book is too hard. In that case, widen the ZPD to include easier books or help the student select another book with more familiar vocabulary.</p> |
| <p>Is the student moving from picture books to chapter books? Is the student choosing very long books and having trouble remembering what he has read? Does the student need help with comprehension strategies?</p> | <p>Teach simple comprehension strategies, such as visualization ("make a movie in your head"), previewing before reading, and summarizing after reading. The latter can be done mentally, with a partner, or in a reading journal. Also teach students to slow down or reread when they come to something in a book they don't understand. Check in with these students daily and help them practice the strategies you teach.</p> |



Low number of points. Points tell you how much reading a student has successfully completed. As with low quiz averages, there are a number of reasons for a student's point total to be low. To understand the problem, ask yourself the following questions, and then take action.

| Low Points? Questions to Consider | Actions |
|--|---|
| <p>Has the student been in class for the entire marking period, or did she enroll partway through?</p> <p>Has she been absent frequently?</p> <p>Does the software “think” the marking period is longer than it is because breaks have not been identified in the school calendar?</p> | <p>Adjust her point goal to reflect her time in school.</p> |
| <p>Does the student know how many points she is expected to earn?</p> | <p>Set the student's personalized point goal. Make sure she writes her goal on her reading log. See Chapter 3 for more information.</p> |
| <p>Does she know her ZPD, and is she choosing books within it? Or is she earning few points because her books are too hard and she's doing poorly on quizzes?</p> | <p>Check to see that the student knows her ZPD and has it with her when she selects books. If she has been scoring low on books within her range, experiment with widening the ZPD by dropping the low end.</p> |
| <p>Is she in the middle of a very long book? The software doesn't “know” that a student has read a book until she takes the quiz.</p> | <p>Wait to see how the student does on the quiz.</p> |
| <p>Is she reading more slowly than average because she is an English language learner?</p> | <p>Make sure the books the student is reading are not too hard. If the book level seems okay, lower her point goal to one that is achievable.</p> |
| <p>Is the student finding books that interest her? Does the library have a collection that covers a wide range of subjects at all levels of difficulty?</p> | <p>Make sure the student is checking out the books that are suggested as “Top Book Ideas for You” on the Reading tab in the software. If she still can't find anything, talk with her about her interests. What does she like to do with family? With friends? On her own? If you have trouble finding suitable books in the school library, talk with your principal and librarian about how to increase the collection.</p> |
| <p>Is the student an unmotivated reader?</p> | <p>AR can help you employ two powerful motivators: good books and success. We have found that if you put the right books in a student's hands and ensure that the student has successful experiences reading and quizzing, that student will be hooked on reading. If you make the student's accomplishments visible to her and celebrate what she has done, she will become more confident, and her motivation and skills will grow.</p> |

Keep an eye on engaged time. The Diagnostic Report also shows a calculation called engaged time. This represents the number of minutes per day a student was actively engaged in reading. To calculate this number, we look at the student's GE score on STAR Reading and how many points the student has earned by taking AR quizzes. We compare that to the number of points we can expect the student to earn per minute of reading practice. Then we convert the student's earned points to minutes.

For example, let's say Joe Brown has a GE score of 6.5. Our research tells us that a student of his ability can earn 14 points by reading 30 minutes a day for six weeks. Joe has earned only seven points. Thus we estimate Joe's engaged time to be only 15 minutes a day.

If a student's engaged time is significantly lower than the amount of time you schedule for reading practice, investigate why. It could be that classroom routines are inefficient or books may be hard to access. Since low engaged time is tied to a low number of points earned, see the previous page for additional causes and remedies.

Chapter 5: Summary

- Have students keep a log of daily reading practice.
- Circulate among students every day to check their reading, giving priority to students ready to take a quiz or choose a new book.
- Teach students how to review their progress.
- Use interactions with students to promote self-directed learning.
- Review class performance weekly, keeping an eye out for averages below 85 percent, low numbers of points, and low engaged time.

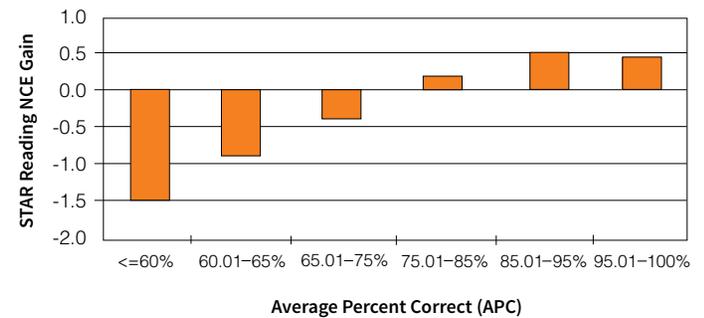
6

Put Comprehension First

When we examine the reading achievement of students who use AR, we find that those who maintain high scores on quizzes make the most gains. In other words, “just reading” is not enough. Accumulating points is not enough. Students must understand what they are reading, and they must understand it well. In the chart below, an NCE of zero indicates normal growth—one year of growth in one year. Students with averages below 75 percent on Accelerated Reader quizzes grow at a slower-than-normal rate. Students reading with higher levels of comprehension experience greater-than-normal growth. The greatest gains are made by students with averages that are between 85.01 and 95 percent. Based on this data, we recommend that students aim for an average within that range.



Impact of Average Percent Correct on NCE Gain, Grades 1–12 (n = 2, 284,464)



How to ensure good comprehension and high averages

To achieve high averages, students must have high scores on most of their quizzes. Here are ways to ensure students reach this level of success.

Keep students reading within a range of difficulty that enables them to score 80 to 100 percent on most of their quizzes. Even though it's worthwhile for students to occasionally challenge themselves and read above their ZPD, most of their independent reading practice should be with books they can comprehend well.

Check in with students every day. Review recent quiz scores, and check comprehension of the books students are reading. When students take a quiz, have them show you the results right away. Acknowledge good results, probe for the reasons behind not-so-good results, and talk about what kind of book the student might read next.

Explicitly teach comprehension strategies and reinforce them during independent reading practice. Research in the field of reading confirms that comprehension strategies must be taught. Accelerated Reader gives students a tremendous opportunity to apply them as they practice reading independently. There are many books available on good comprehension strategies, but a couple of the most basic strategies are the following:

- *Self-monitoring.* Model how good readers slow down, reread, read on, or ask for help when they have trouble understanding a passage. Give students sticky notes and ask them to flag passages they find hard to understand on first reading. When you check in with them, ask students what they did to help themselves overcome the problem.
- *Summarizing.* Tell students that briefly summarizing helps a reader process and remember text. Use the reproducible form

in the [appendix](#) to make “RCW” booklets in which students can periodically jot down a sentence or two about what they’ve read. (Cut pieces of paper the size of the form; staple the form to the paper as a cover.) Check in with students daily to see how they are doing.

After you teach a reading skill, ask students to apply it during reading practice. For example, if you have been teaching the use of context clues, have students identify a word in their book that they do not know but can figure out using context clues; as you check in with them, ask students which words, phrases, or images helped them figure out the meaning of the word.

Teach quiz-taking strategies, such as reading all the answer choices before selecting one, which will not only help them score well, but will give them practice for other types of tests.

Help ELLs build English proficiency. If you have Renaissance Learning’s English in a Flash, use the Recommended Reading Lists, which provide titles of books that students should be able to read and comprehend after completing each level in the program.

Practices to avoid

All of us, in our attempts to promote learning, sometimes engage in practices that seem to make sense but are actually ineffective. Fortunately, our research tells us not only what works, but what doesn’t work.

Don’t overly restrict students’ book choices. While our research confirms the value of having students read within an individualized zone, it also shows that students can make gains by reading a wide range of books at varying levels of difficulty. This tells us that students can be given a fair amount of freedom to follow their interests. It’s okay for them to occasionally read outside their ZPD if they want to relax



with an easy book, or if they are eager to tackle a difficult book that really interests them. There is no research to support “stair-stepping” book levels, that is, telling students to read a certain number of books at a specific level before moving on to the next level.

This doesn’t mean, however, that it’s a good idea for students to read only very short, very easy books when their skills would enable them to read more complex ones. But the best way to move a student into harder books is not to say, “You must read a book at the 4.2 level,” but to introduce him to books between, say, the 4.0 and 5.0 levels that you know will interest him, and to teach the student comprehension strategies that will enable him to succeed.

Don’t emphasize points over comprehension. Students tend to think of points in concrete terms. In their minds, it’s like money or candy—the more you have, the better. In Accelerated Reader, however, this idea has proven to be too simplistic. Our research shows that when students’ averages drop below 60 percent, their reading growth, as measured on standardized tests, actually slows down. This is true no matter how much time they spend reading, or how many points they earn.

Chapter 6: Summary

- Ensure good comprehension by having students read within a range of book levels that enables them to average at least 85 percent on quizzes.
- Monitor student work every day.
- Teach comprehension strategies and reinforce them during independent reading practice.
- Teach good quiz-taking strategies.
- Don’t overly restrict students’ book choices.
- Don’t emphasize points over comprehension.



7

Make Success Visible

Whenever we attempt something new or challenging, we need reinforcement to keep going. A dieter needs to see the number on the scale go down. A runner needs to shave a few seconds off his race time. No matter what the endeavor, if you find yourself thinking, “I’m not getting anywhere,” you’re likely to give up.

The same holds true for students. They can read and read, but if they don’t see the progress they’re making, they become discouraged or indifferent and resist reading altogether.

Use the Student Reading Log, Student Record Report, and TOPS Report

A reading log, described in [Chapter 5](#), helps students see how much reading they are doing every day. You can also periodically print a Student Record Report, which lists each book a student has read and the student’s quiz score. An example is on the next page.

Accelerated Reader **Student Record Report** 1 of 1
 Printed Thursday, November 8, 2012 8:29:12 AM

School: Pine Hill Middle School Reporting Period: 09/04/2012–11/07/2012 (1st Quarter)

Johnson, Tim
 Grade: 7 Class: 7th Hour Reading
 ID: TJOHNS Teacher: Jones, K.

Reading Practice – English

| Date | Quiz Information | | | Questions | | | Points | | | ATOS BL | | | |
|---------------------------|------------------|-------|--------------------------|-----------|-----|-------|--------|-------|--------|---------|-------|------|------|
| | Number | Lang. | Title | F/NF | TIW | Corr. | Poss. | % | Earned | | Poss. | | |
| 09/10/2012 | 113950 | EN | Diary of a Wimpy Kid | F | I | 10 | 10 | 100.0 | 3.0 | 3.0 | 5.2 | | |
| 10/01/2012 | 95 | EN | Where the Red Fern Grows | F | I | 10 | 10 | 100.0 | 11.0 | 11.0 | 4.9 | | |
| 10/06/2012 | 87344 | EN | Camp Wild | F | I | 10 | 10 | 100.0 | 2.0 | 2.0 | 4.9 | | |
| 10/22/2012 | 28081 | EN | Holes | F | I | 9 | 10 | 90.0 | 6.3 | 7.0 | 4.6 | | |
| 11/02/2012 | 367 | EN | Hatchet | F | I | 9 | 10 | 90.0 | 6.3 | 7.0 | 5.7 | | |
| Quizzes Passed/Taken: 5/5 | | | | | | | | | | 96.0 | 28.6 | 30.0 | 5.1* |

Vocabulary Practice

| Date | Quiz Information | | | First-Try New | | | Second-Try New | | | Review Words | | | ATOS BL |
|------------------|------------------|-------|--------------------------|---------------|-------|-----|----------------|-------|-----|--------------|-------|---|---------|
| | Number | Lang. | Title | Corr. | Poss. | % | Corr. | Poss. | % | Corr. | Poss. | % | |
| 10/01/2012 | 95 | EN | Where the Red Fern Grows | 10 | 10 | 100 | - | - | - | - | - | - | 4.9 |
| 10/22/2012 | 28081 | EN | Holes | 8 | 10 | 80 | 2 | 2 | 100 | - | - | - | 4.6 |
| 11/02/2012 | 367 | EN | Hatchet | 9 | 10 | 90 | 1 | 1 | 100 | - | - | - | 5.7 |
| Quizzes Taken: 3 | | | | | | | | | | 90 | 100 | | 5.1* |

Literacy Skills

| Date | Quiz Information | | | Questions | | | ATOS BL | |
|---------------------------|------------------|-------|--------------------------|-----------|-------|-------|---------|------|
| | Number | Lang. | Title | F/NF | Corr. | Poss. | | |
| 10/01/2012 | 95 | EN | Where the Red Fern Grows | F | 10 | 12 | 83 | 4.9 |
| 10/22/2012 | 28081 | EN | Holes | F | 11 | 12 | 92 | 4.6 |
| Quizzes Passed/Taken: 2/2 | | | | | | | 88 | 4.8* |

Click the reports in this chapter for a larger view.

The TOPS Report, which is described in [Chapter 5](#), tells the student how she did on the quiz just taken, and thus provides immediate reinforcement for good work. In addition, it shows the student how much progress she has made toward her goals. One of the most important attributes of the TOPS Report is that the student sees it after every quiz. This frequent, objective feedback reinforces effort and keeps students motivated. See the [software manual](#) for instructions on how to print the TOPS and Student Record reports.

Teach students how to check their progress

Any time they are logged into the software, students can see a visual display of their progress toward their marking-period goals by clicking Progress at the top of the screen.

The screenshot displays the Accelerated Reader interface. At the top, it shows the user's name (Matthew Bostley) and navigation options for Reading, Progress, and Bookshelf. The 'Reading Practice' section features three progress bars: % Correct at 96.0 (goal 85), Points at 4.2 (goal 7.6), and ATOS Level at 2.8 (goal 2.8, Suggested ZPD: 2.6 - 3.6). Below this, the 'Books Read' section shows 5 books read, with 26,297 words read, 79% fiction, and 21% nonfiction. The 'Bookshelf' view shows a grid of book jackets for July 2014: Diary of a Wimpy Kid (90%, 5 stars), Hatchet (100%, 5 stars), and Hunger Games (100%, 5 stars). For June 2014, it shows The Lightning Thief (90%, 5 stars).

They can also view the number of words they've read so far in the marking period and the percentages of fiction and nonfiction reading. (Primary students see a simplified Progress screen.) When they click Bookshelf, they see the book jackets of the books they read each month, along with their quiz scores and the ratings they gave the books. Students love this visual record. It helps them take responsibility for their progress and reinforces their accomplishments. Be sure to teach students how to find this information and encourage them to look at it after each quiz they take.



Have students “collect” success

Give students a sheet of paper divided into squares like a bingo card. Every time a student scores 90 or 100 percent on a quiz, give her a sticker to put in one of the squares. Let students know that when the chart is full, they will get a prize. A book makes for a great prize! Some teachers acquire a collection of free books from book orders and let students choose which one they want.

Create a class bulletin board

Establish a special place in your classroom to display and celebrate progress toward individual goals. For point goals, divide a bulletin board into four sections: 25% of Goal, 50% of Goal, 75% of Goal, and 100% of Goal. When 25 percent of the marking period has gone by, list the names of the students who have achieved 25 percent of their point goal in the 25% of Goal section. When 50 percent of the marking period

has gone by, move the names of the students who have reached 50 percent of their point goal to this section, and so on.

For comprehension, list the names of students who achieve an average of at least 85 percent on AR quizzes and update the list weekly.

Establish a school display

Many schools highlight student achievement with a Reading Wall of Fame. This is displayed prominently in a central area where it will draw the attention of students, parents, and visitors. Like the classroom bulletin board described, it celebrates the work of students who meet their individual goals. Schools frequently use a schoolwide theme. Often, the accomplishments of the entire school are also emphasized: the total number of books or words read, for example, or the percentage of students schoolwide who have an average greater than 85 or 90 percent on AR quizzes.



Introduce students and parents to Renaissance Home Connect

Your students can view their daily progress from any computer with Internet access using Renaissance Home Connect. Students can also see all the books they've read so far and find new books to read. Parents have the option to receive e-mail notifications at home or at work when their child has completed an AR quiz. Renaissance Home Connect is available in English and Spanish, and is easy for teachers to initiate. You need only generate informational letters from the software. See the [software manual](#) for instructions.

The screenshot displays the Renaissance Home Connect interface for a user named Michael Delezo. The interface is divided into several sections:

- Navigation:** 'reading' and 'math' tabs are visible at the top.
- Accelerated Reader:** A sub-section with 'Reading Practice Quizzes' and 'Vocabulary Practice Quizzes' tabs.
- My Overall Progress:** A summary section for the 'Current Marking Period' (10/11/2010 - 1/15/2011, 92% Complete) showing:
 - Quizzes:** 87.5% average % correct (Goal: 85, Above Goal).
 - Points:** 27.7 (87% of goal, Goal: 32, 4.3 Points to Goal).
 - ATOS Book Level:** 6.8 average level (Goal: 6.0, Above Goal).
- My Last Quiz:** Details for a quiz taken on 11/8/2010 for the book 'My Antonia' by Willa Cather. Results: 18 of 20 Correct (90%), 11.2 of 14 Points.
- Reader Certifications:** Shows 'Last Achieved: Classic Reader' on 10/7/2010 and 'Current Goal: Classic Reader (2)'. Requirements include reading 3 books, ATOS BL of 6.0 or higher, and earning 7 points or more per book.
- Find Books:** A section for 'AR BookFinder' with a 'Click to Open in New Window' button.

Chapter 7: Summary

- Use the reading log and the Student Record and TOPS reports to make success visible to students.
- Teach students how to view their progress by checking the Progress page.
- Create class bulletin boards and school displays that highlight achievements.
- Facilitate the use of Renaissance Home Connect so that parents can share in their children's accomplishments.

8

Spread the Joy of Reading

The fundamental mission of Accelerated Reader is to bring the joy of reading to every student. We have seen, over and over again, that once students experience the magic of reading, they willingly and happily read. In fact, you can't stop them from reading, and their reading skills grow dramatically. That's why, at its heart, Accelerated Reader is not about the quizzes, the points, or the technology. It's about turning kids on to books.

Reading to students

There is no better way to acquaint students with the pleasures of reading than to read to them, and we recommend you do that regularly. When you read aloud to students, you introduce them to books they might not yet be able to read independently, expose them to new genres and authors, and build their desire to enhance their skills. Good books “sell” reading.

Reading aloud enables you to teach and model comprehension strategies, such as visualizing, making predictions, previewing, questioning, clarifying, and summarizing. It also presents good opportunities for class discussions on vocabulary, characterization, plot, and other literary elements.



Book talks

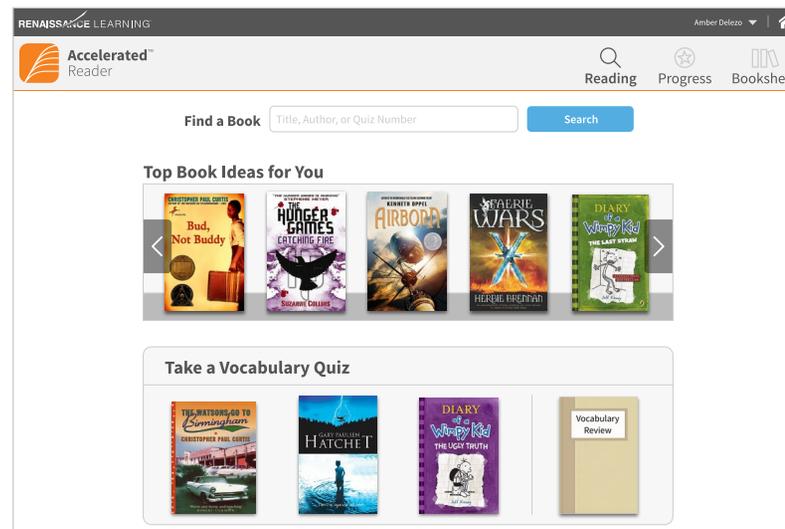
Informal book talks are a fun way to pique students' interest in books. Pick out a few titles that you know are popular, hold up or display them, and say a few things about each book aimed at enticing students to read it. You might read the first few sentences or pages if the beginning is particularly compelling. Your librarian can help you find suitable titles, but students will be even more interested if you have read the books yourself and can recommend them.

Book discussions and literature circles

Whole-class and small-group discussions about favorite books and authors promote a reading culture. Discussions can be formal activities (students give presentations on their favorite authors) or informal—a conversation among students who have read the same book, for example. Sometimes teachers give students sticky notes to mark passages they particularly like or find surprising, confusing, or funny. Another strategy is to give students prompts that will jump-start discussion, such as, “If I were this character, I would ...,” “I liked the part where ...,” or “I wonder ...”

Finding the right books

A surefire way to turn a student on to reading is to introduce him to just the right book. In the latest version of the software, students see “Top Book Ideas for You” when they log in. These are based on a student's prior reading history, interest level, and reading achievement data. If the student has taken a STAR Reading assessment, the software uses the ZPD that was selected on the Edit Reading Practice Goals page. If the student has not taken a STAR Reading assessment, the software uses the student's grade in school as a GE and calculates a suggested ZPD based on that score.



In addition, we provide a free online tool called AR BookFinder that is designed to help students, parents, teachers, or librarians do the following:

- Search for books that have a corresponding Accelerated Reader quiz by using such criteria as book level, interest level, title, author, and/or subject.
- Search for collections like ALA Notables, state lists for all 50 states, and librarians' picks.
- View details about specific books, including a summary, ATOS level, interest level, word and page counts, book covers, and ISBNs.
- Create a list of books and print it.

To use AR BookFinder, go to www.arbookfind.com.

Chapter 8: Summary

- “Sell” reading to students by reading good books aloud.
- Introduce students to interesting books through informal book talks.
- Organize small-group discussions and literature circles.
- Take advantage of a student’s “top book ideas” and AR BookFinder to match students and books.



Managing AR™ in Your Classroom





9

Student Routines and Responsibilities

When Accelerated Reader is implemented effectively, there's a lot going on at once. Students are reading, quizzing, and selecting books. You are reviewing logs and reports, guiding book selection, and keeping an eye on students taking quizzes. Efficient student routines not only maximize reading practice time, they keep you from feeling overwhelmed. Just be sure to demonstrate the routines thoroughly, and anticipate a period during which you will need to give students feedback—individually and as a class—on how they're doing. Post the rules, reteach or adjust routines as needed, and don't forget to celebrate when everything goes well.

Reading folders

Give every student a folder in which to keep his or her Accelerated Reader paperwork. This includes the following:

- Student Reading Log
- TOPS Reports
- Any materials used to support comprehension

If students are in the same classroom all day, pass out AR folders (or have a helper pass them out) as part of the morning routine. Alternatively, have students keep their folders in a certain corner of their desk.

Reading practice

Emphasize with students that reading practice time is a time for reading quietly. Teach students the following routine:

1. Take out your book and reading log.
2. On the log, record the page where you start reading, and leave the log open on your desk. (If students are reading somewhere else in the room, instruct them to have their logs with them.)
3. Read and enjoy your book.
4. When reading practice time is over, write down the number of the page where you stopped, put your log back in your folder, and put the folder away.

Taking quizzes

Instruct students to show you their reading log before quizzing so you can make sure they have read the books they want to quiz on. Review the reading history and check to see if it's reasonable. If the student must go out of the room to quiz, initial the log or otherwise indicate on the log that it's okay for him to take a quiz. Tell students that they must not take the book with them when they quiz, just their log.

If students are quizzing in your room, develop a system for using the computer. You could ask students to write their name in a special area on the board. After a student quizzes, she erases her name, and the next person on the list goes to the computer. Or you can distribute green-colored cards with student names on them. When students are ready to quiz, they display their card and wait for you to tell them they can go to the computer. If there is a wait for a computer, you hold on to the cards until a computer is free.

After a student quizzes, he brings his TOPS Report to you. (If you do not allow the TOPS Report to print, the student records the score and progress toward goals on the Student Reading Log—With Goals and

Progress.) You immediately review the quiz results with the student, sign the report or reading log, and briefly discuss his next book choice. The student records the quiz results on his reading log, and puts the TOPS Report in his folder. He selects his next book right away, or as soon as possible.

Quizzing with mobile devices. If students use mobile devices at their desks, create a screen out of two folders that they can put around them to minimize distractions. Alternatively, create a special quizzing area in your room, and have students bring their mobile devices there to quiz. For software instructions related to quizzing on mobile devices, see the [software manual](#).

Chapter 9: Summary

- Give students folders in which to keep AR materials.
- Teach students efficient routines for reading quietly and taking quizzes.

10

Teacher Routines

It's important that you develop efficient routines. When those procedures become habits, you have more time to monitor and help your students.

Interacting with students

Checking in with students every day during reading practice time is your most important routine. Don't plan any other activity—no grading of tests, for example, or other paperwork. If you are quick and efficient, you can get to 25 students in half an hour. It may take time, however, to build up this competency! In the meantime, we suggest you use the Status of the Class Record Sheet that is in the [appendix](#). If you keep track of the students you see every day, you will be sure no one is neglected. Even good readers benefit from a few words of support every couple of days.

Running reports and reviewing data

Pick a day on which you will run the Diagnostic Report each week. Look to see which students have an average below 85 percent or a diagnostic code. Highlight their names, and talk to them first the next day you see them. Some teachers take notes on the Diagnostic Report and save the report in their gradebook until the end of the marking period.

In addition, many teachers view the Diagnostic Report on-screen every day, either just before or after reading practice time. Have any diagnostic codes popped up? Have any averages fallen? This is not a substitute for checking in with students one on one, but an additional way to closely monitor students' day-to-day work. Alternatively, you



can look at the Class Record Book on-screen every day before checking in with students. This screen also alerts you to students having trouble.

Recognizing progress toward goals

Regular acknowledgment of work well done is a good routine to get into. Consistent reinforcement is not only fair and motivating, it teaches students to recognize their own success. Whatever you do to celebrate achievement, make sure it takes into account individual differences and goals, and does not create competitive situations in which only the more able readers are praised.

In addition to the charts and bulletin boards described in [Chapter 7](#), consider other routines, like the following:

- Give certificates or blue ribbons to students who averaged at least 85 percent and met their point goal for the marking period. Add an extra acknowledgment for students who averaged 90 percent.
- Send to each student's home a blank envelope with the child's name on it. Ask parents to write a letter of congratulations for making Accelerated Reader goals that also includes a special incentive, such as playing a game or going to a movie alone with Mom or Dad. Have parents put the letter into the envelope, seal it, and return it to school. Hang the envelopes in the classroom. When a student meets his individual goals, he opens the envelope.

Chapter 10: Summary

- Interact with students every day.
- Review data at least once a week with the Diagnostic Report and/or the Class Record Book.
- Acknowledge averages of 85 percent and higher.
- Recognize progress toward individual goals.

11

The RTI Connection

In a Response to Intervention (RTI) framework, Accelerated Reader serves two functions. It facilitates differentiated reading practice, which boosts achievement for all students in all tiers. At the same time, it provides a stream of data that helps you evaluate your instruction, identify student needs early, and intervene quickly and effectively.

A reading practice program for all tiers

In **Tier 1**, students are largely served by the core instructional program, which might be, for example, a basal reader series or language arts textbook. When you add Accelerated Reader to this tier, students also spend a substantial amount of time engaged in reading practice, which reinforces and advances their skills. You differentiate this practice by keeping students within their ZPD and setting personalized goals. With AR reports, you monitor their progress every day. When students cannot meet their goals, you provide assistance. If students continue to struggle, you analyze the situation and consider intervening at a Tier 2 level.

Students in **Tier 2** (or the middle tiers, if your school has more than three tiers) require extra help in addition to core instruction. Although you may be tempted to replace reading practice time with an intervention class, we urge you not to do so. Accelerated Reader is an effective individualized practice program for students in intervention, just as it is for students in Tier 1. Students in intervention may practice reading at the same time and in the same room as other students or they may engage in it during a separate intervention class in which other intervention programming takes place. Sometimes students have reading practice time with their regular homeroom and their intervention class, thus getting a double dose of reading practice.



Students in intervention often need more guidance choosing books. They benefit from close monitoring and they may need to have books read to and with them in addition to reading independently.

Students in **Tier 3** (or the upper tier, if your school has more than three tiers) need even more intense intervention. Like students in Tiers 1 and 2, their reading achievement is boosted by the individualized nature of Accelerated Reader, and we recommend that you provide them with reading practice time in addition to other intervention programming. Again, monitor the data so that you can tailor your instruction or modify a student's practice to improve learning.

Use reading practice data to assess your core instruction

Accelerated Reader lets you know on a daily basis whether or not students can apply your reading instruction to independent reading. Think of it the way you would coaching a sport. If you are a swimming coach, you teach and demonstrate strokes. Then students jump in the pool. You immediately observe them applying what you just taught and decide what to do next. It's the same with Accelerated Reader. As you deliver reading instruction, use reading practice data to see with whom you may need to intervene. You don't need to wait for an interim assessment to identify struggling students.

Also use the data to evaluate instruction at a class or grade level. Are students, in general, making progress? Are their scores on Accelerated Reader quizzes improving? Are more and more students easily meeting their goals? If so, you know all is well with your core instruction. If not, consider how you can improve it.

Bring reading practice data to data-team meetings

Accelerated Reader quiz data, along with other classroom data sources, helps you interpret interim assessment results and enriches your understanding of a student's strengths and weaknesses. For example, suppose a STAR Reading test shows that Henry is reading two years below grade level. The Accelerated Reader Diagnostic Report indicates he has been engaged in reading practice for an average of 10 minutes a day and his comprehension of books read independently has averaged only 72 percent. Henry's teacher brings this data to a grade-level team meeting. Staff interpret the data collaboratively and set specific, measurable goals: by the end of the next eight weeks, Henry's engaged time will increase to at least 20 minutes a day, and his comprehension, as measured by Accelerated Reader quizzes, will average at least 85 percent.

To ensure he meets those goals, Henry's teacher pairs him with another student for Read With practice that is in addition to his independent reading practice. She teaches Henry and his tutor how to use a simple graphic organizer to identify and discuss the storyline and major elements of the books they read together. She also works closely with Henry to help him find books that he's interested in reading. Henry's teacher monitors his progress during her daily check-in routine. She reviews the TOPS Report with him after every quiz and analyzes the Diagnostic Report once a week. When the data initially shows no improvement in Henry's comprehension, she reteaches the use of the graphic organizer. Henry's teacher gives an account of his progress at grade-level team meetings, and after eight weeks, the Diagnostic Report shows his engaged time has increased to 22 minutes and his average percent correct on Accelerated Reader quizzes is now 86 percent. In addition, his latest STAR test indicates that his overall reading ability has increased.

Use STAR assessments for screening and progress monitoring

STAR Reading and STAR Early Literacy are computer-based assessments that provide screening, progress monitoring, and diagnostic data. In addition to reporting a variety of individual scores, they place students in categories— At/Above Benchmark, On Watch, Intervention, and Urgent Intervention—so you can set instructional priorities. Using the software, you can set intervention goals and keep track of student progress over time. The Core Progress learning progression for reading helps you plan instruction for students in all tiers. For more information, see our [website](#).

Chapter 11: Summary

- Accelerated Reader supports an RTI framework by facilitating differentiated practice and providing a stream of data for evaluating instruction, identifying student needs, and intervening quickly.
- Guided independent reading practice, as facilitated by Accelerated Reader, boosts the reading achievement of all students in all tiers.
- Include reading practice data as part of the body of evidence you bring to data-team meetings.



12

Establishing Reading Practice with Emergent Readers

Many teachers think of Accelerated Reader as a tool for independent reading practice and thus assume it can only work in classrooms in which all students are reading on their own. We have found, however, that once teachers of emergent readers incorporate Accelerated Reader best practices, they and their students experience great success. Students learn to read faster and better, and become avid readers along the way.

The TWI framework

As mentioned in earlier chapters, reading practice includes three types of reading— reading to students, reading with students, and students reading independently. We refer to this as TWI.

The **Reading To** component introduces emergent readers to print conventions. In all readers, it forms a solid foundation for reading comprehension by building vocabulary and general knowledge and encouraging higher-level thinking. The **Reading With** component serves as a bridge from listening to stories read aloud to reading them alone. It also can be used to assist independent readers as they move into more difficult texts. When students reach the stage of **Reading Independently**, large amounts of practice further develop vocabulary, fluency, comprehension, and confidence.

In the primary grades, students typically move in a developmental progression from having books read to them, to reading with a tutor, to reading on their own.

How much reading practice?

The amount of time students can attend to reading varies with their age and often with the individual. Below are some general guidelines. Tailor the amount of time scheduled for Reading To, Reading With, and Reading Independently according to the needs of your students.

| Suggested Number of Minutes Scheduled for Reading Practice | | | |
|--|---------|-----------|--------------------|
| Grade | Read To | Read With | Read Independently |
| K-1st semester | 30 | 0 | 0 |
| K-2nd semester | 20 | 5 | 5 |
| 1-1st semester | 15 | 10 | 10 |
| 1-2nd semester | 10 | 10 | 20 |
| 2-1st semester | 10 | 5 | 25 |
| 2-2nd semester | 10 | 5 | 30 |

Finding time

You probably already devote substantial amounts of time to reading instruction. The next step is to incorporate reading practice and quiz taking into your instructional program and classroom routine.

- Examine your existing daily schedule. Is there a period currently allocated for other activities that could be used, at least in part, for reading practice? Many teachers find that the first 15 to 35 minutes of the school day and right after lunch are excellent times for TWI.
- You most likely have time set aside each day to read to your students. Consider reading books for which there are Accelerated Reader quizzes so you can monitor your students' comprehension.
- If you use activity centers or regularly divide your class for small-group work, integrate reading practice with these plans. While you read aloud to one group of students, volunteer tutors can read with another group and a third group can be reading independently.

Getting help

In the primary grades, having regular help in the classroom results in a more robust reading practice program. Helpers can read to or with students. They can also monitor quiz taking and help students check out books from your classroom or school library.

You may want to ask your parent organization or senior citizen groups to help you enlist volunteers. You can also send a letter home at the beginning of the school year with a direct appeal. One successful strategy is to ask the parents who arrive early to pick up their children to come in and read to and with your students. In some schools, groups of older students team up with primary classes. Sometimes entire classes are paired so that each younger student has an older student all to him or herself.

Classroom libraries

Young children go through books so quickly that we recommend every primary classroom contain its own library. While you will need some books at a variety of levels at all times, you may find it efficient to swap collections with other primary teachers as the year goes on. We strongly recommend that books be labeled. Once students are reading independently within their ZPD, teach students to choose books at any level within it. For example, if a student's ZPD is 1.3 to 2.3, write 1.3, 1.4, 1.5, 1.6, and so on up to 2.3 on the Student Reading Log.

Different levels for T, W, and I

Listening comprehension tends to be higher than reading comprehension. Therefore, students usually can listen to books that are more difficult than books they read independently. Similarly, students can take on more difficult books to read with the support of a tutor than they are able to read on their own. For these reasons, a student may be practicing at three different levels: one that is right for Read To practice, one that is right for Read With practice, and one that is right for independent reading practice.

As mentioned earlier, we call these “just-right” levels ZPDs. When students are reading independently, you can test them with STAR Reading and obtain an initial ZPD based on their reading ability. The process is a little different with emergent readers. You simply start reading to and with them and monitor quiz data to assess their comprehension. If students are able to maintain an average quiz score of 85 percent or higher, you know they are working within their ZPD.

For example, let’s suppose the books you are reading aloud to your class are in the 2.0 to 3.0 range. Robert has an average of 93 percent. That tells you that this is his ZPD for books read to him, and the upper range may be even higher. Conversely, Annie has an average of 66 percent on these books. This suggests she would benefit from having easier books read to her. “Easier” may mean lower-level vocabulary or it could mean clear storylines and memorable characters. Annie may also need to have books read to her more than once.

Don’t Rigidly Control Book Levels

When reading aloud to students, don’t feel you need to start with the lowest level books and work your way up. Instead, focus on reading good books that introduce vocabulary and make students think. Be sure to include time for discussion. When students begin reading independently, allow them to follow their interests and read throughout their range.

Student Reading Logs

Once students are reading individually—To, With, or Independently—use Student Reading Logs so that you and your students can keep track of their daily practice. Reproducible forms are in the [appendix](#) and in the Resources area of the software.

The following versions are available in English and Spanish.

- **Student Reading Log—Emergent Reader.** For students not yet writing. The form is filled out by a parent or classroom helper.
- **Student Reading Log—Beginning Reader.** Spaces are larger so that students can record the information themselves.
- **Student Reading Log—With Goals.** For students doing most of their reading independently. See [Chapter 5](#) for an example and description.

The [appendix](#) also includes a simplified log you might like to use with kindergarten students. Students color in the face that represents how the book made them feel or how much they liked the book, and then draw a picture in the box.

Accelerated Reader

Reading Log Read To Read With Read by Myself

Book Title _____

Author _____

☹️ ☺️ 😊

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Click the forms in this chapter for a larger view.

As with all routines, students need to be taught how to use Student Reading Logs and may require some initial assistance. While this can take time, letting students fill out the logs themselves helps students take ownership of their reading practice.

It also helps to involve parents. At the beginning of the school year, have an initial meeting with parents about Accelerated Reader or send information home in a newsletter. Include a copy of the Student Reading Log that their child will be using, explain what the different sections mean, and request their help filling it out for their child.

Goals for emergent readers

As we explain in earlier chapters, goals for independent readers are individualized based on reading ability. Goals for emergent readers, on the other hand, are more generalized.

Average percent correct. The goal for all students is to maintain an average of at least 85 percent on AR quizzes—with 90 percent being even better.

Points. The chart below (and in the [appendix](#)) shows our minimum recommendations for students not yet reading independently. The totals for the marking period are for your guidance and are helpful to keep in mind when you review reports. When you share goals with

Point Goals for Emergent Readers

| | 60 Min. Daily Practice | | | 35 Min. Daily Practice | | | 30 Min. Daily Practice | | | 20 Min. Daily Practice | | |
|------------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|
| | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks |
| Emergent Reader | 1.7 | 10 | 15 | 1.0 | 5.8 | 8.8 | 0.9 | 5.0 | 7.5 | 0.6 | 3.3 | 5.0 |



young students, it's best to keep them short-term and concrete. For example, setting a goal of two books a week makes more sense to a young child than a numerical point goal for the marking period. If you do have independent readers in your class, review [Chapter 3](#) and [Chapter 15](#).

Becoming an independent reader. Learning to read independently is the most important goal for emergent readers. One way to move students toward that in a motivating manner is through reader certification, which takes students through a sequence of increasingly difficult books. For more information about reader certification, see [Chapter 16](#).

Keeping quizzing manageable

We recommend one or two computer stations, at minimum, be set up in each classroom, along with a printer. Because quiz taking at the primary level can be voluminous, you may want to also consider the following:

- Recommend to parents who are reading a number of half-point books to their child every night that they switch to longer one-point books. Suggest they take more than one day to read the book and discuss it, or that they read the book two or more times before the child takes a quiz on it.
- Ask children who are having more than one book read to them each day, or who are reading more than one themselves, to pick their favorite to quiz on.

Teaching students how to take quizzes

With young students, it's best to build quiz-taking skills over time. The better students are at taking quizzes, the more accurate their reading practice data will be.

Introduce book discussions. When students show signs of higher levels of listening comprehension, begin reading aloud books that have an Accelerated Reader quiz. Preview the quiz and incorporate some of the questions in your discussion. At this point, students aren't actually taking a quiz but are becoming familiar with the types of questions that will be asked.

Introduce choosing answers. As students become more competent answering open-ended questions, select some of the questions that are on the book's Accelerated Reader quiz, and use the answer choices that are also on the quiz. Begin with two choices. Gradually add a third choice. Discuss the choices and the correct answer as a group, and model the thinking process.

Begin using technology for individual quizzing. Show students the quiz on the computer. (Use the preview quiz option. See the [software manual](#) for instructions.) Initially, use the mouse or keyboard yourself to select an answer. Over time, ask students which letter needs to be clicked or pressed, and call on volunteers to do it. Introduce Recorded Voice Quizzes by listening to them as a group using speakers. When students seem ready, have them take Recorded Voice Quizzes individually with a monitor who can help them log in and locate the correct quiz. Once students know how to take quizzes independently, you can use Accelerated Reader data to monitor each student's reading comprehension and intervene when necessary.

Checking in with students daily

Once students begin reading independently, check in with them every day. Make sure their logs are up-to-date and they are choosing books within their ZPDs. Be sure to have students show you their logs before they quiz. Take a moment to chat briefly about the book. For more details about this procedure, see [Chapter 5](#).



Reports

The **TOPS Report** prints after every quiz, showing the results of the quiz just taken. Once students begin doing a substantial amount of independent reading and are working toward individualized goals, the report will also display each student's progress. See [Chapter 5](#) for an example.

The **Diagnostic Report** summarizes the performance of your class. If you are setting reader certification goals, this report will show which level each student is working toward. See [Chapter 5](#) for an example.

The **TWI Report** enables you to see how students are doing with each type of reading practice—Reading To, Reading With, and Reading Independently. The TWI preference must be turned on so that the software can separate the data. See [Chapter 17](#) for an example.

The **Student Record Report** shows the results of all the quizzes the student has taken during a specified time period. It is a good diagnostic tool. See [Chapter 7](#) for an example.

Retesting on Books Read to or with Students

Accelerated Reader software automatically enables students to retake quizzes for books read to or with them after six months have passed. However, the TWI preference must be turned on so that the software can distinguish between the different types of reading. See the [software manual](#) for instructions about setting preferences.

Examples of classroom organization

Teachers of emergent readers organize their classrooms in different ways. Although these examples are categorized by grade, they are not grade specific.

Kindergarten example. For the first few months of school, Ms. Adams teaches students how to take quizzes on books she reads aloud. By December, her students are also taking home one book every night for their parents to read to them. The children return their books and select others as soon as class starts. Between 8:30 and 10 a.m., Ms. Adams works with groups of students on prereading skills. At the same time, a parent volunteer (a different volunteer each day) monitors students as they take Recorded Voice Quizzes individually using headphones. The volunteer writes the book titles on Student Reading Logs and helps students find the right quiz. She places the TOPS Reports in a special folder for Ms. Adams to review.

First-grade example. Mrs. Cooper has enlisted the help of sixth-grade students who help students check books in and out, read to them, and monitor quiz taking. As the year goes on, Mrs. Cooper pairs students with their own sixth-grade buddy for Read With practice. By the second semester, Mrs. Cooper schedules five, then 10, then 15 minutes of independent reading practice, gradually extending students' reading endurance. As the year goes on, more and more independent readers are able to copy the titles of books onto their Student Reading Logs and take quizzes on their own.

Throughout the year, Mrs. Cooper reads to her students. Students take the Recorded Voice Quiz on those books since the book level is usually above their ZPDs. Mrs. Cooper always reviews TOPS Reports before the day is over so that she knows who is doing well and who may need her guidance the next day.



Second-grade example. All of Mr. Epstein’s students are reading independently. In the beginning of the year, he schedules 20 minutes of independent reading practice and extends that to 30 minutes as the year progresses. His less-able students are paired with fourth graders for five or 10 minutes of Read With practice. While students are reading independently, Mr. Epstein circulates around the room, checking Student Reading Logs. Because most of his students were introduced to Accelerated Reader in first grade, they are able to take quizzes on their own. Students bring the TOPS Report to Mr. Epstein as soon as it prints so he can see how they did and talk to them about their next book choice. Mr. Epstein also reads to his students every day after lunch for about 15 minutes. Students take the Recorded Voice Quizzes for these books.

Chapter 12: Summary

- Tailor the amount of time scheduled for Reading To, Reading With, and Reading Independently to the needs of your students.
- Introduce students to reading logs once they begin reading independently.
- Set general point goals for emergent readers and individualized goals for independent readers.
- Use an orderly procedure to teach students how to take quizzes.

13

Accelerated Reader in High School

The ability to read well is an essential skill in high school. At the same time, teachers find it hard to teach reading in the upper grades. Usually reading instruction is not part of the school schedule. Some teachers feel it's not their responsibility to address reading problems or don't feel qualified to do so. Moreover, high school students themselves present challenges. Reading ability varies widely from student to student, easily spanning half a dozen grade levels in a single classroom. And while some high school students have had rewarding experiences with books, others see no reason to read.

Accelerated Reader addresses many of these issues. Teachers—and, often, entire schools—devote time to reading practice. Because students choose their own reading material, they are able to explore emotions, pursue their interests, and develop ideas about the world and their place in it. And because Accelerated Reader is an individualized program, all students, regardless of ability, participate equally.



Scheduling time for reading practice

Finding time to devote exclusively to reading practice can be a challenge for high schools. Here are some suggestions:

- Create an extra period in the school day by borrowing five minutes from every period in the existing schedule.
- Turn an advisory or homeroom period into reading practice time.
- Shorten passing time between classes and look for ways to create other efficiencies.
- Have content-area teachers take turns providing at least 20 minutes for reading practice. For example, on Mondays, reading practice could take place during math class; on Tuesdays, during science class; on Wednesdays, during English class; and so on.
- Include at least 20 minutes of reading practice in the English or language arts block.

Getting a whole-school commitment

Because of scheduling issues, it is always helpful, and sometimes necessary, to have the entire school committed to reading practice. Here are ideas for garnering support.

Collect data and show that a reading problem exists. Scores from state tests or STAR Reading can document concerns and launch planning discussions.

Seek administrator involvement. School principals are the instructional leaders, as well as the people who decide how time is spent and activities are funded. If you are the school principal, invest in professional development for all staff and attend yourself. Emphasize that improving students' reading ability is a whole-school mission.

Introduce Accelerated Reader slowly. You might start out by incorporating reading practice in the freshman curriculum. The following year, add sophomores, and so on.

Create a culture of reading. Develop and display lists of books recommended by students and teachers. Some schools utilize schoolwide themes. For example, students at one high school read books related to the Renaissance and the school holds a Renaissance Faire at the end of the year to celebrate reading achievement.

Make sure content-area teachers provide input on the library collection. For which subjects would they like to have an array of books at different reading levels?

Collect more data and publicize success. At the end of the school year, report the gains students have made to the local press. Give everyone credit. Positive reinforcement leads to greater commitment and camaraderie.

Make sure reading practice is monitored

In general, the teacher who provides the reading practice also checks in with students, reviews data, and does all the other management tasks described in this guide. In addition, it's usually wise to have homeroom teachers keep an eye on their students' practice data by reviewing the Diagnostic Report every week.



Designate a coordinator

A coordinator usually has received extra training and serves as a support to other teachers. She may also initiate meetings to plan special events and solve problems.

Build a comprehensive library

Because high school students are so diverse, the school library must have a large book collection that covers a wide variety of subjects at different reading levels. If you have the latest version of Accelerated Reader, your students have access to all Reading Practice Quizzes. That means they can also draw upon outside sources, such as the public library, as well as the school library.

Focus on motivation

Motivated students are those who have rewarding encounters with books. This comes primarily from (1) individualized practice, (2) self-selection of reading materials, and (3) immediate, constructive feedback, all of which are discussed in other sections of this guide. In addition, you may want to try the following motivational strategies.

Book clubs and discussions. For older students, social opportunities are highly motivating. Some teachers provide time for book discussions during class. These can be informal conversations or formal gatherings during which students who have read the same book discuss questions that you or they have put together. If you have a class or library website, create an area where students can post comments about books.

Peer recommendations. Beginning in fall 2014, the software will display individualized top picks based on ZPD and interest level, along with popular books. In addition, create a bulletin board with the titles of your students' favorite books. Ask students to do oral promotions, and teach them how to summarize a book without giving away its

ending. In some schools, students use movie-making software to create short trailers, which are posted to the school or library website.

Reading café. Establish an area in the school with comfortable chairs for reading. Teachers can sign up to bring their classes there. You might also offer open time when students can come in before or after school.

Read alouds. To spark student interest, read a book's opening pages or first chapter aloud.

Incentives. When students are introduced to new routines, they sometimes need more tangible incentives. Consider reinforcing meeting individualized goals with certificates, bookmarks, pencils, or other items. Some teachers allow students to enter their names in a drawing every time they score 100 percent on a quiz for a book within their ZPD. Prizes might include a free yearbook or free admission to a basketball game, prom, or other special event. Ask students to help you identify the most appealing prizes.

Foster successful reading practice across the curriculum

Use AR BookFinder to help you identify books at various reading levels on the same topic. That way, all students can learn about a subject and contribute information to class discussion. These books can be part of the core unit of study or can be read for extra credit with the Reading Practice Quiz serving as evidence that the work was done. You can also provide a list or display of books for students who are simply interested in a topic you are covering in class.



Accelerated Reader and grades

We do not recommend giving grades for reading practice; however, many high schools choose to do so. If you must give grades, we encourage you to follow these guidelines:

- *Do* base a student's grade on the amount of progress made toward personalized goals. Don't give the highest grades to the highest point earners, which would unfairly penalize struggling readers.
- *Don't* grade students unless you are actively monitoring their work. Students who are scoring low on quizzes or accumulating few points may be having trouble finding appropriate books or they may be trying to read books that are too hard. Intervene first, and be sure students know what to do to be successful before evaluating their efforts.
- *Do* build your library and quiz collection before instituting a grading policy. Don't inadvertently turn students off to reading by forcing them to read books they aren't interested in simply to earn a grade.
- *Do* make your library accessible so that students have ample opportunity to find books quickly and easily.
- If a number of teachers are using Accelerated Reader, do decide on a grading formula together.

One way to give a grade is to weight different aspects of reading practice and look at a student's progress toward goals. Mrs. Jones, for example, has decided that meeting an average-percent-correct goal is 50 percent of a grade. Meeting a point goal is 25 percent. Other goals she has set—choosing books within the ZPD and maintaining a

log—are also worth 25 percent. One of her students, Rebecca, has an average of 92.9. She has reached 86.3 percent of her point goal. Mrs. Jones has observed that Rebecca achieved the other classroom goals at a 100 percent level. She then calculates Rebecca's grade in this way:

Average percent correct: $92.9 \times .50 = 46.4$

Points: $86.3 \times .25 = 21.6$

Other: $100 \times .25 = 25$

Total (AR grade): 93.0

Chapter 13: Summary

- Build at least 20 minutes of practice in the school day.
- Get a whole-school commitment to reading practice.
- Make sure reading practice is monitored.
- Build a comprehensive library.
- Employ motivational strategies.
- Encourage reading across the curriculum.

14

Common Questions

Our school can't afford STAR Reading, at least not this year. Can we still use Accelerated Reader?

Yes. You just need to have another method in place for identifying an initial ZPD and individualized goals for each student. To do that, use a grade-equivalent score from any standardized test and then refer to the Goal-Setting Chart in the [appendix](#). If a standardized test is not available, use your professional judgment and start each student in a range of book levels that seems about right. Once the student starts taking Reading Practice Quizzes, adjust the initial ZPD up or down until you see the student is able to score above 80 percent on a quiz and maintain a quiz average of at least 85 percent.

Our parents think it's unfair for every student in a class to have a different point goal. What should we tell them?

You might make a comparison to athletics. Would it be fair for every student of the same age to practice football at the same level of intensity regardless of ability? Like running, tackling, and throwing a ball, reading is a skill. The only way for an individual to make progress is to practice at a level that is appropriate. Point out to parents that individualized goals level the playing field and give every student an equal chance at success.



Why do you say that students must not bring their book to the computer when they quiz? Isn't "looking back" a comprehension strategy that all readers must learn and apply?

Being aware that you don't understand what you're reading and paging back to bolster your comprehension is indeed an important strategy. It is one that students must learn to use while they are reading. In addition, referring back to a passage to find the answer to a question is an essential technique for taking a high-stakes test. However, taking a Reading Practice Quiz is a different situation. It is an assessment of general comprehension of a book as a whole. If students look up answers while they take a quiz, the only thing that is assessed is their ability to look up answers. The better instructional approach is to encourage students to look back whenever they are unsure of what is going on in their book as they are reading it. When students are finished with a book, they can also do a self-check and see if they can recall the important characters and events. They can review the book again if they have to. After they have finished this review, then they can go to the computer—without the book—and take the quiz. This method reinforces looking back as a metacognitive skill, that is, a skill students use to think about their thinking, not to answer specific test questions.

Why can't a student retake a quiz if I know he or she can do better?

A low quiz score signals a need for diagnosis and intervention. When a student does poorly on a quiz, ask yourself: Was the book within the student's ZPD? Did the student actually read the book? Is the book noted on the reading log? Does the book have a specialized vocabulary that would make it particularly difficult for this student? Is the quizzing area distracting? Figure out what went wrong and then help the student have a successful experience with the next book. There is one exception to the "no-retake" rule. When students take quizzes on books that were read to or with them, they can retake the quizzes after six months if they read the book independently.

I have a student who never seems to like the books he picks, so he's always returning books without finishing them. How should I handle this?

First of all, make sure students have strategies for selecting books—reading the front and back covers, the table of contents or first page, and so on. Sometimes, however, you also need to set limits and provide assistance. One way to do this is to say that when a student wants to return a book, he must show his Student Reading Log to you. You draw a line through the title of the book. The limit is three crossed-out titles per semester or marking period. If a student reaches the limit, go with the student to the classroom or school library and help him find a book he can stick with.

I attended an Accelerated Reader seminar a number of years ago, and we were told that when students read nonfiction, the book level should be a year below their ZPD. Is this still true?

No. When Accelerated Reader was created, the readability formula for measuring the difficulty of books was limited—it only looked at word length and sentence length. Because the formula did not gauge the difficulty of concepts, we recommended students read nonfiction books a year below their ZPD. This changed when we created the ATOS readability formula. It takes into account the difficulty of a book's vocabulary as well as other factors, which makes it much more accurate when calculating how hard nonfiction books are to read. All of the books for which we have quizzes have been analyzed with the ATOS formula, and you can use the book-level information for both fiction and nonfiction without modification when matching students and books.



Why don't ZPDs and point goals change automatically at the start of a marking period when a student has a new STAR score?

Because students are individuals with different reading histories, different sources of motivation, and different responses to goals, adjusting goals is a task that cannot be automated. Instead, we encourage you to review both Accelerated Reader data and STAR data at the start of each marking period, and meet briefly with students individually before deciding together whether to carry over the same ZPD and goals or make changes. For a summary of goal-setting best practices, see [Chapter 15](#).

**I didn't know about interest levels until reading this guide!
Where do I find this information?**

The quickest way to see a book's interest level is to go to AR BookFinder at www.arbookfind.com.



When You're Ready to Do More



15

Set Additional Goals and Adjust Goals

AR makes it possible for each student to have three goals. We've already discussed the first one: a point goal, which represents how much reading a student is expected to do. The other two goals are average percent correct, which is a measure of comprehension, and minimum average book level.

Average-percent-correct goal

As we discussed in [Chapter 6](#), the minimum goal for all students must be 85 percent. When students are used to the program and have met that goal, you can slowly raise it to 90 percent. Use the drop-down lists in the software to change an average-percent-correct goal for all students or for individual students.



Accelerated Reader ADMINISTRATOR USER, District 2011-2012
Home > Record Books and Goals > Class Manuals | Help | Log Out
Live Chat Support Available

Edit Reading Practice Goals
Set individual reading practice goals based on a student's reading ability

Class: **Grade 4, Ms. Singer's class, 2011-2012**

Marking Period: **Marking Period 1** Select Marking Periods

Set Student Goals

- Review Average % Correct Goal: 85% Update all students
- Select minutes of Daily Reading Time: 30 min Update all students
- Default point goals are based on Daily Reading Time and each student's GE
- Adjust goals as necessary based on your knowledge of the student
- Resources: Goal Setting Best Practices | AR Goal Calculator

Cancel Save

| Student | Grade | GE (Test Date) | Suggested ZPD | Average % Correct | | Daily Reading Time | Points | | | Average AR Book Level | |
|-------------------|-------|------------------|---------------|-------------------|--------|--------------------|--------|--------|-----------|-----------------------|--------|
| | | | | Goal | Actual | | Goal | Earned | % of Goal | Goal | Actual |
| Barber, Cody | 4 | 3.4 (09/13/2011) | 2.8 - 3.9 | 85% | | 30 min | 7.9 | | | | |
| Battle, Erika | 4 | 4.2 (09/13/2011) | 3.1 - 4.7 | 85% | | 30 min | 8.9 | | | | |
| Bleck, Holly | 4 | 5.0 (09/13/2011) | 3.4 - 5.4 | 85% | | 30 min | 10.5 | | | | |
| Delvalle, Armando | 4 | 3.3 (09/13/2011) | 2.7 - 3.8 | 85% | | 30 min | 7.8 | | | | |
| Duffy, Marilee | 4 | 2.3 (09/13/2011) | 2.2 - 3.2 | 85% | | 30 min | 6.8 | | | | |
| Frank, Dale | 4 | 3.5 (09/13/2011) | 2.8 - 4.0 | 85% | | 30 min | 8.0 | | | | |
| Lang, Angelo | 4 | 4.5 (09/13/2011) | 3.2 - 5.0 | 85% | | 30 min | 9.5 | | | | |
| Mann, Jack | 4 | 4.3 (09/13/2011) | 3.1 - 4.8 | 85% | | 30 min | 9.1 | | | | |
| Marquez, Marisol | 4 | 3.6 (09/13/2011) | 2.8 - 4.1 | 85% | | 30 min | 8.1 | | | | |



Average ATOS book-level goal

A student's book-level goal represents the minimum average reading level of the books the student will be reading independently. Book-level goals must be entered manually on the Edit Reading Practice Goals page. At the beginning of the school year, set a student's goal at the low end of the ZPD. For example, if a student's ZPD is 4.0 to 6.1, set her book-level goal at 4.0. Encourage the student to read throughout her ZPD. Her average book level should then be higher than her goal.

Setting the goal at the low end of the ZPD has a couple of advantages:

1. It gives you an anchor point. When you review the Diagnostic Report, compare a student's actual average book level to the goal. If the average level of the books the student is reading is lower than the low end of her ZPD, you know the student is reading a considerable number of books below her ZPD. Conversely, if the average level of the books the student is reading is significantly higher than the low end of her ZPD, then the student is reading books within and possibly above her ZPD.
2. Setting the book-level goal at the low end of the ZPD allows students to choose from a wide variety of books, which results in a more rewarding reading experience and greater motivation to keep reading.

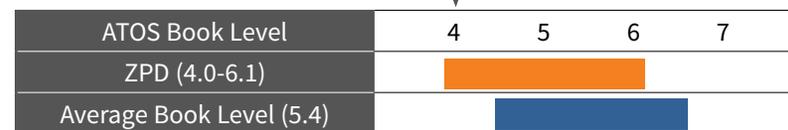
As you get to know your students and you accumulate data about what they are reading and how well they are reading it, ask yourself: Does this student need success or challenge? For example, if the student is a struggling reader who is just starting to enjoy reading, you may want to keep the book-level goal low for a while. If the student is ready for challenge, consider the student's needs. What book level will move the student toward rigorous standards but not be so demanding that comprehension, and consequently growth, drops? Has the student primarily been reading fiction? If so, is the next step to set a goal with the student to read a higher proportion of nonfiction books while keeping the book level stable?

| Class: Reading | | RP Quizzes | | % Correct | | Points | | | | | Engaged Time | Book Level | Certification | |
|--------------------|-------------|------------|-------|-----------|------|--------|--------|-----------|--------|----------|--------------|----------------------|---------------|----------------|
| Student | Diag. Codes | Passed | Taken | Goal | Avg. | Goal | Earned | % of Goal | % Read | % Indep. | Fiction | per Day ² | ATOS BL | Working Toward |
| Dorr, Carl | | 11 | 11 | 85 | 95.9 | 16.0 | 32.9 | 205.6 | 100 | 100 | | 61.6 | 3.4 | 4.9 |
| Gomez, Manuel | | 4 | 4 | 85 | 87.5 | 25.0 | 18.2 | 72.8 | 100 | 50 | | 21.8 | 4.5 | 6.1 |
| Hojem, Kyle | | 3 | 3 | 85 | 96.7 | 20.5 | 21.3 | 103.9 | 100 | 100 | | 31.2 | 4.2 | 4.1 |
| Holloway, Rebecca | CD% | 1 | 2 | 85 | 85.0 | 12.0 | 0.4 | 3.3 | 100 | 100 | | 0.10 | 2.8 | 3.6 |
| Jorje, Aquilar | | 7 | 7 | 85 | 87.1 | 24.0 | 42.6 | 177.5 | 100 | 71 | | 53.2 | 4.4 | 5.7 |
| Kane, Cyndi | | 4 | 4 | 85 | 96.3 | 25.0 | 34.8 | 139.2 | 100 | 100 | | 41.8 | 4.5 | 6.1 |
| Pollock, Adam | F% | 2 | 4 | 85 | 67.5 | 19.5 | 20.0 | 102.6 | 100 | 100 | | 30.8 | 4.0 | 5.0 |
| Rodriguez, Cecilia | B% | 3 | 4 | 85 | 78.5 | 19.5 | 12.8 | 65.6 | 100 | 100 | | 19.7 | 4.0 | 5.4 |
| Suawk, Tiffany | | 4 | 4 | 85 | 97.5 | 17.5 | 19.0 | 106.6 | 100 | 100 | | 32.6 | 5.4 | 7.4 |
| Stark, Johnnie | A | 0 | 0 | 85 | -- | 20.5 | -- | -- | -- | -- | | -- | 4.4 | -- |
| Torres, Marco | D | 5 | 5 | 85 | 96.0 | 10.5 | 9.6 | 91.4 | 100 | 100 | | 27.4 | 2.3 | 2.8 |
| West, Corinne | E% | 8 | 11 | 85 | 70.1 | 19.6 | 24.7 | 126.7 | 100 | 43 | | 70.6 | 4.0 | 3.8 |
| Summary | | 52 | 59 | 85 | 85.2 | | | | 100 | 88 | | 32.6 | 4.0 | 4.7 |

| Diagnostic Code Summary | | Class Summary | |
|-------------------------|---------------------|--------------------|---------------|
| Number of Students | Percent of Students | Number of Students | Total Quizzes |
| 1 | 8 | 12 | 52 |
| 1 | 8 | 52 | 59 |
| 1 | 8 | | |
| 2 | 17 | | |
| 1 | 8 | | |
| 1 | 8 | | |
| 4 | 33 | | |

Cecilia's average percent correct on AR quizzes is low. Also, the average level of the books she has read is much higher than her book-level goal. Because the goal was set at the low end of her ZPD, we can conclude that some of those books may have been above her ZPD.

Cecilia's book-level goal of 4.0 represents a minimum average book level.



Cecilia's actual average of 5.4 suggests that some of the books she has read were above her ZPD.



ATOS book-level goal and additional STAR tests

If you test students with STAR Reading throughout the school year, two questions will come up: When a student's GE score goes up on a STAR Reading assessment, should the ZPD and book-level goal be raised? If the STAR assessment reports a lower GE, should the ZPD and book-level goal be lowered?

The answer to both questions is not necessarily. Here's why:

- A STAR Reading score provides great information about a student's reading achievement based on a single testing event. But if you want to see how a student has been doing with independent reading practice, it's essential that you also look at the data related to independent reading practice—Accelerated Reader quiz data. When a new STAR test prompts you to take a look at a student's ZPD and goals, be sure to look at AR data as well before you make any adjustments.
- A STAR score can go down for reasons that have nothing to do with a student's achievement level. It may be due to the test's standard error of measurement; student anxiety, illness, motivation, or level of attention; or a statistical phenomenon called regression to the mean. Regression to the mean is the tendency of those with the highest scores on an initial test to score closer to average on a second test (and those with the lowest scores to score closer to average—and therefore higher—on the second test). Because a decrease in a STAR score does not necessarily mean a decrease in ability, it would not be a good idea to lower the student's ZPD and book-level goal without further investigation.

- Even when a student is doing well, it may not be appropriate to raise goals right away. Students who have struggled with reading for years often need a period of consistent success before they are ready to be challenged. And, as we explained in [Chapter 3](#), often the best course of action for students who are already high achievers is to broaden their reading experience, not raise their already-high ZPD or point goal.

When a new marking period begins, AR software will automatically carry over a student's ZPD and goals from the previous marking period. If a student has taken additional STAR Reading tests, the student's name will be bolded, and GE scores for these tests will appear in a drop-down list next to the student's name. If you do select a more recent GE score, the software will recalculate the student's point goal.

Accelerated Reader ADMINISTRATOR USER, District 2011-2012
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 Live Chat Support Available

Edit Reading Practice Goals
 Set individual reading practice goals based on a student's reading ability

Class: **Grade 4, Ms. Singer's class, 2011-2012**
 Marking Period: **Marking Period 2** Select Marking Periods

Set Student Goals

- Review Average % Correct Goal: 85% Update all students
- Select minutes of Daily Reading Time: 30 min Update all students
- Default point goals are based on Daily Reading Time and each student's GE
- 4 students** have new STAR Reading scores; selecting a more recent GE recalculates the ZPD and point goal
- Adjust goals as necessary based on your knowledge of the student
- Resources: Goal Setting Best Practices | AR Goal Calculator

Cancel Save

| Student | Grade | GE (Test Date) | Suggested ZPD | Average % Correct | | Daily Reading Time | Points | | | Average ATOS Book Level | |
|--------------------------|-------|------------------|---------------|-------------------|--------|--------------------|--------|--------|-----------|-------------------------|--------|
| | | | | Goal | Actual | | Goal | Earned | % of Goal | Goal | Actual |
| Barber, Cody | 4 | 3.4 (09/13/2011) | 2.8 - 3.9 | 85% | | 30 min | | | | | |
| Battle, Erika | 4 | 4.2 (09/13/2011) | 3.1 - 4.7 | 85% | | 30 min | | | | | |
| Black, Holly | 4 | 5.0 (09/13/2011) | 3.4 - 5.4 | 85% | | 30 min | | | | | 10.5 |
| Delvalle, Armando | 4 | 3.3 (09/13/2011) | 2.7 - 3.8 | 85% | | 30 min | | | | | 7.8 |
| Duffy, Marilee | 4 | 2.3 (09/13/2011) | 2.2 - 3.2 | 85% | | 30 min | | | | | 6.8 |
| Frank, Dale | 4 | 2.3 (09/13/2011) | 2.8 - 4.0 | 85% | | 30 min | | | | | 8.0 |
| Lang, Angelo | 4 | 4.5 (09/13/2011) | 3.2 - 5.0 | 85% | | 30 min | | | | | 9.5 |
| Mann, Jack | 4 | 4.3 (09/13/2011) | 3.1 - 4.8 | 85% | | 30 min | | | | | 9.1 |
| Marquez, Marisol | 4 | 3.6 (09/13/2011) | 2.8 - 4.1 | 85% | | 30 min | | | | | 8.1 |
| Morse, Renee | 4 | 3.3 (09/13/2011) | 2.7 - 3.8 | 85% | | 30 min | | | | | 7.8 |
| Owen, Josephine | 4 | 5.1 (09/13/2011) | 3.5 - 5.5 | 85% | | 30 min | | | | | 10.7 |

Click the drop-down list to see additional STAR Reading scores. If you select a more recent score, the point goal will be recalculated.

Set goals *with* students, not *for* students

Goals must not be imposed upon students but developed with them. When you establish goals with students, you give them the opportunity to reflect upon their abilities and what they want to achieve. As a result, they “own” their goals and feel a sense of control and purpose.

If you are only setting goals for average percent correct, points, and book level, students can write them on their Student Reading Log. If you also set goals for reader certification, which we describe in [Chapter 16](#), use the Student Reading Plan or a similar form of your own creation. Notice that the plan has a spot for recording “additional” goals, which might be, for example, to read more nonfiction during the marking period, to read three books in the upper half of the ZPD, to maintain quiet during independent reading, or whatever else you and the student think would benefit his or her reading practice. A reproducible form is in the [appendix](#).

Student Reading Plan

Student Amara Robinson Grade 5 Teacher Ms. Gabriel

Grade-Equivalent Score/Test Date 1) 7.0 9/4 2) _____ 3) _____

School Year 2012-2013 Beginning ZPD 4.3-7.0

| 1. Minimum Average % Correct | | | 2. Points | | |
|------------------------------|-----------|-------------|----------------|-------------|-------------|
| Marking Period | Goal | Actual | Marking Period | Goal | Actual |
| 1 | <u>85</u> | <u>88.9</u> | 1 | <u>14.5</u> | <u>14.0</u> |
| 2 | <u>85</u> | | 2 | <u>14.5</u> | |
| 3 | | | 3 | | |
| 4 | | | 4 | | |
| 5 | | | 5 | | |
| 6 | | | 6 | | |

| 3. Minimum Average Book Level | | | 4. Reader Certification Goal* | | | | | | | | |
|-------------------------------|------------|------------|-------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Marking Period | Goal | Actual | Marking Period | Rob | Ind | Ris | Sup | Adv | Sta | Cla | Hon |
| 1 | <u>4.3</u> | <u>4.6</u> | 1 | | | | | | | | |
| 2 | <u>4.3</u> | | 2 | | | | | | | | |
| 3 | | | 3 | | | | | | | | |
| 4 | | | 4 | | | | | | | | |
| 5 | | | 5 | | | | | | | | |
| 6 | | | 6 | | | | | | | | |

*Fill in the bottom half of a box to indicate a goal.
Fill in the whole box when you reach the goal.

| 5. Additional Goals | | |
|---------------------|------|--------|
| Marking Period | Goal | Actual |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

| 6. Commitment to Goals | | | |
|------------------------|---------------------------|-------------------------|------------------------|
| Marking Period | Student Signature/Date | Teacher Signature/Date | Parent Signature/Date |
| 1 | <u>Amara Robinson 9/8</u> | <u>Ms. Gabriel, 9/8</u> | <u>J. Robinson 9/8</u> |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |

*Certification Codes: Rob = Ready Reader, Ind = Independent Reader, Ris = Rising Reader, Sup = Super Reader, Adv = Advanced Reader.
Sta = Star Reader, Cla = Classic Reader, Hon = Honors Reader.
Reproducible Form © 2011, Renaissance Learning, Inc.

Here is a simple process for setting goals with students:

1. Meet briefly with each student at the beginning of the marking period. Review the ZPD and goals provided by the software. If you are partway through the school year, also have a copy of the student’s Student Record Report so you can see what the student has done so far.
2. Have a brief conversation with each student. Talk about how the student’s reading is going and what the student would like to accomplish.
3. If necessary, edit the goals in the software and add a book-level goal. Make sure students record their goals and keep the information in their reading folder.

Don’t be afraid to adjust goals

Although goals automatically carry over from one marking period to the next, as the year goes on, your students will change and you will learn more about their capabilities. Reflect that information in their reading practice goals. You’ll find, however, that goal setting is more of an art than a science. You’ll need to use your judgment, staying with or deviating from the goals suggested by the software. The important thing is that goals be personal and attainable. As you consider them, balance the need to encourage effort and achieve growth with the need to keep your students’ reading experiences successful and pleasurable. A summary of best practices for adjusting goals is on the next page.

Best Practices for Adjusting Reading Practice Goals

| Common Situations | Best Practices |
|--|--|
| Student is averaging 85 percent on Reading Practice Quizzes. | <ul style="list-style-type: none"> Raise the average-percent-correct goal incrementally to 90 percent. |
| Student is averaging above 95 percent on Reading Practice Quizzes. | <ul style="list-style-type: none"> Raise the top end of the ZPD and increase the book-level goal. Anticipate that the student's quiz score may drop for the first few books at the high end of the range. Avoid raising the point goal at the same time. If you keep point expectations the same, the student will feel more comfortable taking on a challenging book. |
| Student is unable to maintain an average of 85 percent on quizzes. | <ul style="list-style-type: none"> First have the student try shorter books within the ZPD. If the student still struggles, lower the low end of the ZPD, the book-level goal, and the point goal. Evaluate the student's reading skills and strategies, and provide support as needed. |
| Student is a high-ability reader. | <ul style="list-style-type: none"> Don't prohibit the student from reading relatively easy books that are appropriate for his or her grade in school, but encourage the student to read harder books as well. For example, a fourth-grader who is reading at a seventh-grade level will likely want to read the same books her friends are reading. Allow her to do so while encouraging her to also tackle books that will help her reading skills develop. Use the Goal-Setting Chart in the appendix or the online goal calculator to identify a point goal that is more in line with the student's grade in school rather than the GE score. Emphasize wide reading in a variety of genres. |

| Common Situations | Best Practices |
|---|--|
| Student is unable to meet a point goal. | <ul style="list-style-type: none"> Make sure the student is staying on task. Provide easy access to the library so the student doesn't have to wait to find a new book. If the student is an English language learner, you may need to lower the point goal. ELLs often read more slowly than native speakers. |
| Student's STAR score has gone up. | <ul style="list-style-type: none"> If the student has been consistently scoring 90 or 100 percent on AR quizzes, raise the top end of the student's ZPD and boost the book-level goal while keeping the point goal stable. If the student is averaging below 85 percent on AR quizzes despite showing gains on STAR Reading, find out why. Has the student been reading books above his ZPD? After finishing a book, has the student waited more than 24 hours before taking a quiz? Does the student lack the comprehension strategies needed for longer texts? |
| Student's STAR score has gone down. | <ul style="list-style-type: none"> If the student has been doing well on quizzes and meeting goals, maintain the goals for the next marking period. STAR scores sometimes fluctuate due to differences in testing conditions. |



Become an Empowered Educator

One of the best ways to get the most from Accelerated Reader is to join the Renaissance Empowered Educator Program. The program provides you with additional support in implementing the best practices and classroom behaviors outlined in this guide. You'll also be invited to connect with us and with other educators in an online community to exchange ideas and stay up-to-date on product development and enhancements. The second level of the program includes an online Honor Roll to provide national recognition when you meet data targets determined by research on student growth.

For more information about this program, visit the Customer Center on our [website](#) or click the link in the Resources area of the software.

Chapter 15: Summary

- Set individual goals for book level and average percent correct, as well as for points.
- Adjust goals to keep students' experiences successful and pleasurable.
- Set goals *with* students, not *for* students.
- Join the Renaissance Empowered Educator Program.





16

Reader Certification

Reader certification is an optional motivational system embedded in Accelerated Reader software. Students “certify” at different levels by meeting specific requirements related to their reading practice. Certification goals help students transition to more difficult books and encourage them to broaden their reading experiences.

Certification levels mark important benchmarks

Certification criteria are described on the next page. Ready Reader launches a student’s reading practice. Independent Reader marks the entry into independent practice, while Rising Reader solidifies independence. Super Reader marks the transition from half-point to one-point books. Becoming an Advanced Reader means the student has moved from picture books to books that are primarily text and organized into chapters. Star and Classic Reader reflect higher reading levels. Honors Reader indicates a student can read large numbers of high-quality books, and Exemplar Reader brings a student to a level of complexity defined by the Common Core.

A student’s certification history travels with him from grade to grade. This means that a student who ends third grade, for example, as an Advanced Reader begins fourth grade as an Advanced Reader. In some circumstances you may find it useful to have students recertify at their existing level. The software allows students to recertify up to 10 times for every level except Independent Reader. We recommend that you

| Criteria for Reader Certification Levels | |
|--|--|
| Ready Reader | Accumulate five points on books Read To, With, and/or Independently. |
| Independent Reader | Read independently and pass quizzes for three books at a 1.2 book level or higher. Accumulate 10 points. Points may include books Read To and/or With, but only the three books read independently at a 1.2 level or higher count toward the three-book goal. Points earned for Ready Reader are not included. |
| Rising Reader | Read independently and pass quizzes for three books at a 1.6 book level or higher. Accumulate 10 points in independent reading. Only the books read independently at a 1.6 level count toward the three-book goal. |
| Super Reader | Read independently and pass quizzes for three books at a 2.0 book level or higher worth one or more points each. |
| Advanced Reader | Read independently and pass quizzes for three books at a 3.0 book level or higher worth two or more points each. |
| Star Reader | Read independently and pass quizzes for three books at a 4.0 book level or higher worth four or more points each. |
| Classic Reader | Read independently and pass quizzes for three books at a 6.0 level or higher worth seven or more points each. |
| Honors Reader | Read, pass quizzes, and accumulate 100 points for books on a list of challenging literature that a teacher creates. Teachers must manually keep track of student progress toward this level by monitoring TOPS Reports or the Student Record Report. |
| Exemplar Reader | Read, pass quizzes, and accumulate points for books on a grade-specific list of exemplar texts. Progress toward this level is tracked manually with the Exemplar Reader form. |

use recertification as needed rather than require all students to recertify. For example, you might have a third-grade student who is an Advanced Reader recertify as an Advanced Reader if you feel she is not ready to move into a higher range of book levels, or that recertifying would solidify her skills and broaden her reading experiences.

Honors Reader

To become an Honors Reader, students must earn 100 points by passing quizzes on books chosen from a list that you provide. A student can be reading at any level and does not have to have achieved previous certifications before certifying as an Honors Reader. Many teachers use Honors Reader certification in special cases. The first grader who is ready to read higher-level material, a high-ability reader who may have missed out on some of the classics of children's literature, and the junior-high-bound student who can handle complex books are all examples of potential Honors Readers. Because Honors Readers lists are unique, the software cannot keep track of student progress toward this level. Students can monitor their own progress manually by highlighting qualifying books on their Student Record Report.

Exemplar Reader

Exemplar Reader is a benchmark that encourages students to read books written at a level of complexity defined by the Common Core State Standards as the goal for their grade band. To certify, students read at least four books that appear on the exemplar lists in Appendix B of the Common Core standards—or texts of similar complexity that you identify—and accumulate a certain number of points by passing Reading Practice Quizzes. The titles for which we have quizzes, along with their ATOS book level and point value, are on certification forms that are available in the Resources area of the software. You may add texts that you have decided are similar to the exemplar texts for your grade band. (Use AR BookFinder to see if a quiz is available and identify the book's ATOS book level and point value.) The forms also serve as a manual tracking system.



Student Name _____

Exemplar Reader Certification

Grades 6–8
Read four books independently and pass the quizzes. Earn at least 10 points from a mix of informational texts, stories, and drama. At least one book must be worth five or more points.

| Title | Author | ATOS Book Level | Points | Quiz Date | Quiz Score | Points Earned |
|---|--------------------|-----------------|--------|-----------|------------|---------------|
| Informational Texts: English/Language Arts | | | | | | |
| Harriet Tubman: Conductor on the Underground Railroad | Ann Petry | 6.6 | 9 | | | |
| Narrative of the Life of Frederick Douglass an American Slave, Written by Himself | Frederick Douglass | 7.9 | 7 | | | |
| Travels with Charley: In Search of America | John Steinbeck | 6.7 | 13 | | | |
| Informational Texts: History/Social Studies | | | | | | |
| A Night to Remember | Walter Lord | 7.0 | 8 | | | |
| A Short Walk Around the Pyramids and Through the World of Art | Philip Issacson | 6.7 | 1 | | | |
| Freedom Walkers: The Story of the Montgomery Bus Boycott | Russell Freedman | 7.7 | 3 | | | |
| The Great Fire | Jim Murphy | 7.6 | 4 | | | |

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Page 1 of 4
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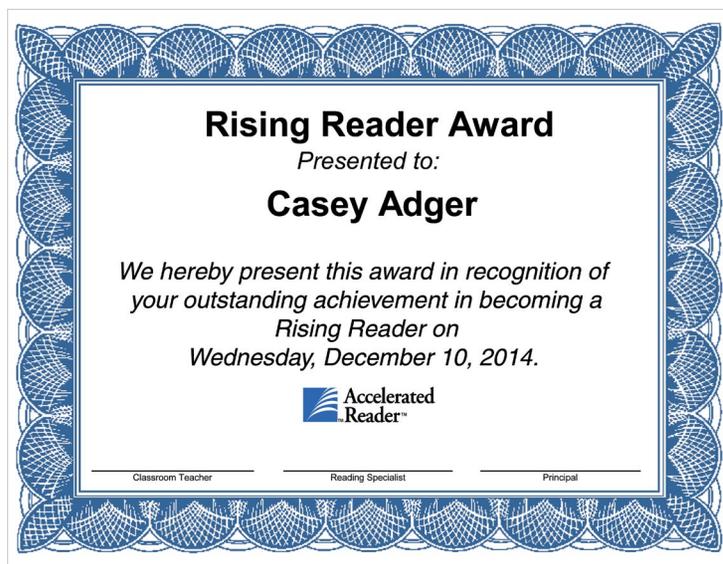
AR software keeps track

With the exceptions of Honors Reader and Exemplar Reader, Accelerated Reader software will keep track of student progress toward reader certification goals if you enter them in the software. (You must also enable the TWI preference so that the software can distinguish between books read to or with a student and books read independently.) For a book to count toward certification, students must score 60 percent on a five- or 10-question quiz and 70 percent on a 20-question quiz. You can change that requirement to 80 percent on all quizzes. The Class Record Book area of the software tells you whether a certification goal is in progress, has been achieved, or needs to be set. If a student has just achieved Independent Reader status, you will be asked to approve it in the software since this is such an important step. Students can view their certifications by clicking Progress after they log in.

Student progress toward certification goals also appears on the TOPS, Diagnostic, and other reports. Software instructions related to certification are in the [software manual](#).

Celebrate certification

Once certification goals are in the software, Accelerated Reader automatically prints certificates when students reach a certification level. In addition, some teachers give students special buttons or colorful labels for their reading folders, or post achievements on a bulletin board. To acknowledge recertification, those who work with younger students sometimes make simple bead bracelets. Different color beads indicate different certification levels; when a student recertifies she gets another bead of that color. Teachers of older students sometimes use buttons with colored ribbons, which students get when they meet a certification goal. When they recertify at that level, a star is added to the ribbon.



Chapter 16: Summary

- Use certification goals to motivate students, help them transition into more difficult texts, and broaden their reading experiences.
- If you enter certification goals in the software, student progress toward them will appear in the Class Record Book and on reports.
- Celebrate when students reach a certification level by printing certificates, giving out labels, or posting achievements on a bulletin board.

17

Enhance Practice and Delve into Data

Accelerated Reader software contains features, quizzes, and reports that can help you monitor many forms of reading practice and various types of reading skills. The most critical resource, however, is books.

Expand your book collection

As students become enthusiastic about reading, you'll find yourself needing more books, at more levels, to suit more varied interests. It's a great problem to have, and one you must solve in order to keep students involved and excited. Here are some ideas for securing more books:

- Pick up books at garage sales and thrift stores.
- Talk to your parent group about sponsoring a fundraising activity.
- Send letters to local businesses and service groups asking for books or cash.
- Launch a book drive. Let everyone know you need books and provide a list of the ones you'd like.



Reading Dashboard

The Reading Dashboard gives you a wide view of how a student is doing by combining key data from STAR Reading or STAR 360 and Accelerated Reader or Accelerated Reader 360 (available fall 2014). It graphically presents a student's reading growth in previous grades and summarizes current achievement. At a glance, you can see how a student is progressing toward benchmarks, and you can compare the student's progress to that of other students in a group, class, school, district, or the nation.

On the Reading Dashboard, student growth is reported as a student growth percentile (projection model). The SGP (PM) compares a student's growth to that of his or her academic peers nationwide. Academic peers are students at a similar achievement level as well as the same grade level. For example, if a student has an SGP (PM) of 90, it means his growth from one test to another was better than 90 percent of students at a similar achievement level in the same grade. SGP (PM) is a highly valuable score because it tells you if a student's growth is more or less than can be expected. Thus, on the Reading Dashboard, you can easily see in which grades a student has performed below, at, or above expectations.

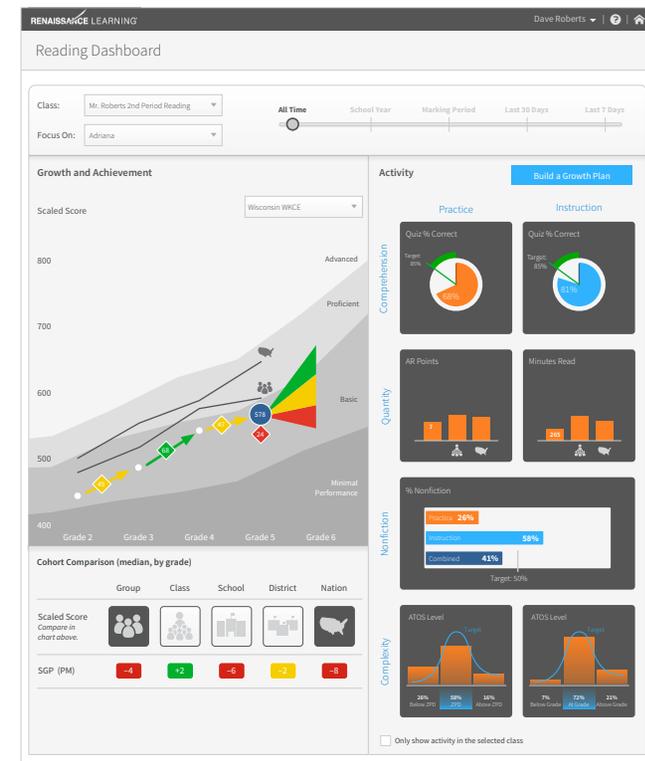
The Reading Dashboard also displays key metrics for reading practice and instruction: how much the student is reading, how well the student is comprehending text, how complex the text is, and how the student is balancing fiction and nonfiction. This information sheds light on whether or not a student is engaged in the type of reading and amount of reading that leads to the most growth.

By seeing how students are spending their time and where they may be faltering, you are able to diagnose problems early. To help you translate these insights into action, the Reading Dashboard also points you to the skills a student needs to learn to advance his or

her achievement. These suggestions are based on the Core Progress learning progression for reading, which identifies the continuum of concepts, strategies, behaviors, and skills students need to read successfully. The Reading Dashboard also provides resources for instruction that are linked to the learning progression.

In addition to individual students, teachers can see data summarized for an entire class or for groups within the class. Administrators can also see data for classes within the school.

For more information, watch the introductory video that appears when you first open the Reading Dashboard and refer to the Help file as needed. Watch for new features to be added during the coming year.



Utilize other Accelerated Reader reports

Earlier chapters introduced you to the TOPS and Diagnostic reports. Here are three other reports that help you monitor student data. See the [software manual](#) for instructions on viewing and printing them.

Student Record Report. If a student is having problems, view this report to analyze details about the student’s reading practice. (An example is in [Chapter 7.](#))

- Were the books the student chose to read within her ZPD?
- Did the student do well with books of a certain level and poorly with others?
- Did the student do well with books of a certain length, as indicated by point value, and poorly with others?
- Is the student struggling with either fiction or nonfiction?

The Student Record Report also summarizes data for Other Reading Quizzes, which includes nonfiction articles available in Accelerated Reader 360 (available fall 2014).

TWI Report. This report separates data for books read to or with students, as well as books read independently.

The image shows three screenshots of the TWI Report for different students. Each report includes a header with the Accelerated Reader logo, the title 'TWI Report', and the date. Below the header, there are sections for 'Report Options', 'Class', and 'Teacher'. The main body of each report is a table with columns for 'Read To' and 'Read With' categories, each subdivided into 'Fiction' and 'Nonfiction'. The columns include 'Overall', 'Fiction', 'Nonfiction', and 'Overall' scores. At the bottom of each report, there is a 'Total Quizzes Passed/Taken' summary.

College and Career Readiness Report. This report shows progress toward college and career readiness standards. The first two columns display an instructional reading level and a ZPD for independent reading practice based on STAR Reading scores. The next column shows the balance of fiction and nonfiction reading. The percentages reflect points earned. For example, “68/32” means 68 percent of the student’s points were earned by reading fiction and 32 percent were earned by reading nonfiction. Because points are largely based on word count, this means 68 percent of the words read by the student were in fiction text and 32 percent were in nonfiction text.

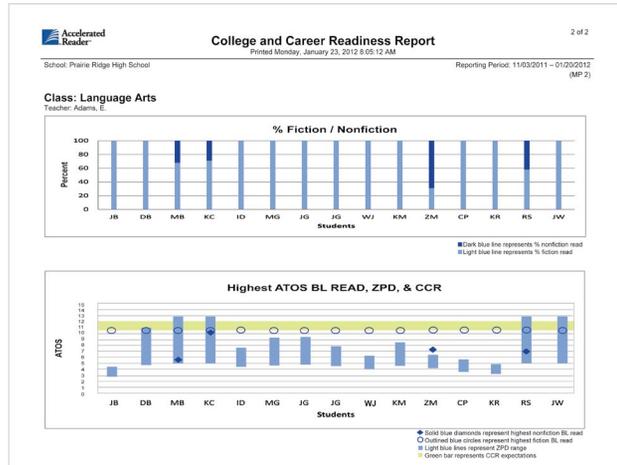
The remaining columns provide more details about fiction and nonfiction reading. Average book level is the average level of difficulty of the books the student has read with basic comprehension. This number is based on passed quizzes. Average percent correct is the student’s average level of comprehension of those books. Highest book level is the difficulty of the highest-level book the student has attempted to read. (The student may or may not have passed the quiz for this book.) Percent correct on highest book level tells you the score on the quiz for that book.

The image shows a 'College and Career Readiness Report' for a class. It includes a header with the Accelerated Reader logo, the title 'College and Career Readiness Report', and the date. Below the header, there are sections for 'Report Options', 'Class: Language Arts', and 'Grade 10 End-of-Year Expectations'. The main body of the report is a table with columns for 'STAR Reading', 'Fiction', and 'Nonfiction'. The columns include 'Most Recent', 'ZPD', 'Fiction %', 'Nonfiction %', 'Average BL', 'Highest BL', '% Correct', 'Quizzes Passed', 'Average BL', 'Highest BL', and '% Correct on Highest BL'. At the bottom of the table, there is a 'Total Quizzes Passed/Taken' summary.

Click the reports in this chapter for a larger view.



The second page of the report displays fiction and nonfiction data graphically. It also gives you a look at your students' ZPDs in relation to Common Core expectations for the end of the grade. In addition, it shows the difficulty levels of the highest fiction and nonfiction books students have read in relation to Common Core expectations.



Here are some questions to ask yourself as you analyze the data and decide next steps.

- What level text can students read on their own?
- Are students getting sufficient practice with fiction and nonfiction text?
- Are students practicing independent reading at a level that will lead to the most growth, that is, are they maintaining an average quiz score of 85 to 90 percent?
- What level text can students read with instructional support, and how much support will I need to provide?
- Are students reading challenging text and how are they doing with it?

College and Career Readiness Guidelines

| | |
|---|---|
| <i>DON'T</i> view the percentage of fiction and nonfiction shown on the report as representative of all of a student's reading. | <i>DO</i> include instructional reading and pleasure reading for which the student has not taken a Reading Practice Quiz. |
| <i>DON'T</i> require students to do all of their reading within the green bar, that is, the level marking Common Core expectations for the grade. | <i>DO</i> keep in mind that, in addition to engaging with intellectually challenging text, students need to read broadly at a comfortable level—their ZPD—in order to build their knowledge, vocabulary, and motivation, and advance their overall reading ability. |
| During instruction, <i>DON'T</i> shelter struggling readers from complex text by always substituting easy books for hard ones. | <i>DO</i> provide scaffolds for complex texts, such as reading aloud followed by choral reading, paired reading, and independent reading; echo reading; graphic organizers; modeling; preteaching key vocabulary; and building background knowledge. |
| <i>DON'T</i> allow students to get in a rut during their reading practice by always reading at the low end of their ZPD. | <i>DO</i> encourage students to stretch their capacity by reading some books at the high end of their ZPD and occasionally above it, if they feel they can comprehend the books at a basic level. Teach strategies, such as previewing, predicting, summarizing, and reviewing before a quiz to ensure their success. |
| <i>DON'T</i> assume that every book with a low ATOS level is simple, and therefore students with low average book levels are reading only simple books. | <i>DO</i> be aware that ATOS is a quantitative measure of text complexity. Many books with low ATOS levels are complex texts due to such qualitative factors as theme, plot structure, point of view, flashbacks, and foreshadowing. |



Summary Dashboard

After you log in to Renaissance Place, click on Summary Dashboard, and you will see the following:

- **Success Index**, or the percent of students who averaged 85 percent or higher on Reading Practice Quizzes
- **Participation**, which is the percent of students who took at least one Reading Practice Quiz within the last 30 days
- **Engaged Time**, which is an estimate of the number of minutes per day that students were actively engaged in reading practice
- **Totals** for the number of books and number of words read during the specified timeframe

The Dashboard displays real data, which changes automatically as students quiz. If you click on a metric, a new screen pops up that provides options for viewing details. District administrators can view data by school, grade, and subgroup. Principals can view data by grade, teacher, and subgroup for their school. Teachers can view data for their class and their school as a whole.



Use other types of Accelerated Reader quizzes

With Accelerated Reader, you can assess more than reading practice. We have developed additional quizzes that provide data on vocabulary acquisition, literacy skills, and comprehension of specific textbook series as well as nonfiction articles.

Vocabulary Practice Quizzes. These quizzes reinforce key vocabulary words in the books students choose for independent reading. This ensures that words for study are personalized and meaningful. The process goes like this: The student selects a book within his ZPD that he is interested in reading as part of his ongoing reading practice. He or the teacher prints a vocabulary list for the book from the AR software. The list includes five, 10, or 15 words, depending on the difficulty of the book and the richness of its vocabulary. The student reads the book and reviews the words. After taking and passing the Reading Practice Quiz, the student takes the Vocabulary Practice Quiz. A TOPS Report gives the student and teacher immediate feedback.

Literacy Skills Quizzes. These quizzes help you measure your students' proficiency with 24 higher-level reading and critical-thinking skills. These quizzes are available for many of the most popular books in the Accelerated Reader database. Most quizzes have 12 questions, drawn from a bank of about 30 questions per book. Some teachers use Literacy Skills Quizzes with whole-class novels to prepare students for high-stakes tests. Other teachers have students take quizzes on books they are reading independently so they can monitor comprehension skills and plan instruction.

Other Reading Quizzes. These quizzes enable you to check comprehension of material that students read through the instructional component of Accelerated Reader 360 and in specific textbook series. With Accelerated Reader 360 (available fall 2014),

you assign nonfiction articles and built-in skills practice assignments to students. After students read the article and complete the related assignment, they are directed to take an Other Reading Quiz through Accelerated Reader. Quiz data then appears on the Student Record Report.

Also available are Other Reading Quizzes aligned to selections in pupil anthologies and other materials for such series as Harcourt's *Trophies*, Scott Foresman's *Reading Street* and *Lectura*, SRA McGraw-Hill's *Open Court*, and MacMillan/McGraw-Hill's *Treasures*. See our [website](#) for a complete list.

Chapter 17: Summary

- Expand your book collection so that students have plenty of books from which to choose.
- Use the Reading Dashboard for a comprehensive look at a student's past and current achievement.
- Use the Student Record, TWI, and CCR reports to analyze the work of individual students.
- Use the Summary Dashboard for a quick overview of a class, grade, or school.
- Monitor growth in additional reading skills with Vocabulary Practice, Literacy Skills, and Other Reading quizzes.



18

Duolog Reading for “Read With” Practice



Duolog Reading is a specific technique for reading with students. The central components were developed in the United Kingdom by Dr. Keith Topping. We recommend Duolog Reading for emergent readers who are working toward independence and hesitant readers who need extra assistance. Duolog Reading is also a tool for intervention. The one-on-one support develops fluency and helps students who are having trouble moving into chapter books or other difficult material. Furthermore, the social interaction promotes comprehension and motivates reluctant readers. Tutors, who may be adults or other students, don't have to be expert readers; they just need to be able to read the chosen material independently without error.

Student readiness

Before being paired up with a tutor, students need to have a sight vocabulary of at least 100 words. This provides a basic level of fluency. If a student must continually stop to figure out a word or is constantly corrected, both the student and tutor will be unable to get into the rhythm of the technique.

The Duolog Reading procedure

1. The student chooses a book with an Accelerated Reader quiz. The book may be above the student’s independent reading level but must not be too hard for the tutor.
2. Student and tutor start out by reading aloud together—in duet.
3. The tutor adjusts his reading speed so that both student and tutor read in unison.
4. The student must say each word correctly. If the student makes an error, the tutor reads the word correctly and the student repeats it correctly. The pair then continues to read aloud together.
5. When the student feels ready to read solo, he gives a signal, such as tapping on the book or gently nudging the tutor. As the student reads independently, the tutor praises him regularly, especially when he pronounces a difficult word or self-corrects.
6. The student reads solo until he makes a mistake. If the student hesitates on a word, the tutor waits four full seconds. If the student does not read the word correctly within four seconds, the tutor provides it. (If the student makes a mistake but rushes past without noticing it, the tutor corrects more quickly.)
7. The student repeats the word, and the pair returns to duet reading until the student again signals that he is ready to read solo.

Allow students to chat about the book before and after reading. Then students note on the Student Reading Log how many pages they have read together. When a book is finished, the student takes the Reading Practice Quiz as a Read With book. He may need help reading the questions and answer choices. You may want to ask someone other than the tutor to provide this assistance—it’s very hard for tutors not to inadvertently direct their students to the correct answers. If tutors are also students, they, too, can take the quiz as a Read With book and collect points for it. For some tutors this will be a nice bonus

for volunteering their time; other tutors may not want to lower their average reading level and will prefer not to take the quiz.

Not a time for teaching

When students make errors, tutors give them the opportunity to apply phonics or other word-attack skills, but tutors do not prompt or urge them to do so. Phonics prompting or teaching during a Duolog session can quickly become tedious and is easy for nonprofessionals to do poorly. The Duolog Reading method is based on the assumption that phonics instruction is best given by the teacher during class lessons.

When does Duolog Reading take place?

Most often, Duolog Reading, as a “Read With” technique, takes place during your regularly scheduled reading practice time. We recommend that Duolog Reading sessions be five to 15 minutes long for a four- to eight-week period. This sustained practice enables students and tutors to become adept at following the procedure and provides enough time for the technique to take effect. After that, the pair may want to take a break for a few weeks before resuming.

Volunteers and training

Some of the most effective tutors are students. Many teachers ask students who are struggling to read at their own grade level to tutor children in the lower grades. Both students and tutors benefit from the experience. While the less-able students receive one-on-one support, tutors get more reading practice and a boost to their self-esteem.

If you use students as tutors, honor their participation by giving them special buttons or by holding special events or ceremonies. This recognition not only rewards tutors for their good work but encourages other students to volunteer.

If you have a classroom aide or adult volunteers, train them in this role. Senior citizens, who often can donate time every day, are a tremendous resource.

All Duolog tutors must be trained, either as a group or as individuals. In addition to modeling and explaining the Duolog Reading technique itself, make sure every tutor understands how Accelerated Reader works, how to use the Student Reading Log, and how to help with quizzing. Have tutors pair up and practice Duolog Reading with each other while you observe and provide feedback. As tutors begin working “for real,” expect that they will need additional guidance on pacing, correcting, and choosing books. Monitor them carefully to make sure they are following the procedure, and if you notice common errors, schedule a group session to go over certain points.

Chapter 18: Summary

- Duolog Reading is a paired reading technique that takes place during regularly scheduled reading practice time.
- Use Duolog Reading with emergent readers who are working toward independence, hesitant readers who need extra assistance, and students who are in intervention.
- Teach tutors the Duolog Reading procedure, and monitor them to make sure they are using it carefully.

Appendix



Goal-Setting Chart

If you have the latest versions of Accelerated Reader™ and STAR Reading™, the software will automatically recommend a ZPD and point goal for each student. Otherwise, use the chart and guidelines below. Base goals on each student's reading level and the amount of daily reading practice that you provide.

Identify ZPDs

Identify each student's grade-equivalent (GE) score with a standardized assessment or estimate a GE based on the student's past performance. The corresponding ZPD is a recommended book-level range for the student. If books in that range seem too hard or easy for a student, choose a new range or create a wider one that better matches the student's abilities.

Set Goals

Average-Percent-Correct Goal—The most important goal for all students is to average 85 percent or higher on Reading Practice Quizzes. Meeting this goal has significant impact on reading growth. Averages of 90 percent and higher are associated with even greater gains. If a student struggles to maintain the minimum average, talk to the student and find out why. Then decide on a strategy that will lead to success.

Point Goal—The chart shows the number of points students are expected to earn based on GE and time spent reading. These are estimates. Set goals that are realistic for individual students.

| Grade-Equivalent Score | Suggested ZPD | 60 Min. Daily Practice | | | 45 Min. Daily Practice | | | 35 Min. Daily Practice | | | 30 Min. Daily Practice | | | 25 Min. Daily Practice | | | 20 Min. Daily Practice | | | 15 Min. Daily Practice | | |
|------------------------|---------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|
| | | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks |
| Emergent Reader | | 1.7 | 10 | 15 | 1.3 | 7.5 | 11.3 | 1.0 | 5.8 | 8.8 | 0.9 | 5.0 | 7.5 | 0.7 | 4.2 | 6.3 | 0.6 | 3.3 | 5.0 | 0.4 | 2.5 | 3.8 |
| 1.0 | 1.0-2.0 | 1.7 | 10 | 15 | 1.3 | 7.5 | 11.3 | 1.0 | 5.8 | 8.8 | 0.9 | 5.0 | 7.5 | 0.7 | 4.2 | 6.3 | 0.6 | 3.3 | 5.0 | 0.4 | 2.5 | 3.8 |
| 1.5 | 1.5-2.5 | 1.9 | 11 | 17 | 1.4 | 8.3 | 12.8 | 1.1 | 6.4 | 9.9 | 1.0 | 5.5 | 8.5 | 0.8 | 4.6 | 7.1 | 0.6 | 3.7 | 5.7 | 0.5 | 2.8 | 4.3 |
| 2.0 | 2.0-3.0 | 2.1 | 13 | 19 | 1.6 | 9.8 | 14.3 | 1.2 | 7.6 | 11.1 | 1.1 | 6.5 | 9.5 | 0.9 | 5.4 | 7.9 | 0.7 | 4.3 | 6.3 | 0.5 | 3.3 | 4.8 |
| 2.5 | 2.3-3.3 | 2.3 | 14 | 21 | 1.8 | 10.5 | 15.8 | 1.3 | 8.2 | 12.3 | 1.2 | 7.0 | 10.5 | 1.0 | 5.8 | 8.8 | 0.8 | 4.7 | 7.0 | 0.6 | 3.5 | 5.3 |
| 3.0 | 2.6-3.6 | 2.5 | 15 | 23 | 1.9 | 11.3 | 17.3 | 1.5 | 8.8 | 13.4 | 1.3 | 7.5 | 11.5 | 1.1 | 6.3 | 9.6 | 0.8 | 5.0 | 7.7 | 0.6 | 3.8 | 5.8 |
| 3.5 | 2.8-4.0 | 2.7 | 16 | 24 | 2.0 | 12.0 | 18.0 | 1.6 | 9.3 | 14.0 | 1.4 | 8.0 | 12.0 | 1.1 | 6.7 | 10.0 | 0.9 | 5.3 | 8.0 | 0.7 | 4.0 | 6.0 |
| 4.0 | 3.0-4.5 | 2.8 | 17 | 25 | 2.1 | 12.8 | 18.8 | 1.6 | 9.9 | 14.6 | 1.4 | 8.5 | 12.5 | 1.2 | 7.1 | 10.4 | 0.9 | 5.7 | 8.3 | 0.7 | 4.3 | 6.3 |
| 4.5 | 3.2-5.0 | 3.2 | 19 | 29 | 2.4 | 14.3 | 21.8 | 1.9 | 11.1 | 16.9 | 1.6 | 9.5 | 14.5 | 1.3 | 7.9 | 12.1 | 1.0 | 6.3 | 9.7 | 0.8 | 4.8 | 7.3 |
| 5.0 | 3.4-5.4 | 3.5 | 21 | 32 | 2.7 | 15.8 | 24.0 | 2.0 | 12.3 | 18.7 | 1.8 | 10.5 | 16.0 | 1.5 | 8.8 | 13.3 | 1.2 | 7.0 | 10.7 | 0.9 | 5.3 | 8.0 |
| 5.5 | 3.7-5.7 | 3.9 | 23 | 35 | 2.9 | 17.3 | 26.3 | 2.3 | 13.4 | 20.4 | 2.0 | 11.5 | 17.5 | 1.6 | 9.6 | 14.6 | 1.3 | 7.7 | 11.7 | 1.0 | 5.8 | 8.8 |
| 6.0 | 4.0-6.1 | 4.2 | 25 | 39 | 3.3 | 18.8 | 29.3 | 2.5 | 14.6 | 22.8 | 2.1 | 12.5 | 19.5 | 1.8 | 10.4 | 16.3 | 1.4 | 8.3 | 13.0 | 1.1 | 6.3 | 9.8 |
| 6.5 | 4.2-6.5 | 4.6 | 28 | 41 | 3.4 | 21.0 | 30.8 | 2.7 | 16.3 | 23.9 | 2.3 | 14.0 | 20.5 | 1.9 | 10.7 | 17.1 | 1.5 | 9.3 | 13.7 | 1.2 | 7.0 | 10.3 |
| 7.0 | 4.3-7.0 | 4.9 | 29 | 44 | 3.7 | 21.8 | 33.0 | 2.9 | 16.9 | 25.7 | 2.5 | 14.5 | 22.0 | 2.0 | 12.1 | 18.3 | 1.6 | 9.7 | 14.7 | 1.2 | 7.3 | 11.0 |
| 7.5 | 4.4-7.5 | 5.3 | 32 | 48 | 4.0 | 24.0 | 36.0 | 3.1 | 18.7 | 28.0 | 2.7 | 16.0 | 24.0 | 2.2 | 13.3 | 20.0 | 1.8 | 10.7 | 16.0 | 1.3 | 8.0 | 12.0 |
| 8.0 | 4.5-8.0 | 5.6 | 34 | 50 | 4.2 | 25.5 | 37.5 | 3.3 | 19.8 | 29.2 | 2.8 | 17.0 | 25.0 | 2.3 | 14.2 | 20.8 | 1.9 | 11.3 | 16.7 | 1.4 | 8.5 | 12.5 |
| 9.0 | 4.6-9.0 | 6.3 | 38 | 57 | 4.8 | 28.5 | 42.8 | 3.7 | 22.2 | 33.3 | 3.2 | 19.0 | 28.5 | 2.6 | 15.8 | 23.8 | 2.1 | 12.7 | 19.0 | 1.6 | 9.5 | 14.3 |
| 10.0 | 4.7-10.0 | 6.9 | 41 | 62 | 5.2 | 30.8 | 46.5 | 4.0 | 23.9 | 36.2 | 3.5 | 20.5 | 31.0 | 2.9 | 17.1 | 25.8 | 2.3 | 13.7 | 20.7 | 1.7 | 10.3 | 15.5 |
| 11.0 | 4.8-11.0 | 7.6 | 46 | 68 | 5.7 | 34.5 | 51.0 | 4.4 | 26.8 | 39.7 | 3.8 | 23.0 | 34.0 | 3.1 | 19.2 | 28.3 | 2.5 | 15.3 | 22.7 | 1.9 | 11.5 | 17.0 |
| 12.0 | 4.9-12.0 | 8.3 | 50 | 75 | 6.3 | 37.5 | 56.3 | 4.8 | 29.2 | 43.8 | 4.2 | 25.0 | 37.5 | 3.5 | 20.8 | 31.3 | 2.8 | 16.7 | 25.0 | 2.1 | 12.5 | 18.8 |

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Goal-Setting Chart for Lexile® Measures

If you have the latest versions of Accelerated Reader™ and STAR Reading™, the software will automatically recommend a ZPD and point goal for each student. Otherwise, use the chart and guidelines below. Base goals on each student's reading level and the amount of daily reading practice that you provide.

Identify ZPDs

Identify each student's reading level with a standardized assessment or estimate a reading level based on the student's past performance. The corresponding ZPD is a recommended book-level range for the student. If books in that range seem too hard or easy for a student, choose a new range or create a wider one that better matches the student's abilities.

Set Goals

Average-Percent-Correct Goal—The most important goal for all students is to average 85 percent or higher on Reading Practice Quizzes. Meeting this goal has significant impact on reading growth. Averages of 90 percent and higher are associated with even greater gains. If a student struggles to maintain the minimum average, talk to the student and find out why. Then decide on a strategy that will lead to success.

Point Goal—The chart shows the number of points students are expected to earn based on reading level and time spent reading. These are estimates. Set goals that are realistic for individual students.

| Lexile® Measure | Suggested ZPD | 60 Min. Daily Practice | | | 45 Min. Daily Practice | | | 35 Min. Daily Practice | | | 30 Min. Daily Practice | | | 25 Min. Daily Practice | | | 20 Min. Daily Practice | | | 15 Min. Daily Practice | | |
|-----------------|---------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|
| | | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks |
| BR400L | 100L-330L | 1.7 | 10 | 15 | 1.3 | 7.5 | 11.3 | 1.0 | 5.8 | 8.8 | 0.9 | 5.0 | 7.5 | 0.7 | 4.2 | 6.3 | 0.6 | 3.3 | 5.0 | 0.4 | 2.5 | 3.8 |
| BR260L | 230L-430L | 1.9 | 11 | 17 | 1.4 | 8.3 | 12.8 | 1.1 | 6.4 | 9.9 | 1.0 | 5.5 | 8.5 | 0.8 | 4.6 | 7.1 | 0.6 | 3.7 | 5.7 | 0.5 | 2.8 | 4.3 |
| BR35L | 330L-510L | 2.1 | 13 | 19 | 1.6 | 9.8 | 14.3 | 1.2 | 7.6 | 11.1 | 1.1 | 6.5 | 9.5 | 0.9 | 5.4 | 7.9 | 0.7 | 4.3 | 6.3 | 0.5 | 3.3 | 4.8 |
| 185L | 390L-560L | 2.3 | 14 | 21 | 1.8 | 10.5 | 15.8 | 1.3 | 8.2 | 12.3 | 1.2 | 7.0 | 10.5 | 1.0 | 5.8 | 8.8 | 0.8 | 4.7 | 7.0 | 0.6 | 3.5 | 5.3 |
| 345L | 440L-600L | 2.5 | 15 | 23 | 1.9 | 11.3 | 17.3 | 1.5 | 8.8 | 13.4 | 1.3 | 7.5 | 11.5 | 1.1 | 6.3 | 9.6 | 0.8 | 5.0 | 7.7 | 0.6 | 3.8 | 5.8 |
| 470L | 480L-660L | 2.7 | 16 | 24 | 2.0 | 12.0 | 18.0 | 1.6 | 9.3 | 14.0 | 1.4 | 8.0 | 12.0 | 1.1 | 6.7 | 10.0 | 0.9 | 5.3 | 8.0 | 0.7 | 4.0 | 6.0 |
| 560L | 510L-720L | 2.8 | 17 | 25 | 2.1 | 12.8 | 18.8 | 1.6 | 9.9 | 14.6 | 1.4 | 8.5 | 12.5 | 1.2 | 7.1 | 10.4 | 0.9 | 5.7 | 8.3 | 0.7 | 4.3 | 6.3 |
| 660L | 540L-780L | 3.2 | 19 | 29 | 2.4 | 14.3 | 21.8 | 1.9 | 11.1 | 16.9 | 1.6 | 9.5 | 14.5 | 1.3 | 7.9 | 12.1 | 1.0 | 6.3 | 9.7 | 0.8 | 4.8 | 7.3 |
| 745L | 570L-830L | 3.5 | 21 | 32 | 2.7 | 15.8 | 24.0 | 2.0 | 12.3 | 18.7 | 1.8 | 10.5 | 16.0 | 1.5 | 8.8 | 13.3 | 1.2 | 7.0 | 10.7 | 0.9 | 5.3 | 8.0 |
| 840L | 610L-870L | 3.9 | 23 | 35 | 2.9 | 17.3 | 26.3 | 2.3 | 13.4 | 20.4 | 2.0 | 11.5 | 17.5 | 1.6 | 9.6 | 14.6 | 1.3 | 7.7 | 11.7 | 1.0 | 5.8 | 8.8 |
| 925L | 660L-910L | 4.2 | 25 | 39 | 3.3 | 18.8 | 29.3 | 2.5 | 14.6 | 22.8 | 2.1 | 12.5 | 19.5 | 1.8 | 10.4 | 16.3 | 1.4 | 8.3 | 13.0 | 1.1 | 6.3 | 9.8 |
| 1000L | 680L-960L | 4.6 | 28 | 41 | 3.4 | 21.0 | 30.8 | 2.7 | 16.3 | 23.9 | 2.3 | 14.0 | 20.5 | 1.9 | 10.7 | 17.1 | 1.5 | 9.3 | 13.7 | 1.2 | 7.0 | 10.3 |
| 1055L | 700L-1010L | 4.9 | 29 | 44 | 3.7 | 21.8 | 33.0 | 2.9 | 16.9 | 25.7 | 2.5 | 14.5 | 22.0 | 2.0 | 12.1 | 18.3 | 1.6 | 9.7 | 14.7 | 1.2 | 7.3 | 11.0 |
| 1110L | 710L-1060L | 5.3 | 32 | 48 | 4.0 | 24.0 | 36.0 | 3.1 | 18.7 | 28.0 | 2.7 | 16.0 | 24.0 | 2.2 | 13.3 | 20.0 | 1.8 | 10.7 | 16.0 | 1.3 | 8.0 | 12.0 |
| 1185L | 720L-1110L | 5.6 | 34 | 50 | 4.2 | 25.5 | 37.5 | 3.3 | 19.8 | 29.2 | 2.8 | 17.0 | 25.0 | 2.3 | 14.2 | 20.8 | 1.9 | 11.3 | 16.7 | 1.4 | 8.5 | 12.5 |
| 1275L | 730L-1200L | 6.3 | 38 | 57 | 4.8 | 28.5 | 42.8 | 3.7 | 22.2 | 33.3 | 3.2 | 19.0 | 28.5 | 2.6 | 15.8 | 23.8 | 2.1 | 12.7 | 19.0 | 1.6 | 9.5 | 14.3 |
| 1325L | 750L-1280L | 6.9 | 41 | 62 | 5.2 | 30.8 | 46.5 | 4.0 | 23.9 | 36.2 | 3.5 | 20.5 | 31.0 | 2.9 | 17.1 | 25.8 | 2.3 | 13.7 | 20.7 | 1.7 | 10.3 | 15.5 |
| 1375L | 760L-1360L | 7.6 | 46 | 68 | 5.7 | 34.5 | 51.0 | 4.4 | 26.8 | 39.7 | 3.8 | 23.0 | 34.0 | 3.1 | 19.2 | 28.3 | 2.5 | 15.3 | 22.7 | 1.9 | 11.5 | 17.0 |
| 1415L | 770L-1430L | 8.3 | 50 | 75 | 6.3 | 37.5 | 56.3 | 4.8 | 29.2 | 43.8 | 4.2 | 25.0 | 37.5 | 3.5 | 20.8 | 31.3 | 2.8 | 16.7 | 25.0 | 2.1 | 12.5 | 18.8 |

Goal-Setting Chart for Reading in Spanish

| SRS Scaled Score | SRS Suggested ZPD | 60 Min. Daily Practice | | | 45 Min. Daily Practice | | | 35 Min. Daily Practice | | | 30 Min. Daily Practice | | | 25 Min. Daily Practice | | | 20 Min. Daily Practice | | | 15 Min. Daily Practice | | |
|------------------|-------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|------------------------|--------------------|--------------------|
| | | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks | Points per Week | Points per 6 Weeks | Points per 9 Weeks |
| 320 | P-0.7 | 1.7 | 10 | 15 | 1.3 | 7.5 | 11.3 | 1.0 | 5.8 | 8.8 | 0.9 | 5.0 | 7.5 | 0.7 | 4.2 | 6.3 | 0.6 | 3.3 | 5.0 | 0.4 | 2.5 | 3.8 |
| 350 | 0.1-1.1 | 1.9 | 11 | 17 | 1.4 | 8.3 | 12.8 | 1.1 | 6.4 | 9.9 | 1.0 | 5.5 | 8.5 | 0.8 | 4.6 | 7.1 | 0.6 | 3.7 | 5.7 | 0.5 | 2.8 | 4.3 |
| 380 | 0.4-1.6 | 2.1 | 13 | 19 | 1.6 | 9.8 | 14.3 | 1.2 | 7.6 | 11.1 | 1.1 | 6.5 | 9.5 | 0.9 | 5.4 | 7.9 | 0.7 | 4.3 | 6.3 | 0.5 | 3.3 | 4.8 |
| 400 | 0.6-2.0 | 2.3 | 14 | 21 | 1.8 | 10.5 | 15.8 | 1.3 | 8.2 | 12.3 | 1.2 | 7.0 | 10.5 | 1.0 | 5.8 | 8.8 | 0.8 | 4.7 | 7.0 | 0.6 | 3.5 | 5.3 |
| 430 | 1.0-2.5 | 2.5 | 15 | 23 | 1.9 | 11.3 | 17.3 | 1.5 | 8.8 | 13.4 | 1.3 | 7.5 | 11.5 | 1.1 | 6.3 | 9.6 | 0.8 | 5.0 | 7.7 | 0.6 | 3.8 | 5.8 |
| 450 | 1.3-3.0 | 2.7 | 16 | 24 | 2.0 | 12.0 | 18.0 | 1.6 | 9.3 | 14.0 | 1.4 | 8.0 | 12.0 | 1.1 | 6.7 | 10.0 | 0.9 | 5.3 | 8.0 | 0.7 | 4.0 | 6.0 |
| 470 | 1.6-3.4 | 2.8 | 17 | 25 | 2.1 | 12.8 | 18.8 | 1.6 | 9.9 | 14.6 | 1.4 | 8.5 | 12.5 | 1.2 | 7.1 | 10.4 | 0.9 | 5.7 | 8.3 | 0.7 | 4.3 | 6.3 |
| 490 | 2.0-3.9 | 3.2 | 19 | 29 | 2.4 | 14.3 | 21.8 | 1.9 | 11.1 | 16.9 | 1.6 | 9.5 | 14.5 | 1.3 | 7.9 | 12.1 | 1.0 | 6.3 | 9.7 | 0.8 | 4.8 | 7.3 |
| 510 | 2.3-4.4 | 3.5 | 21 | 32 | 2.7 | 15.8 | 24.0 | 2.0 | 12.3 | 18.7 | 1.8 | 10.5 | 16.0 | 1.5 | 8.8 | 13.3 | 1.2 | 7.0 | 10.7 | 0.9 | 5.3 | 8.0 |
| 520 | 2.5-4.7 | 3.9 | 23 | 35 | 2.9 | 17.3 | 26.3 | 2.3 | 13.4 | 20.4 | 2.0 | 11.5 | 17.5 | 1.6 | 9.6 | 14.6 | 1.3 | 7.7 | 11.7 | 1.0 | 5.8 | 8.8 |
| 540 | 3.0-5.2 | 4.2 | 25 | 39 | 3.3 | 18.8 | 29.3 | 2.5 | 14.6 | 22.8 | 2.1 | 12.5 | 19.5 | 1.8 | 10.4 | 16.3 | 1.4 | 8.3 | 13.0 | 1.1 | 6.3 | 9.8 |
| 560 | 3.4-5.8 | 4.6 | 28 | 41 | 3.4 | 21.0 | 30.8 | 2.7 | 16.3 | 23.9 | 2.3 | 14.0 | 20.5 | 1.9 | 10.7 | 17.1 | 1.5 | 9.3 | 13.7 | 1.2 | 7.0 | 10.3 |
| 570 | 3.6-6.0 | 4.9 | 29 | 44 | 3.7 | 21.8 | 33.0 | 2.9 | 16.9 | 25.7 | 2.5 | 14.5 | 22.0 | 2.0 | 12.1 | 18.3 | 1.6 | 9.7 | 14.7 | 1.2 | 7.3 | 11.0 |
| 590 | 4.1-6.0 | 5.3 | 32 | 48 | 4.0 | 24.0 | 36.0 | 3.1 | 18.7 | 28.0 | 2.7 | 16.0 | 24.0 | 2.2 | 13.3 | 20.0 | 1.8 | 10.7 | 16.0 | 1.3 | 8.0 | 12.0 |
| 620 | 4.9-6.0 | 5.6 | 34 | 50 | 4.2 | 25.5 | 37.5 | 3.3 | 19.8 | 29.2 | 2.8 | 17.0 | 25.0 | 2.3 | 14.2 | 20.8 | 1.9 | 11.3 | 16.7 | 1.4 | 8.5 | 12.5 |

Registro de Lecturas—Lector Emergente

Nombre del Estudiante: _____ ZPD: Leer A (T) _____ Leer Con (W) _____ Leer Ind. (I) _____

| Fecha | Examen No. | Título | Autor | Nivel del libro | Seleccione Uno | | | Iniciales del Ayudante | % Correcto | Comentarios del Maestro[a] |
|-------|------------|--------|-------|-----------------|----------------|---------|---------|------------------------|------------|----------------------------|
| | | | | | A / T | Con / W | Ind / I | | | |
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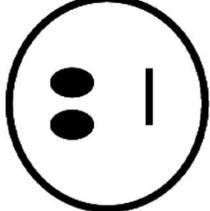
Accelerated™
Reader

Reading Log

| | | |
|---------|-----------|----------------|
| Read To | Read With | Read by Myself |
|---------|-----------|----------------|

Book Title

Author





R.C.W.

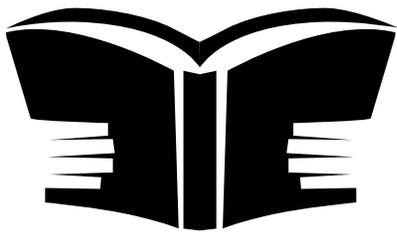
Name: _____

Grade/Section: _____

Read a few pages.

Close your book.

Write what you remember.



R.C.W.

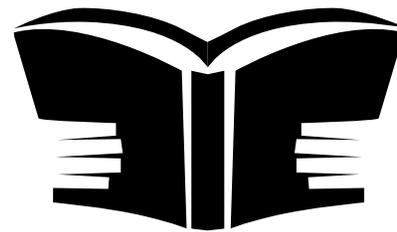
Name: _____

Grade/Section: _____

Read a few pages.

Close your book.

Write what you remember.



R.C.W.

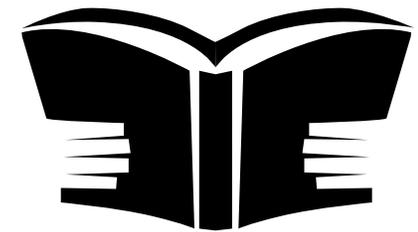
Name: _____

Grade/Section: _____

Read a few pages.

Close your book.

Write what you remember.





Accelerated™
Reader

Student Reading Plan

Student Name: _____ Grade: _____ Teacher: _____

Grade-Equivalent Score/Test Date: 1) _____ 2) _____ 3) _____

School Year: _____ Beginning ZPD: _____

1. Minimum Average % Correct

| Marking Period | Goal | Actual |
|----------------|------|--------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

2. Points

| Marking Period | Goal | Actual |
|----------------|------|--------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

3. Minimum Average Book Level

| Marking Period | Goal | Actual |
|----------------|------|--------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

4. Reader Certification Goal*

| Marking Period | Rdy | Ind | Ris | Sup | Adv | Sta | Cla | Hon |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |

Fill in the bottom half of a box to indicate a goal; the whole box when you reach the goal.

* Rdy: Ready Reader, Ind: Independent Reader, Ris: Rising Reader, Sup: Super Reader, Adv: Advanced Reader, Sta: Star Reader, Cla: Classic Reader, Hon: Honors Reader

5. Additional Goals

| Marking Period | Goal | Actual |
|----------------|------|--------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

6. Commitment to Goals

| Marking Period | Student Signature/Date | Teacher Signature/Date | Parent Signature/Date |
|----------------|------------------------|------------------------|-----------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |

School: Oakwood Elementary School

 Reporting Period: 9/8/2014 - 9/22/2014
(Custom)

Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Class

Sort By: Last Name

Class: Mr. Patton's Class

| Student | Class | Teacher | Test Date | Rank | GP | SS | GE | PR | NCE | IRL | Est. ORF ^b | ZPD |
|----------------------------|--------------------|--------------|-----------|------|------|-----|-----|----|------|-----|-----------------------|---------|
| Crunk, Joey | Mr. Patton's Class | Patton, Mark | 9/18/2014 | 13 | 4.09 | 183 | 1.9 | 6 | 17.3 | 1.2 | 45 | 1.9-2.9 |
| Davis, Verndale | Mr. Patton's Class | Patton, Mark | 9/18/2014 | 12 | 4.09 | 288 | 2.5 | 14 | 27.2 | 2.4 | 66 | 2.3-3.3 |
| Gomez, Arturo ^c | Mr. Patton's Class | Patton, Mark | 9/17/2014 | 14 | 4.07 | 90 | 1.3 | 2 | 6.7 | PP | 27 | 1.3-2.3 |
| Graves, Carly | Mr. Patton's Class | Patton, Mark | 9/18/2014 | 4 | 4.09 | 561 | 5.3 | 75 | 64.2 | 4.6 | 129 | 3.6-5.6 |
| Gregoire, Frederick | Mr. Patton's Class | Patton, Mark | 9/18/2014 | 10 | 4.09 | 407 | 3.4 | 37 | 43.0 | 3.4 | 95 | 2.8-3.9 |
| Hay, Kyle | Mr. Patton's Class | Patton, Mark | 9/16/2014 | 11 | 4.09 | 368 | 3.1 | 27 | 37.1 | 3.1 | 85 | 2.6-3.7 |
| Lonatro, Andrew | Mr. Patton's Class | Patton, Mark | 9/18/2014 | 2 | 4.09 | 630 | 5.9 | 85 | 71.8 | 5.2 | 142 | 3.9-6.0 |
| McNeely, Kayla | Mr. Patton's Class | Patton, Mark | 9/17/2014 | 8 | 4.07 | 466 | 4.1 | 51 | 50.5 | 3.9 | 107 | 3.0-4.6 |
| Quach, Caleb | Mr. Patton's Class | Patton, Mark | 9/16/2014 | 7 | 4.09 | 488 | 4.4 | 56 | 53.2 | 4.0 | 113 | 3.2-4.9 |
| Ramirez, Eric | Mr. Patton's Class | Patton, Mark | 9/17/2014 | 9 | 4.07 | 428 | 3.6 | 42 | 45.8 | 3.6 | 99 | 2.8-4.1 |
| Samuel, Joshua | Mr. Patton's Class | Patton, Mark | 9/16/2014 | 1 | 4.09 | 664 | 6.1 | 89 | 75.8 | 5.6 | 147 | 4.0-6.2 |
| Smith, Patrick | Mr. Patton's Class | Patton, Mark | 9/17/2014 | 6 | 4.03 | 499 | 4.6 | 61 | 55.9 | 4.1 | 115 | 3.2-5.1 |
| Timmons, Antwanette | Mr. Patton's Class | Patton, Mark | 9/18/2014 | 5 | 4.09 | 514 | 4.7 | 64 | 57.5 | 4.3 | 119 | 3.3-5.2 |
| Zimmerman, Hugh | Mr. Patton's Class | Patton, Mark | 9/17/2014 | 3 | 4.07 | 583 | 5.5 | 80 | 67.7 | 4.8 | 134 | 3.7-5.7 |
| Average | | | | | 4.08 | 441 | 3.8 | 46 | 48.1 | 3.7 | 102 | 2.9-4.3 |

^b Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

^c This student was given more time than usual to answer each question. Because this test was not given under the same conditions as the national standardization of STAR Reading, all norm-referenced scores should be interpreted with caution. PR, GE, and NCE scores might have been lower had the standard time limits been in effect. SS, IRL, and ZPD scores are not affected and may be interpreted as usual.

School: Oakwood Elementary School

 Reporting Period: 9/8/2014 - 9/22/2014
 (Custom)

Class: Mr. Patton's Class

PR Distribution Summary

| Percentile | Students | Percent |
|------------------------|----------|---------|
| Below 25th | 3 | 21.4 |
| 25th to 49th | 3 | 21.4 |
| 50th to 74th | 4 | 28.6 |
| 75th & Above | 4 | 28.6 |
| Number of Students: 14 | | |

GE Distribution Summary

| GE | Students | Percent |
|--------------|----------|---------|
| 0.0 - 0.9 | 0 | 0.0 |
| 1.0 - 1.9 | 2 | 14.3 |
| 2.0 - 2.9 | 1 | 7.1 |
| 3.0 - 3.9 | 3 | 21.4 |
| 4.0 - 4.9 | 4 | 28.6 |
| 5.0 - 5.9 | 3 | 21.4 |
| 6.0 - 6.9 | 1 | 7.1 |
| 7.0 - 7.9 | 0 | 0.0 |
| 8.0 - 8.9 | 0 | 0.0 |
| 9.0 - 9.9 | 0 | 0.0 |
| 10.0 - 10.9 | 0 | 0.0 |
| 11.0 - 11.9 | 0 | 0.0 |
| 12.0 - 12.9+ | 0 | 0.0 |

IRL Distribution Summary

| IRL | Students | Percent |
|-------------|----------|---------|
| PP | 1 | 7.1 |
| P | 0 | 0.0 |
| 1.0 - 1.9 | 1 | 7.1 |
| 2.0 - 2.9 | 1 | 7.1 |
| 3.0 - 3.9 | 4 | 28.6 |
| 4.0 - 4.9 | 5 | 35.7 |
| 5.0 - 5.9 | 2 | 14.3 |
| 6.0 - 6.9 | 0 | 0.0 |
| 7.0 - 7.9 | 0 | 0.0 |
| 8.0 - 8.9 | 0 | 0.0 |
| 9.0 - 9.9 | 0 | 0.0 |
| 10.0 - 10.9 | 0 | 0.0 |
| 11.0 - 11.9 | 0 | 0.0 |
| 12.0 - 12.9 | 0 | 0.0 |
| PHS | 0 | 0.0 |



Reading Practice TOPS Report for Matthew Bosley

Printed November 5, 2012 1:02 PM

School: Oakwood Elementary School
Class: Grade 4 (Adams)

Grade: 4
Teacher: Mrs. M. Adams

| What I Read | How I Did |
|---|--|
| <p>Allosaurus (Dinosaurs) by Michael P. Goecke</p> <p>ATOS BL^a: 2.7</p> <p>Quiz Number: 55459 F/NF: Nonfiction Quiz Date: 11/5/2012 1:01 PM Word Count: 600 Interest Level: Lower Grades (LG) TWI: Read Independently</p> | <p>Correct: 5 of 5 Terrific, Matthew!</p> <p>Points Earned: 0.5 of 0.5</p> <p>Percent Correct: 100%</p> |

| My Progress in Marking Period 2 10/11/2012 - 11/21/2012 (48% Complete) | |
|---|--|
| <p>Average Percent Correct: 96.0%</p> <p>goal 85%</p> | <p>Points Earned: 4.2</p> <p>goal 7.6 55.3% of Goal</p> |
| <p>Average ATOS BL: 2.8</p> <p>goal 2.6</p> | <p>Marking Period Totals</p> <p>Quizzes Passed: 5 Quizzes Taken: 5 Words Read: 26,732</p> |

| My School Year Summary 9/4/2012 - 6/14/2013 (24% Complete) | | |
|---|--------------------------|--------------------------------------|
| Average Percent Correct: 91.7% | Quizzes Passed: 12 | Last Certification: Super Reader |
| Points Earned: 9.9 | Quizzes Taken: 12 | Date Achieved: 10/11/2012 |
| Average ATOS BL: 2.9 | Total Words Read: 69,335 | Certification Goal: Super Reader (2) |

Monitor

Teacher

Comments:

^a ATOS BL: ATOS Book Level

School: Renaissance School

 Reporting Period: 11/8/12–01/28/13
(Marking Period 2)

Class: Reading

Teacher: Bright, Lisa

| Student | Diag. Codes | RP Quizzes | | % Correct | | Points | | | | | Engaged Time per Day ^b | Book Level | | Certification |
|--------------------|-------------|------------|-------|-----------|-------|--------|--------|-----------|---------------|-----------|-----------------------------------|--------------|--------------|---------------|
| | | Passed | Taken | Goal | Avg. | Goal | Earned | % of Goal | % Read Indep. | % Fiction | | ATOS BL Goal | ATOS BL Avg. | |
| Dorr, Carl | | 11 | 11 | 85 | 95.9 | 16.0 | 32.9 | 205.6 | 100 | 100 | 61.6 | 3.4 | 4.9 | -- |
| Gomez, Manuel | | 4 | 4 | 85 | 87.5 | 25.0 | 18.2 | 72.8 | 100 | 50 | 21.8 | 4.5 | 6.1 | -- |
| Hojem, Kyle | | 3 | 3 | 85 | 96.7 | 20.5 | 21.3 | 103.9 | 100 | 100 | 31.2 | 4.2 | 4.1 | -- |
| Holloway, Rebecca | CD% | 1 | 2 | 85 | 65.0◀ | 12.0 | 0.4◀ | 3.3 | 100 | 100 | 01.0 | 2.8 | 3.6 | -- |
| Jorje, Aquilar | | 7 | 7 | 85 | 87.1 | 24.0 | 42.6 | 177.5 | 100 | 71 | 53.2 | 4.4 | 5.7 | -- |
| Kane, Cyndi | | 4 | 4 | 85 | 96.3 | 25.0 | 34.8 | 139.2 | 100 | 100 | 41.8 | 4.5 | 6.1 | -- |
| Pollock, Adam | F% | 2 | 4 | 85 | 67.5◀ | 19.5 | 20.0◀ | 102.6 | 100 | 100 | 30.8 | 4.0 | 5.0 | -- |
| Rodriguez, Cecelia | B% | 3 | 4 | 85 | 78.5◀ | 19.5 | 12.8 | 65.6 | 100 | 100 | 19.7 | 4.0 | 5.4 | -- |
| Swank, Tiffany | | 4 | 4 | 85 | 97.5 | 17.5 | 19.0 | 108.6 | 100 | 100 | 32.6 | 5.5 | 4.7 | -- |
| Stark, Johnnie | A | 0 | 0◀ | 85 | -- | 20.5 | -- | -- | -- | -- | -- | 4.2 | -- | -- |
| Torres, Marco | D | 5 | 5 | 85 | 96.0 | 10.5 | 9.6◀ | 91.4 | 100 | 100 | 27.4 | 2.3 | 2.8 | -- |
| West, Corinne | E% | 8 | 11 | 85 | 70.1◀ | 19.5 | 24.7◀ | 126.7 | 100 | 43 | 70.6 | 4.0 | 3.8 | -- |
| Summary | | 52 | 59 | 85 | 85.2 | | | | 100 | 88 | 32.6 | 4.0 | 4.7 | |

Diagnostic Code Summary

| Number of Students | Percent of Students | Diag. Code | Code Description |
|--------------------|---------------------|------------|--|
| 1 | 8 | A | No quizzes taken during period |
| 1 | 8 | B | Low average percent correct (70% to 79%) |
| 1 | 8 | C | Very low average percent correct (below 70%) |
| 2 | 17 | D | Low points earned - less than ½ median points (½ median = 9.8 points) |
| 1 | 8 | E | Low percent correct with above median points (median = 19.5 points) |
| 1 | 8 | F | Very low percent correct with above median points (median = 19.5 points) |
| 4 | 33 | % | Average percent correct below 85% |

Students At Risk: 6 of 12 (50%)

Class Summary

| | |
|------------------------------|-----------|
| Number of Students | 12 |
| Total Quizzes | |
| Passed | 52 |
| Taken | 59 |
| Total Points | |
| Goal | 229.5 |
| Earned | 236.3 |
| Percent Read Independently | 100% |
| Percent Fiction / Nonfiction | 88% / 12% |

◀ Trouble value

^bEngaged Time per Day: An estimate of the time the student is engaged in reading practice. Displayed in minutes. It is based on a test score from STAR Reading™ or STAR Early Literacy™ and points earned in Accelerated Reader. Score not reported unless the student tested with a STAR assessment within the current or previous year.




Student Record Report

Printed Thursday, November 8, 2012 8:29:12 AM

School: Pine Hill Middle School

Reporting Period: 09/04/2012–11/07/2012
(1st Quarter)

Johnson, Tim

Grade: 7
Class: 7th Hour Reading
Teacher: Jones, K.

Reading Practice – English

| Date | Quiz Information | | | Questions | | | Points | | | | |
|---------------------------------|------------------|-------|--------------------------|-----------|-----|-------|--------|-------|--------|-------|---------|
| | ☛ Number | Lang. | Title | F/NF | TIW | Corr. | Poss. | % | Earned | Poss. | ATOS BL |
| 09/10/2012 | 113950 | EN | Diary of a Wimpy Kid | F | I | 10 | 10 | 100.0 | 3.0 | 3.0 | 5.2 |
| 10/01/2012 | 95 | EN | Where the Red Fern Grows | F | I | 10 | 10 | 100.0 | 11.0 | 11.0 | 4.9 |
| 10/08/2012 | 87344 | EN | Camp Wild | F | I | 10 | 10 | 100.0 | 2.0 | 2.0 | 4.9 |
| 10/22/2012 | ☛ 28081 | EN | Holes | F | I | 9 | 10 | 90.0 | 6.3 | 7.0 | 4.6 |
| 11/02/2012 | ☛ 367 | EN | Hatchet | F | I | 9 | 10 | 90.0 | 6.3 | 7.0 | 5.7 |
| Quizzes Passed/Taken: 5/5 | | | | | | | | | | | |
| 96.0 28.6 30.0 5.1 ^a | | | | | | | | | | | |

Vocabulary Practice

| Date | Quiz Information | | | First-Try New | | | Second-Try New | | | Review Words | | | |
|-------------------------|------------------|-------|--------------------------|---------------|-------|-----|----------------|-------|-----|--------------|-------|---|---------|
| | Number | Lang. | Title | Corr. | Poss. | % | Corr. | Poss. | % | Corr. | Poss. | % | ATOS BL |
| 10/01/2012 | 95 | EN | Where the Red Fern Grows | 10 | 10 | 100 | - | - | - | - | - | - | 4.9 |
| 10/22/2012 | 28081 | EN | Holes | 8 | 10 | 80 | 2 | 2 | 100 | - | - | - | 4.6 |
| 11/02/2012 | 367 | EN | Hatchet | 9 | 10 | 90 | 1 | 1 | 100 | - | - | - | 5.7 |
| Quizzes Taken: 3 | | | | | | | | | | | | | |
| 90 100 5.1 ^a | | | | | | | | | | | | | |

Literacy Skills

| Date | Quiz Information | | | Questions | | | | | | |
|---------------------------|------------------|-------|--------------------------|-----------|-------|-------|---------|---------|--|--|
| | Number | Lang. | Title | F/NF | Corr. | Poss. | % Corr. | ATOS BL | | |
| 10/01/2012 | 95 | EN | Where the Red Fern Grows | F | 10 | 12 | 83 | 4.9 | | |
| 10/22/2012 | 28081 | EN | Holes | F | 11 | 12 | 92 | 4.6 | | |
| Quizzes Passed/Taken: 2/2 | | | | | | | | | | |
| 88 4.8 ^a | | | | | | | | | | |

☛ Recorded Voice Quiz

^a Book level averages and word counts in summary are based on passed quizzes.

School: Oakwood Elementary School

 Report Period: 09/04/2012-10/10/2012
 Marking Period One

Report Options

Reporting Parameter Group: All Demographics [Default]

Group by: Class

Filter Student Quizzes: Use only quizzes taken for this class

Graves, Jane

Class: Reading Grade-1

Teacher: Stewart, Paula

| | Read To | | Read With | | Read Independently | | |
|----------------|---------|------------|-----------|------------|--------------------|------------|---------|
| | Fiction | Nonfiction | Fiction | Nonfiction | Fiction | Nonfiction | Overall |
| Avg. % Correct | 90 | - | 86 | - | 73 | - | 73 |
| % Points | 93 | - | 86 | - | 73 | - | 73 |
| Points | 2.8 | - | 3.0 | - | 1.1 | - | 1.1 |
| Avg. ATOS BL | 1.9 | - | 1.2 | - | 0.8 | - | 0.8 |
| Passed/Taken | 6/6 | - | 7/7 | - | 3/3 | - | 3/3 |

Total Quizzes Passed/Taken: 16/16 (100%)

Hooper, Scott

Class: Reading Grade-1

Teacher: Stewart, Paula

| | Read To | | Read With | | Read Independently | | |
|----------------|---------|------------|-----------|------------|--------------------|------------|---------|
| | Fiction | Nonfiction | Fiction | Nonfiction | Fiction | Nonfiction | Overall |
| Avg. % Correct | 85 | 90 | 76 | - | - | - | - |
| % Points | 82 | 90 | 68 | - | - | - | - |
| Points | 4.5 | 0.5 | 1.7 | - | - | - | - |
| Avg. ATOS BL | 3.1 | 3.2 | 1.7 | - | - | - | - |
| Passed/Taken | 4/4 | 1/1 | 4/5 | - | - | - | 4/5 |

Total Quizzes Passed/Taken: 9/10 (90%)

Roberts, Jessica

Class: Reading Grade-1

Teacher: Stewart, Paula

| | Read To | | Read With | | Read Independently | | |
|----------------|---------|------------|-----------|------------|--------------------|------------|---------|
| | Fiction | Nonfiction | Fiction | Nonfiction | Fiction | Nonfiction | Overall |
| Avg. % Correct | - | - | 90 | - | 87 | - | 87 |
| % Points | - | - | 90 | - | 87 | - | 87 |
| Points | - | - | 2.7 | - | 6.1 | - | 6.1 |
| Avg. ATOS BL | - | - | 0.9 | - | 1.0 | - | 1.0 |
| Passed/Taken | - | - | 6/6 | - | 14/14 | - | 14/14 |

Total Quizzes Passed/Taken: 20/20 (100%)

School: Prairie Ridge High School

Reporting Period: 11/03/2011 – 01/20/2012

(MP 2)

Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Class

Class: Language Arts

Teacher: Adams, E.

Grade 10 End-of-Year Expectations

Use Accelerated Reader (AR) data to monitor College and Career Readiness (CCR) by comparing reading practice data with expectations, defined by the Common Core State Standards (CCSS).

% Fiction / Nonfiction: 30 / 70 Remember to consider students' reading that is not tracked with an AR quiz.

Average % Correct: 85 CCSS recommends students read with a high level of comprehension; 85% or above is an AR best practice.

ATOS Book Level (BL): 10.5-12.0 Independent reading is typically done at a level lower than CCR expectations, closer to students' ZPD.

| Student | STAR Reading™ | | % Fiction / Nonfiction | Quizzes Passed | Fiction | | | | Nonfiction | | | | |
|-------------------|-----------------|----------------------|------------------------|-----------------|------------|-------------------|------------|-------------------------|----------------|------------|-------------------|------------|-------------------------|
| | Most Recent IRL | ZPD (in Record Book) | | | ATOS | | | | ATOS | | | | |
| | | | | | Average BL | Average % Correct | Highest BL | % Correct on Highest BL | Quizzes Passed | Average BL | Average % Correct | Highest BL | % Correct on Highest BL |
| Babb, Jeanna | 4.7 | 2.9-4.3 | 100 / 0 | 3 | 3.2 | 68.3 | 10.5 | 75.0 | - | - | - | - | - |
| Barlow, Dawn | 11.1 | 4.8-10.9 | 100 / 0 | 5 | 6.0 | 96.0 | 10.5 | 100.0 | - | - | - | - | - |
| Blackman, Mark | PHS | 5.0-12.9 | 68 / 32 | 2 | 7.5 | 93.0 | 10.5 | 95.0 | 1 | 5.7 | 90.0 | 5.7 | 90.0 |
| Cooper, Kevin | PHS | 5.0-12.9 | 71 / 29 | 5 | 8.5 | 97.0 | 10.5 | 95.0 | 2 | 9.9 | 95.0 | 10.1 | 90.0 |
| Derrick, Isabel | 6.9 | 4.4-7.6 | 100 / 0 | 5 | 5.8 | 94.0 | 10.5 | 90.0 | - | - | - | - | - |
| Galvez, Mario | 9.8 | 4.6-9.3 | 100 / 0 | 2 | 6.1 | 90.0 | 10.5 | 90.0 | - | - | - | - | - |
| Gaven, Julia | 10.8 | 4.7-9.6 | 100 / 0 | 5 | 6.3 | 96.0 | 10.5 | 90.0 | - | - | - | - | - |
| Grover, Jillian | 7.2 | 4.5-7.9 | 100 / 0 | 5 | 5.7 | 91.0 | 10.5 | 95.0 | - | - | - | - | - |
| Jean, William | 6.5 | 4.0-6.2 | 100 / 0 | 5 | 5.3 | 93.0 | 10.5 | 85.0 | - | - | - | - | - |
| MacDonald, Katie | 8.6 | 4.6-8.5 | 100 / 0 | 5 | 6.0 | 96.0 | 10.5 | 100.0 | - | - | - | - | - |
| Maxwell, Zach | 6.3 | 4.1-6.3 | 31 / 69 | 1 | 10.5 | 80.0 | 10.5 | 80.0 | 3 | 6.8 | 76.6 | 7.2 | 70.0 |
| Paulson, Carter | 6.1 | 3.6-5.6 | 100 / 0 | 5 ^{SP} | 5.9 | 75.8 | 10.5 | 75.0 | - | - | - | - | - |
| Rudd, Kisha | 4.6 | 3.2-4.9 | 100 / 0 | 4 | 6.2 | 95.0 | 10.5 | 75.0 | - | - | - | - | - |
| Schaefer, Russell | 12.9 | 5.0-12.9 | 58 / 42 | 3 | 8.0 | 100.0 | 10.5 | 100.0 | 1 | 7.0 | 100.0 | 7.0 | 100.0 |
| Wagner, Jason | 11.9 | 5.0-12.9 | 100 / 0 | 4 | 7.6 | 97.5 | 10.5 | 90.0 | - | - | - | - | - |
| Average | | | 89 / 11 | 4 | 6.6 | 90.8 | 10.5 | 89.0 | 2 | 7.4 | 90.4 | 7.5 | 87.5 |

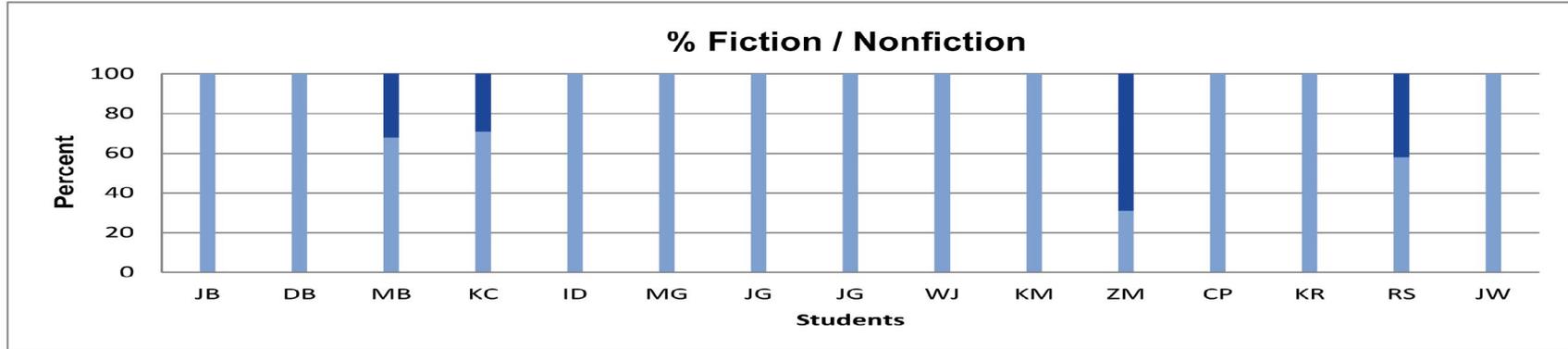
^{SP} Spanish language quiz taken


School: Prairie Ridge High School

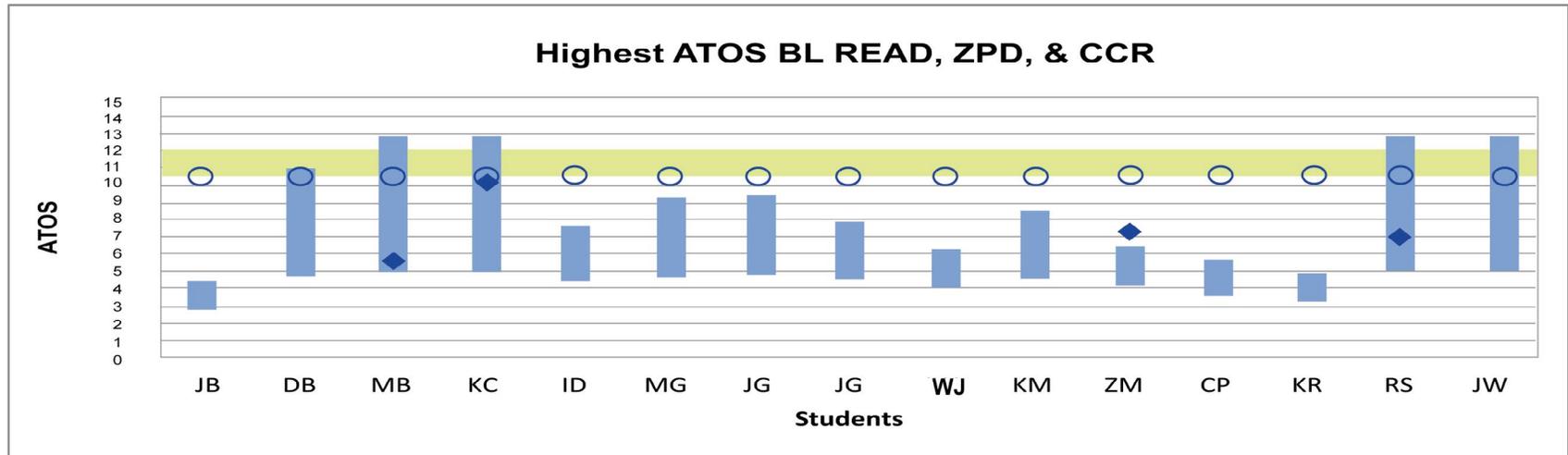
Reporting Period: 11/03/2011 – 01/20/2012
(MP 2)

Class: Language Arts

Teacher: Adams, E.



Dark blue line represents % nonfiction read
Light blue line represents % fiction read



Solid blue diamonds represent highest nonfiction BL read
Outlined blue circles represent highest fiction BL read
Light blue lines represent ZPD range
Green bar represents CCR expectations

Index

A

Accelerated Reader 360, 13, 81, 82, 84
ATOS, 11, 12, 13, 45, 67, 71, 72, 83
average percent correct
85 percent and ZPD, 21
below 85 percent, 34
goal, 23, 58, 70–75
monitoring, 33–34, 82
and reading gains, 37
and RTI, 53

B

baseline data, 11, 19
BookFinder, 45, 64, 68, 78
book level
adjusting, 33, 39, 57, 67
and Common Core standards, 13
definition of, 11
and emergent readers, 60
goal, 71–74
with Lexile measures, 12
monitoring, 30–31, 34–35, 82–83
and nonfiction, 67
and reader certification, 77–78
and ZPD, 20–22, 66
book selection, 17, 21, 34–35, 45, 48, 67
book talks, 45
bulletin boards, 42, 64, 79

C

check-in routine, 13, 30–34, 38, 59
College and Career Readiness
Report, 13, 82–83
color-coding, 17
Common Core standards, 13, 22, 76, 78,
83
comprehension
assessment with AR quizzes, 10, 13,
16–17, 84
and emergent readers, 55, 59
and English language learners, 12, 22,
27
and goals, 70–71
importance of, 37
listening, 27, 57
monitoring, 22, 31, 34, 38–39, 53
strategies, 21, 28, 29, 34, 38–39, 44, 67,
74
computers, 7, 17, 49, 59

D

Dashboard
Reading Dashboard, 81
Renaissance Dashboard, 84
diagnostic code, 33, 50
Diagnostic Report, 12, 33, 36, 50, 53, 60,
63, 71, A18
Duolog Reading, 86–88

E

emergent readers, 10, 22, 27, 55–61, 86,
A7, A8
Empowered Educator Program, 75
engaged time, 26, 36, 53, 84
English language learners, 12, 22, 24, 27,
34, 35, 74
Exemplar Reader, 76–78

F

folder, 48, 49, 60, 73, 79

G

goals
additional, 73
adjusting, 24, 25, 68, 72, 73, 74
book-level, 71–72
for ELLs, 24
for emergent readers, 58, 59, 60
for high-ability readers, 24
percent-correct, 70, A1–A2
point, 22–25, 34, 66, 68, A1–A2
reader certification, 76–79
for reading in Spanish, A3
recognition for achieving, 42, 51,
64–65
and RTI, 52–54
setting in software, 20, 23
setting with students, 73
tracking progress toward, 32–33, 41,
49, 57, 73, A14



Goal-Setting Chart for Lexile measures, A2
Goal-Setting Chart for reading in English, 20, 24, 66, 74, A1
Goal-Setting Chart for reading in Spanish, 24, A3
grades, 65

H

high-ability readers, 24, 74, 77
high school, 27, 62–65
Home Connect, 12, 43

I

interest level, 11, 13, 31, 45, 64, 68
iPad, 17

L

labeling books, 17, 56
Lexile text measure, 12, A2
library
 access, 17, 65, 74
 classroom, 56
 collection, 17, 35, 63–65
Literacy Skills Quizzes, 17, 84
log. See *Student Reading Log*

M

mobile device, 10, 17, 49
motivation, 35, 64, 68, 71, 72, 83

N

nonfiction, 13, 17, 30, 41, 67, 71, 73, 81, 82–85

O

Other Reading Quizzes, 17, 82, 84–85

P

passwords, 16
points
 formula for calculating, 11
 goals for, 22–25, 32, 58, A1–A3
 low number earned, 33, 35–36, 65
 as a measure of practice, 11–12, 27
 percent fiction/nonfiction, 82
 problems with, 12, 30, 34, 37, 39
 and reader certification, 77–78
practice
 importance of, 9
 managing, 29–36
 measuring, 12, 36, 81, 84
 nonfiction skills, 85
 personalizing, 11, 19–25, 66, 74
 time for, 26–27, 56, 63
 types of, 55–57
pretest instructions, 19
primary grades, 10, 17, 27, 41, 55–61

Q

quizzing, 26–28, 34–35, 49, 59, 67, 88

R

RCW booklets, 38, A12
reader certification, 59, 60, 73, 76–79
reading to students, 27, 44, 55–61
reading with students, 27, 55–61, 86–88
Renaissance Place, 7, 16, 20, 22, 84
Response to Intervention (RTI), 52–54

S

software instructions. See *software manual*
STAR 360, 81
STAR Early Literacy, 19, 54
STAR Reading
 baseline data from, 11, 19, 53
 and engaged time, 36
 and goal setting, 22, 24, 72, 74, A1–A2
 NCE gain, 26, 37
 and the Reading Dashboard, 81
 Summary Report, 17, 20
 ZPDs from, 11, 20, 22, 34, 45, 57, 66, 82
STAR Reading Spanish, 24
Status of the Class, 30, 50
Status of the Class Record Sheet, 50, A13
Student Reading Log, 29–32, 34–35, 40, 48–49, 56–58, 65, 67, 73, 87, A4–A11



Student Reading Plan, 73, A14
Student Record Report, 40–41, 60, 73,
77, 82, 85
summarizing, 34, 38, 44, 64, 83

T

text complexity, 13, 76, 78, 83
time for reading
 and goals, 22–24
 maximizing, 48–49
 recommendations, 26–28, 49
 relationship to points, 22–24
 scheduling, 26–28, 63
TOPS Report, 31–32, 41–42, 48–49, 53,
60–61, 70, 82, 84, A17
TWI, 55, 56, 60, 78, 82
TWI Report, A20

U

user name, 16

V

Vocabulary Practice Quizzes, 17, 84

W

Wall of Fame, 42

Z

zone of proximal development (ZPD)
 adjusting, 13, 21–22, 68, 72, 74
 and book level, 71
 definition, 11
 and emergent readers, 56–57, 60
 how configured, 20–21
 identifying, 21, 66, A1–A2
 monitoring, 31, 33–34, 59, 73, 82
 and nonfiction, 67
 for reading in Spanish, 24
 reading outside of, 22, 33, 38, 83
 on Student Reading Log, 30
 and Top Book Ideas for You, 45, 64



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