Getting Results with
Accelerated Reader

EASILY MANAGE DAILY READING PRACTICE FOR ALL STUDENTS

RENAISSANCE™
LEARNING
Accelerating learning for all

Getting Results with
Accelerated Reader

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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 book, 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 step-by-step instructions for the most common software tasks.

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: www.renlearn.com.

Accelerated Reader Basics

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The Purpose of Accelerated Reader: Powerful Practice

Reading is a skill and, as with every skill, it requires not just instruction but practice. Reading practice serves a number of purposes. It 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 is designed to be part of a comprehensive reading program. It does not replace a reading series or other instructional materials; rather, it supports and enhances them. As the Common Core State Standards emphasize, effective reading programs develop students' ability to draw knowledge from text. Moreover, all students must be able to tackle complex texts independently. One of the primary benefits of Accelerated Reader is that it is a vehicle for this essential learning transfer.

Accelerated Reader provides other research-proven benefits as well. It promotes wide reading, which is the most effective method for building vocabulary. And through its progress-monitoring and feedback mechanisms, it reinforces student effort—one of the most important practices in classrooms that work, according to education expert Robert Marzano. Supported by a vast body of scientific research, AR has been favorably reviewed by the What Works Clearinghouse and the National Center on Student Progress Monitoring.
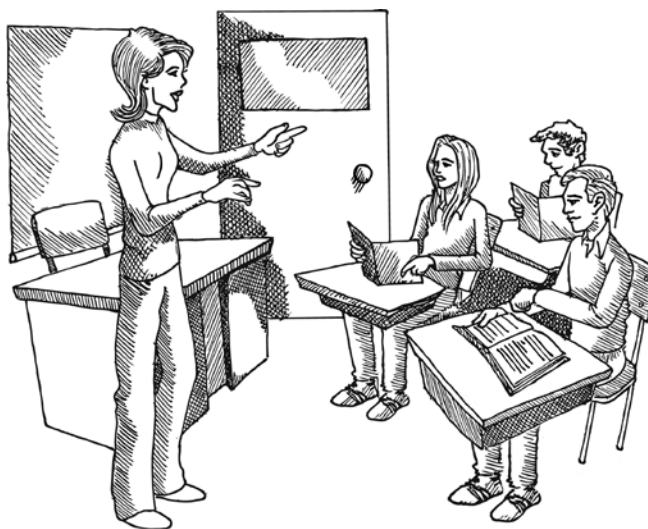
How Accelerated Reader Works

At the heart of Accelerated Reader are a few basic steps:

1. You schedule time for daily reading practice, additional to your instructional reading 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 AR Reading Practice Quiz on a computer, NEO 2, or mobile device, such as an iPad, iPod, or iPhone. 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.

Emergent Readers and High School Students

AR 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, high school students, and students in between. The implementation of the program varies somewhat as well. For a description of best practices when using AR with emergent readers, see Chapter 12. For guidance at the high school level, see the special high-school supplement to this guide, which will be available fall 2013.

What Guided Independent Reading Looks Like

Guided independent reading practice is an active time for students and for you. Typically, most students will be reading quietly to themselves. A few students will be taking AR quizzes at computer stations in a corner of the classroom. Other students will be selecting a new book to read, either from the classroom library or the school library.

Meanwhile, you will be circulating around the room, monitoring, coaching, and intervening. 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 confer with the student, 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
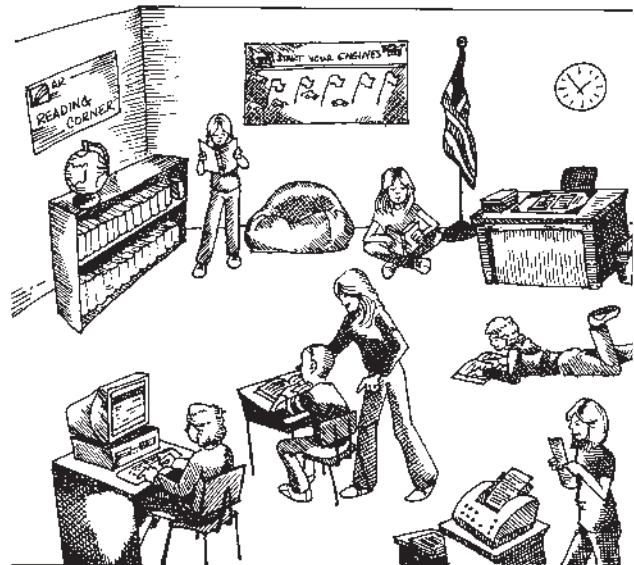
interest in them and their efforts. Because you will have established routines for all these things, which we'll describe later in this book, students can work independently and in an orderly fashion.

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 these elements. Think of working with a personal trainer at the gym: he has to assess your physical capabilities, and he needs to understand his exercise equipment so he can recommend a workout that's just right for you. With AR, we measure students' reading capabilities, and we measure the "equipment" they use—books. In this section, we describe those measurements. In a later section, we'll give you more details on how to use them on a day-to-day basis.

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. If, for example, a 50-year-old woman is new to weight training, 10-pound weights will likely be more suitable than 30-pound weights. On the other hand, if an athletic 20-year-old practiced only with 10-pound weights, she likely wouldn't develop to her full potential.

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 AR, 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.

When you begin using AR, 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. (If you have Accelerated Reader Real Time as well as STAR Reading Real Time, ZPDs will automatically appear in the software. You have the Real Time edition if you see a Renaissance Place ID logo on the bottom right of the Welcome page.) The suggested ZPD is a personalized starting place for reading practice and may need to be adjusted over time. It's just like working with the personal trainer. He'll do an initial assessment to get you going. But he'll monitor you closely and make adjustments to your practice routine so that you continuously work within the zone of difficulty that will lead to the greatest gains.
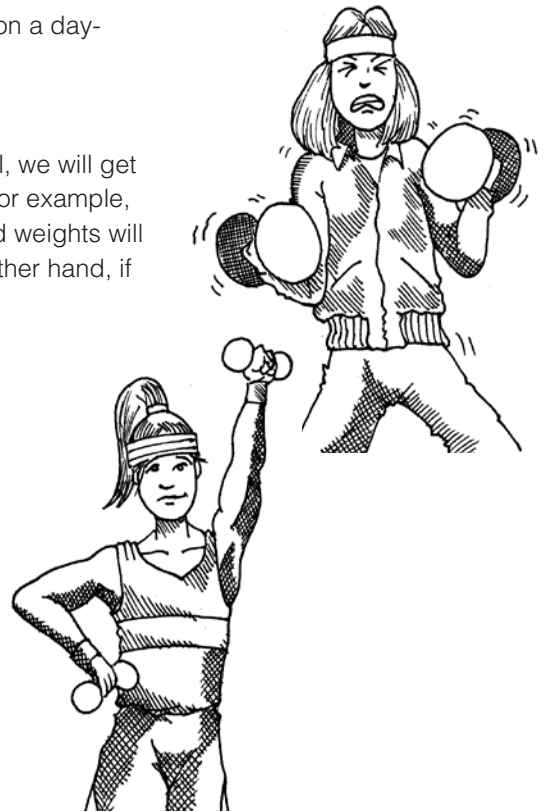
Book Level, Interest Level, and Points

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 an AR quiz:

- **Book Level** represents the difficulty of the text. It is determined by a readability formula called ATOS, which 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 content—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. *Hank the Cowdog*, for example, which is suitable for fourth graders, has a book level of 4.5. 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.

> **Alternate Book-Level Scales**
>
> AR works with multiple reading measures. If you have AR 7.5 or higher, you can set a preference in the software so that it displays book levels on a 2,000- or 100-point scale rather than the ATOS grade-level scale. If you set this preference, the scale you choose will be used wherever a book level is shown. This includes book labels; software screens, such as the Class Record Book; and reports that show student data. See the software manual for instructions.

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. *Hank the Cowdog*, which is about 23,000 words long, is a three-point book. *The Sun Also Rises*, about 70,000 words long, is a 10-point book. The formula for calculating points is:

AR points = [(10 + book level)/10] x (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. Keep in mind that 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 AR 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 five- or 10-question quiz and 70 percent on a 20-question quiz. Points make it easy to see how much reading practice a student has successfully completed. For example, a student who has accumulated 50 points has read many more words than a student who has accumulated 10 points.

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. It's true that a student who has earned a large number of points has done quite a bit of reading, and that's good. But when schools focus primarily on points a couple of things tend to happen:

- Students choose inappropriate books. In their zeal to earn points and rewards, able readers read dozens of easy low-point books; struggling readers choose high-point books that are too difficult. 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.

- When all students pursue the same goal—to earn the most points—less skilled readers are handicapped. Since only a few students "win," those who feel they can never win give up.

- Students cheat. To try to earn more points, they take quizzes without reading books, and they share answers.

Instead of encouraging students to compete for points, we recommend that you set personalized point goals. These take into account each student's ability level and enable every student to succeed and grow. We'll explain how to do this later.

The Importance of Good Comprehension

Our research shows that the most important factor in accelerated reading growth is good comprehension. Therefore we encourage students to strive for high scores on AR quizzes and maintain an average score of at least 85 percent—with 90 percent being even better.

Why then, you may be wondering, does AR give students points for scores of 60 percent and higher, if an average of 85 or 90 percent is the goal? Remember, points tell you how much reading practice a student has done. If a student spends two weeks reading a 10-point book and scores 100 percent, AR records 10 points, which is a fantastic

accomplishment. If the student only scores 60 percent, AR records six points, which is not so good but does document the time and effort he put in. The teacher's role, which we'll describe in a later chapter, is to either guide the student to a more appropriate book or help the student develop comprehension strategies so that he will be more successful with future books and quizzes.

Accelerated Reader and English Language Learners

Accelerated Reader promotes reading growth in English language learners, just as it does in native speakers of English. It encourages large amounts of reading practice, which builds background knowledge and reading endurance. It enables individualization so that every student reads at an appropriate level and learns vocabulary at an optimum pace. It provides a constant stream of data that can be used for monitoring, guidance, and intervention. And it gets students excited about reading, which is fundamental to success in school.

If you have Accelerated Reader Real Time and STAR Reading Real Time, the software will recommend a ZPD for reading in English once students have taken a STAR Reading test. If you also have STAR Reading Spanish, you'll find ZPDs for reading in Spanish on the STAR Reading Spanish Summary Report. To help you monitor the reading practice of Spanish-speaking students, we provide quizzes 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, which we describe in Chapter 5, enables you to keep track of students' reading comprehension in both languages. You can also elect to have quiz results printed for the student in Spanish, and parents who log in to Renaissance Home Connect can choose to have information about their child's reading practice displayed in Spanish. We tell you more about these features later.

Best practices for English language learners are generally the same as for native speakers. However, it's important to 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. This can be true with books read to the student as well as those he reads himself. Keep this in mind as you guide reading practice for ELLs, and be sure to provide instruction and support with English language learning as well as reading.

Accelerated Reader: A Tool for Meeting the Goals of the Common Core

The Common Core State Standards, which most states have adopted, were created to give teachers a clear understanding of the skills students need to acquire in order to be successful in college and careers. The standards for English language arts emphasize that students must be able to comprehend literary and informational texts of increasing complexity independently 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.

What are the implications of the Common Core for teachers?

1. You must know what your students are reading.
2. You must know how well they are reading it.
3. You must provide instruction, guidance, and time for practice with increasingly complex text.

Accelerated Reader is uniquely capable of helping you with all of these tasks.

AR tells you what your students are reading. The authors of the Common Core consider text complexity to have three components: (1) a quantitative dimension, such as word length, sentence length, vocabulary difficulty, and other quantifiable factors; (2) a qualitative dimension, such as levels of meaning and knowledge demands; and (3) reader and task considerations, or how well a particular book fits a particular student's purpose, knowledge, and motivation. Together these components determine how hard or easy a book is to read. For every book for which there is an AR quiz—140,000 and counting—we can tell you about two of these components.

The ATOS book level is a quantitative measure that provides a valid and reliable estimate of text complexity, as confirmed by a research study funded by the Gates Foundation and conducted by Student Achievement Partners, a nonprofit organization that played a leading role in the development of the Common Core standards (www.achievethecore.org). A book's interest level reflects the age-appropriateness of its content, which is part of the qualitative dimension of text complexity. These measures—book level and interest level—help you evaluate the complexity of the text your students are reading every day, an essential step in developing their reading ability. (As stated in the Common Core standards, the interface between reader and task can only be assessed by teachers.)

> **Use ATOS to Measure the Complexity of Any Text**
>
> If you have passages or books whose complexity you would like to measure, you can do so with our free ATOS Analyzer. Go to www.renlearn.com/atos/default.aspx.

AR measures your students' comprehension. As students take Reading Practice Quizzes, AR provides data about their understanding of what they have just read. This helps you monitor their comprehension of texts at various levels of complexity and makes it easier for you to plan instruction and guide practice.

AR provides opportunities for the transfer of critical reading skills. As the authors of the Common Core emphasize, if students are to succeed in college, careers, and life in general, they must be able to read complex texts independently. This requires rigorous instruction, but it also requires application. In other words, 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 AR 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. While the Common Core provides lists of "exemplar texts"— examples of materials students should be able to comprehend as they move through the grades—not all students will achieve the level of comprehension required by these texts at the same time. 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' 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.

AR establishes a routine for extensive practice. No one develops competence with a skill unless they practice. If you implement AR with fidelity, you set aside time every day during which students focus exclusively on independent reading. In the process, students develop, in the words of the Common Core, "skill, concentration, and stamina"—attributes that will last a lifetime.

Throughout this book, we describe best practices for Accelerated Reader. All of these support the Common Core State Standards. You may want to pay particular attention to the following:

- *AR BookFinder.* The central tenet of AR is differentiated reading practice. You and your students can use this free online tool (ARBookFind.com) to search for titles based on ATOS book level, interest level, topic, genre, and other attributes to find the best match between students and books. You can also search for the Common Core exemplar texts. Use the advanced search tab and select Common Core State Standards Appendix B Titles. Refine your search by choosing other criteria, such as interest level, ATOS book level, and/or genre.

- *Zone of proximal development.* The ZPD is an individualized range of book levels appropriate for sustained reading practice. By reading within their ZPD, students build and solidify their skills, beginning where they are and moving to where they need to be. If you have Accelerated Reader Real Time, the software will suggest ZPDs based on your students' STAR Reading scores.

- *Individualized goal setting.* AR best practices call for setting individualized goals for comprehension, quantity of reading practice, and difficulty of reading practice. These goals give your students realistic and motivating targets for advancing their skills. We recommend that you confer with students to establish these goals and use a form like the Student Reading Plan so that you can include additional goals, such as nonfiction reading, which is emphasized in the Common Core.

- *Status of the Class.* This is a teacher routine for briefly checking in with students every day. It's a key opportunity for bridging instruction and practice.

- *College and Career Readiness Report.* This report provides data that helps you monitor and guide students so that they meet the expectations of the Common Core. Data includes the balance of fiction and nonfiction text and the average level of difficulty at which students have been able to read with basic comprehension.

- *Reading to, with, and independently (TWI).* Accelerated Reader supports three types of reading practice. It tells you how much practice students are getting with books read to them, books read with them, and books read independently. AR

also provides data on the difficulty of these books and how well students comprehend them. By separating the data in this way, the software makes it possible for you to evaluate your students' capabilities in scaffolded reading experiences as well as when they are reading on their own. This data is extremely valuable as you introduce students to texts of greater complexity, first with instructional support and then later for independent reading.

- *Exemplar Reader certification.* This benchmark, which is part of a motivational certification system, encourages students to read books at a level of complexity defined by the Common Core as the goal for their grade band.

Text Complexity Demands and Independent Reading Practice

As part of the Gates Foundation study, Renaissance Learning analyzed a set of materials for each of the grade bands defined by the Common Core State Standards and calculated the difficulty of these texts using ATOS. The results show that the Common Core sets high standards. Students must be able to read and comprehend text that ATOS defines as ranging up to two years above grade level.

It's important to keep in mind that these ranges provide guidance on materials for instruction that meets goals for college and career readiness (CCR), not for daily practice. In addition, they are end-of-year expectations. For example, students in grade 5 are expected to read and comprehend materials within a range of 6.0–7.0 by the end of fifth grade.

The authors of the Common Core state that all students must have opportunities to work with complex text and engage in rich discussion as members of a class, although some students will need scaffolding to do so.

Text Complexity by Grade as Required in the Standards	ATOS Ranges Aligned to CCR Expectations
1	1.6 – 3.3
2	2.8 – 4.2
3	3.9 – 5.1
4	5.0 – 6.1
5	6.0 – 7.0
6	7.0 – 8.0
7	8.0 – 9.0
8	8.8 – 10.0
9	9.7 – 11.0
10	10.5 – 12.0
11	11.2 – 13.0
12	11.9 – 14.1

At the same time, they stress that students must have

> … daily opportunities to read texts of their choice on their own during and outside of the school day. Students need access to a wide range of materials on a variety of topics and genres both in their classrooms and in their school libraries to ensure that they have opportunities to independently read broadly and widely to build their knowledge, experience, and joy in reading.

In other words, emphasize instruction and challenge, but also make sure students reap the benefits of independent reading based on choice.

SUMMARY

THE PURPOSE OF ACCELERATED READER: POWERFUL PRACTICE

- 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.
- The most important factor in accelerated reading growth is good comprehension.
- Accelerated Reader is a tool that helps you meet the goals of the Common Core State Standards.

Essential Practices

2

Assemble Resources

Before you begin using Accelerated Reader, make sure the software is set up and you're familiar with it. AR is powered by a program called Renaissance Place, which manages all of a school's or a district's Renaissance Learning software. After you open the software, look for a Renaissance Place ID logo on the bottom right to see if you have the Real Time version of the software, which gives you access to certain features described throughout this book. Then survey your supply of books and computers. Prepare your books for student use and figure out how to give students ready access to computers.

Prepare to Use the Software

Your technology staff needs to set up student, class, teacher, and school-year information in the software before you begin using it. If you have the Renaissance Place version of AR, they will also give you a user name and password, along with the web address (or URL) for the Renaissance Place Home page. Once you have this information, log in by following the instructions in the appendix of this guide. Notice that there are separate instructions for using NEO 2s and mobile devices, such as an iPad, iPod, or iPhone.

Identify Student User Names and Passwords

Each of your students is assigned a user name and password, which can be found in the Personnel, Students, and Parents area of Renaissance Place. Print the list and give the information to your students. See the appendix for instructions.

Take a Sample Quiz

AR 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 appendix for instructions on logging in as a student, taking a quiz, and aborting a quiz.) A Reading Practice Quiz consists of three, five, 10, or 20 multiple-choice questions, depending on the length and complexity of the book.

Label Books

In order for students to select books that are right for them, all the books for which you have AR quizzes must be labeled with their book level, interest level, and point value. It's also very helpful to have the AR quiz number on the label so that students can identify the right quiz when they are ready to take it.

You can print labels from the software or you can purchase preprinted labels through our website. As

Other Quiz Formats and Types

Reading Practice Quizzes are available with audio for many primary-level books, and in Spanish for top-selling Spanish titles. Other types of quizzes are available as well. Vocabulary Practice Quizzes test student knowledge of key vocabulary words in books students choose for independent reading, Literacy Skills Quizzes assess student proficiency with higher-level reading skills, and Other Reading Quizzes check comprehension of reading you assign in specific textbook series. For details, see the Renaissance Learning website.

an alternative to labeling, some schools have a rubber stamp made with the words "Book Level," "Interest Level," "Points," and "Quiz Number." They stamp the inside cover of each book and write in the information. To streamline book selection for younger students, you may want to color-code primary-grade 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. Label books for older students with plain labels instead.)

Make Sure You Have Enough Books and Quizzes

Once you begin implementing Accelerated Reader, you and your librarian can expect library circulation to rise dramatically. The chart on this page gives guidelines that will help you make sure your school has enough books to keep students fully occupied with reading practice. A deep and broad collection also ensures that students will find appealing books that will motivate them to read.

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, print the Summary Report to see how many students are reading at various GE levels.

Also make sure you have a Reading Practice Quiz for as many books as possible. If your school has the Enterprise edition of Accelerated Reader, you have access to every quiz available. Otherwise, you can order quizzes through vendors or our online store. In addition, your librarian may wish to order BookGuide. This program can be linked to your school library's circulation system to identify books in your collection that are missing quizzes, and quizzes you already own for which you need matching books.

Recommended Number of Books	
GE	AR Books per Student
0.0 – .9	10
2.0 – 2.9	8
3.0 – 5.9	5
6.0 – 8.9	4
9.0+	2

Figure Out Computer Access for Student Quizzing

We recommend that students take a quiz within 24 hours of finishing a book. If students have to wait longer to quiz and they 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 each classroom is optimum. If you have NEO 2s or mobile devices such as iPads, students can take quizzes right at their desks. After quizzing, students send their responses to AR software via a wireless receiver. The results are incorporated into the database and appear on reports as they normally would. You will also need a printer to print quiz results.

Arrange for Library Access

Students need easy access to the library so that as soon as they finish a book, they can select another. A pass system works well. It 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. (The Student Reading Log, which we describe in a later chapter, is often used as a pass.) Because circulation increases dramatically with AR, your librarian will likely need additional helpers, such as student and parent volunteers, to assist with book selection and checkout. We strongly suggest that you also have a collection of books in your room. These books must also be labeled. In some schools, the librarian augments classroom libraries by sending out rotating book collections in crates or on carts.

Prepare Your Room

Devote a corner of the classroom to books and reading. Create an inviting nook with squares of carpeting, beanbag chairs, and perhaps an old sofa. Organize books by level on shelves or in crates, and add a display of great reads, as recommended by peers. Depending on the age group you're teaching, you might include a catchy sign: "Starbooks Café" was one teacher's choice.
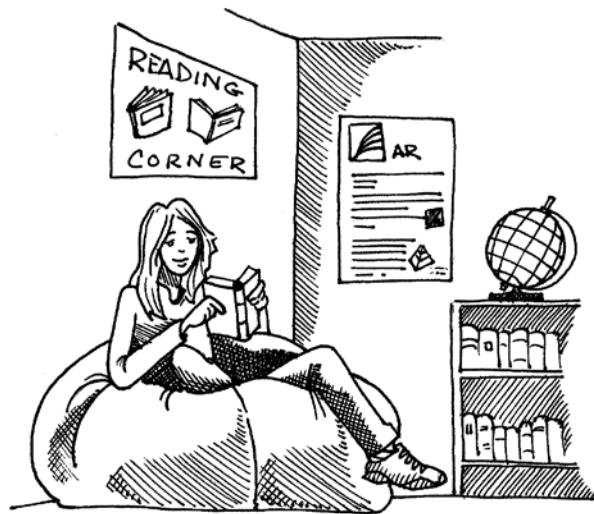
SUMMARY

ASSEMBLE RESOURCES

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

3

Personalize Reading Practice

The most exciting feature of AR 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 AR.

Use a STAR Assessment for Baseline Data

STAR Reading and STAR Early Literacy are reading assessments that give baseline data on each student's reading ability. To take a STAR Reading assessment, students need a sight vocabulary of at least 100 words; STAR Early Literacy is designed for students who are not yet reading independently.

Administer STAR assessments to students as early as possible in the school year. We recommend using a computer lab so that you can provide a quiet environment and your entire class can be tested at one time. Be sure to read the pretest instructions, which describe the testing protocol. Test administration must replicate norming conditions for scores to be valid. You'll find the pretest instructions by clicking Resources under the STAR Reading or STAR Early Literacy tab on the Renaissance Place Home page.

STAR Reading Spanish

STAR Reading Spanish is a computer-adaptive test that assesses students' 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.

Locate Each Student's Initial ZPD

In addition to providing information on a student's overall reading ability, STAR Reading also suggests a range of book levels for each student—a ZPD. The ZPD that is provided by STAR Reading 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 Real Time version of Renaissance Place, ZPDs will automatically appear on the AR Edit Reading Practice Goals page. These are based on a student's first STAR Reading score of the year. (If a student has taken additional tests, you'll see a drop-down list showing the date of each test and the student's score. If you select a different test score, the software recalculates the ZPD.) ZPDs are also listed on the STAR Reading Summary Report. See the illustrations on the next page.

If you do not have STAR Reading, use the grade-equivalent (GE) score from any reading assessment and the Goal-Setting Chart on page A10 or our online calculator to identify each student's initial ZPD. You can access the AR Goal Calculator via a link on the Edit Reading Practice Goal page or go to http://argoals.renlearn.com. If no test is available, estimate grade-equivalency by observing what the student is able to read.

Accelerated Reader ADMINISTRATOR USER, District 2011-2012

Home > Record Books and Goals > Class Manuals | Help | Log Out

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

Live Chat Support
Available

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: None ▼ 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

The suggested ZPD is a personalized starting place for reading practice. It is based on a student's first STAR Reading score of the school year.

Student	Grade	GE (Test Date)	Suggested ZPD	Average % Correct Goal	Average % Correct Actual	Daily Reading Time	Points Goal	Points Earned	Points % of Goal	Average ATOS Book Level Goal	Average ATOS Book Level Actual
Barber, Cody	4	3.4 (09/13/2011)	2.8 - 3.9	85 % ▼		None ▼					
Battle, Erika	4	4.2 (09/13/2011)	3.1 - 4.7	85 % ▼		None ▼					
Black, Holly	4	5.0 (09/13/2011)	3.4 - 5.4	85 % ▼		None ▼					
Delvalle, Armando	4	3.3 (09/13/2011)	2.7 - 3.8	85 % ▼		None ▼					
Duffy, Marilee	4	2.3 (09/13/2011)	2.2 - 3.2	85 % ▼		None ▼					

STAR Reading

Summary Report 1 of 2
Printed Monday, September 12, 2011 10:14:02 AM

School: Oakwood Elementary School Reporting Period: 09/01/2011 - 09/12/2011
(1st Quarter)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Class: Mrs. Fox's Class

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF#	ZPD	ATOS 2000	ZPD 2000
Anderson, Marcus	Mrs. Fox's Class	Fox, Susan	09/08/11	5	4.02	463	4.1	55	52.6	3.8	107	3.0-4.6	672	440-720
Aschenbrenner, Chris	Mrs. Fox's Class	Fox, Susan	09/09/11	12	4.03	281	2.4	12	25.3	2.2	65	2.2-3.2	351	289-479
Bell, Timothy	Mrs. Fox's Class	Fox, Susan	09/09/11	8	4.03	378	3.2	34	41.3	3.1	88	2.7-3.8	552	381-580
Bollig, Brandon	Mrs. Fox's Class	Fox, Susan	09/08/11	9	4.02	353	2.9	27	37.1	2.9	81	2.5-3.5	471	348-530
Chang, Michelle	Mrs. Fox's Class	Fox, Susan	09/08/11	6	4.02	460	4.0	54	52.1	3.7	106	3.0-4.5	672	440-701
Delacruz, Benito	Mrs. Fox's Class	Fox, Susan	09/08/11	14	4.02	257	2.3	8	20.4	2.0	59	2.2-3.2	281	289-479
Halden, Susan	Mrs. Fox's Class	Fox, Susan	09/08/11	3	4.02	580	5.5	79	67.0	4.7	134	3.7-5.7	80	561-888
Mailloux, Louis	Mrs. Fox's Class	Fox, Susan	09/09/11	10	4.03	338	2.8	23	34.4	2.8	77	2.5-3.5	471	348-530
O'Neil, Sarah	Mrs. Fox's Class	Fox, Susan	09/09/11	2	4.03	640	6.0	86	72.8	5.2	144	4.0-6.1	872	619-931
Riccio, Sara	Mrs. Fox's Class	Fox, Susan	09/07/11	15	4.02	174	1.8	2	6.7	1.1	44	1.8-2.8	103	202-401
Richmond, Angela	Mrs. Fox's Class	Fox, Susan	09/09/11	4	4.03	562	5.3	76	64.9	4.5	129	3.6-5.6	791	549-870
Santos, Juan	Mrs. Fox's Class	Fox, Susan	09/07/11	11	4.02	318	2.6	19	31.5	2.6	73	2.4-3.4	421	329-511
Stone, Lisa	Mrs. Fox's Class	Fox, Susan	09/07/11	7	4.02	394	3.3	38	43.6	3.3	92	2.7-3.8		
Thiess, Kimberly	Mrs. Fox's Class	Fox, Susan	09/08/11	1	4.02	889	8.1	97	89.6	6.6	190	4.5-8		
Unger, Jerry	Mrs. Fox's Class	Fox, Susan	09/08/11	13	4.02	271	2.4	10	23.0	2.1	63			
Average					4.02	424	3.7	45	47.4	1.7	98			

If you do not have Renaissance Place Real Time, you can find ZPDs on the STAR Reading Summary Report.

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Why ZPD Covers a Range of Levels

We express the ZPD as a range. Rather than tell you, for example, that a student should practice reading books at a 2.8 level, we might suggest a ZPD of 2.8 to 4.0. There are two reasons for this.

1. Identifying a student's ZPD is not an exact science. People are too complex, and the reading process too dynamic, for us to tell you precisely which level book would be most suitable for a particular child. Experiential background, vocabulary, culture, and interests all affect how hard or easy a book is to read.

2. It's important that students have a wide variety of books from which to choose. This allows them to pursue their interests and results in the most authentic and motivating reading experience.

We urge you not to strictly control students' choices within their ZPDs. While you might be tempted to have a student first read books at a 2.8 level, then a 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. The practice also severely limits a student's choices and turns reading into a chore. In Chapter 14, we describe best practices for advancing a student's ZPD in wider bands based on data.

How ZPDs Are Configured

ZPDs are based on a student's grade-equivalent score. 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. For example, if a student has a GE of 8.0, the suggested ZPD is 4.5 to 8.0. 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 non-instructional materials are written at a level below 6.0. 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.

Consider the situation in adult terms. While a college graduate might have a GE of 12.0+, books written at that level are likely to be textbooks. In contrast, Sue Grafton's mystery *A Is for Alibi* has a book level of 5.4. Stephen King's *The Shining* has a book level of 5.8, and John Steinbeck's *The Grapes of Wrath* has a book level of 4.9.

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

The ZPD is central to guiding 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. This is how reading practice is personalized—through your careful observation. 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 that fall within their range. (Most AR forms have a spot to record ZPD.) You will find that this kind of involvement builds a sense of self-control in students and is highly motivating. You will also discover that students acquire an understanding of what is the right level of challenge for them. As a result, students themselves can provide valuable input as you guide their reading practice.

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. It's just like seeing that personal trainer: if you are tired or distracted the day you go in for an initial assessment, his conclusions about your fitness level may not be exactly right. That's why the most important indicator of your capabilities is what you actually can accomplish in each training session. It's also why the best indicator of a student's reading ability is how well the student does with daily reading practice.

Once a student reads and takes quizzes on books within the suggested ZPD, you will begin receiving data from AR about the student's comprehension. The quizzes act like a heart monitor—they give you information that tells you how hard the student is working.

We know from our research that if a student is able to maintain an average score on AR Reading Practice Quizzes of at least 85 percent, the student is working at the 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, open up the higher end of the range from which the student is choosing books to encourage more challenging reading.

For example, let's say Accelerated Reader suggests a ZPD of 3.0 to 4.5 based on Sally's STAR Reading score. Sally reads two books—one at a 3.0 level and one at a 3.3 level—but she does poorly on the quizzes, averaging only 65 percent. Her teacher, Mrs. Brown, coaches Sally to summarize in her head what she's read each day, and to briefly review
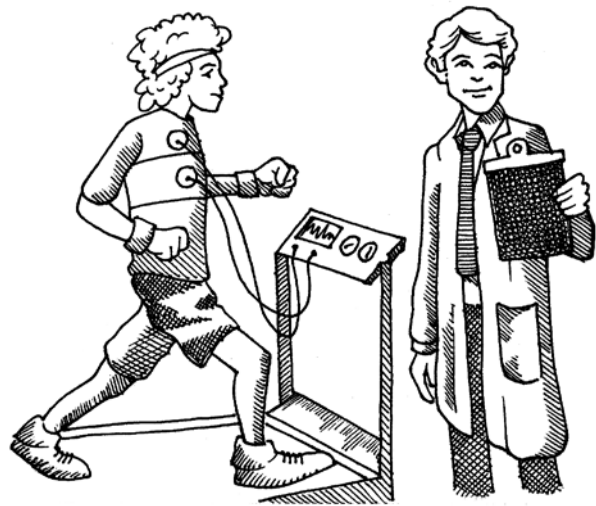
a book before she quizzes. However, Sally continues to score low. Mrs. Brown concludes that Sally's ZPD is a bit lower than the one suggested by STAR Reading and asks her to choose books with a book level of 2.2 to 2.8. Sally reads a number of books within this new range, averages above 90 percent, and gains confidence. Mrs. Brown has another conversation with Sally, who says she's ready to once again try harder books. Mrs. Brown guides her to books written at a level of 2.2 to 3.2. By opening up the top end of the range while keeping the low end the same, Mrs. Brown encourages more challenging reading but still allows Sally to read books with which she knows she will be successful. Once Sally's AR quiz scores indicate she has consistently good comprehension, Mrs. Brown will move up the bottom end of the ZPD as well. Think of a caterpillar moving forward: stretch the top, and then bring up the bottom. Also notice that Mrs. Brown doesn't confine Sally to a few book levels. She always gives her a range so that she can find a book that she truly wants to read.

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 State Standards. If students can read books above their current ZPD and pass the AR quizzes with at least a 60 percent score, that is a good thing. In fact, 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.

For example, let's suppose Eric's ZPD is 3.5 to 5.4. He gets lots of 100s on his AR quizzes, and his average percent correct is high—94 percent. But he develops an interest in geology and decides to read a couple of books written at a sixth-grade level. He doesn't understand everything in these books, but he does score 60 to 70 percent on the quizzes. His average drops. But with his teacher's encouragement, he keeps reading books above his current ZPD, while also reading books within it. As his skills improve, his scores on the quizzes for the harder books go up—meaning they aren't so hard anymore. He and his teacher agree that a more suitable ZPD for him now is about 4.0 to 6.5.

Why There Are No Rules

When you first start using AR, you may wish that there were more definite "rules" for establishing ZPDs and guiding book-level choices. The truth is, students are too individual for rules to work. When to recommend lower- or higher-level books, how far to widen a book-level range—these decisions depend on many factors. The only hard-and-fast guidelines we can give you are these:

- Get to know your students.
- Aim to keep them involved in reading practice that is successful and enjoyable, that builds confidence, and that advances their skills.

- Keep an eye on the data. If a student can maintain an average of at least 85 percent, he or she is working at the right level.

- Once students are consistently scoring high on AR quizzes within their ZPD, encourage them to stretch the top of their ZPD. Don't over-worry if their quiz scores initially drop for these more difficult books. Provide scaffolding as needed, and as quiz scores improve, bring up the bottom end of the ZPD.

ZPD and Emergent Readers

Students who are not yet reading independently will be practicing reading with books that are read to or with them. These emergent readers can also take AR quizzes, with the help of someone who reads the questions to or with them or with Recorded Voice Quizzes. You can use the AR data the same way you would with independent readers. 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 the 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. If a student wishes to read a book with new or specialized vocabulary words, make sure the load is not too heavy and provide extra support.

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. AR makes this easy. As we just described, you regulate the difficulty of a student's reading 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 measured the amount in time and 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 Renaissance Place Real Time, 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

If You Do Not Have Renaissance Place Real Time

Use the Goal-Setting Chart on page A10 or our online goal calculator 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 are in the appendix.

In this way, point goals are individualized, fair, and realistic. For example, let's suppose a teacher schedules 30 minutes a day of 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're 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.

In order for the software to calculate goals, you must follow a few simple steps. These are outlined below. Refer to the image of the software screen that is on the next page as you read through the steps. The numbers on the screen correspond to the step numbers. Instructions are also provided in the appendix.

Step 1: Use the drop-down lists to choose your class and marking period. Before you can set goals, someone with administrator access must enter the school calendar, including marking periods, in the software. Make sure that breaks, holidays, and other days off have been identified. 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. As a default, the average-percent-correct-goal is 85 percent for all students. It can be increased in increments of one up to 90 percent. If you wish to increase the average-percent-correct goal for all students—so that, for example, all students have a goal of 90 percent—choose that value from the drop-down list and click Update all students. Alternatively, you can change the goal for some students by clicking the drop-down list that is in the average-percent-correct goal column.

Step 3: Select the number of minutes of daily reading practice time you provide. If all students in your class are given the same amount of time, choose from the following options: 15, 20, 25, 30, 35, 45, or 60 minutes. Then click Update all students. If some students get more or less time, use the drop-down lists in the daily reading time column. The software will immediately calculate individualized point goals based on the number of minutes you indicate. Bear in mind that 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 outside of school.

Step 4: Review the point goals. Use your professional judgment. 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 14.

Step 5: Click Save.

Accelerated Reader   ADMINISTRATOR USER, District   2011-2012

Home > Record Books and Goals > Class   Manuals | Help | Log Out

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

Live Chat Support
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1

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

Marking Period: Marking Period 1 | Select Marking Periods

2

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

3

To set goals, first select
your class, marking
period, an average-percent-
correct goal, and the number
of minutes scheduled for
reading practice.

Cancel   Save

Student	Grade	GE (Test Date)	Suggested ZPD	Average % Correct Goal	Average % Correct Actual	Daily Reading Time	Points Goal	Points Earned	Points % of Goal	Average ATOS Book Level Goal	Average ATOS Book Level 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				
Student	Grade	GE (Test Date)	Suggested ZPD	Goal	Actual	Daily Reading Time	Goal	Earned	% of Goal	Goal	Actual

4

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

Cancel   Save

5

Make sure students know their point goal and write it down. In Chapter 5, we'll 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 14.

You may find that some students and parents question the idea of setting different point goals for different students. If they do, you might use the analogy with them of the track star and the novice runner. To expect the novice to cover the same amount of ground as the track star would be setting him up for failure. Asking the track star to only run as much as the novice would be unfair to the track star: she likely would never reach her full potential.

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 on page A10 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 a sixth grader with a GE of 12.0 as reading solidly "on grade level" or 6.0. If you look at the Goal-Setting Chart or the goal calculator below, you'll see that 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.

You'll find a link to the calculator on the Edit Reading Practice Goals page and at **http://argoals.renlearn.com**.

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 as part of their reading practice and they have taken a STAR Reading Spanish assessment, you can use the Goal-Setting Chart for Reading in Spanish, which is in the appendix, to set point goals for Spanish reading. A couple of things to keep in mind:

- Because 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. The goals on the chart are based on scaled

scores. Consider these to be estimates, and set point goals that are realistic for individual students.

- If you're 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, suppose you schedule 30 minutes a day for reading practice. You want your student Jose to spend about half of his time reading in English and half in Spanish. He'll do that by reading a book in English, then a book in Spanish, then a book in English, and so on. Let's say he reads at a 2.0 level in English. The software automatically shows a point goal of 9.5 for 30 minutes of reading in English for a native speaker at a 2.0 level. Since Jose is only spending about half his time reading in English, you divide that number in half (4.7) and then reduce it by about a third to reflect Jose's slower reading pace in English. That comes to about 3.1 points for reading in English. For a Spanish reading goal, you consult the Goal-Setting Chart for Reading in Spanish. Jose's scaled score on STAR Reading Spanish is 510. The chart suggests a goal of 8.0 points for 15 minutes of reading in Spanish. Thus, Jose's total point goal for English and Spanish reading is 3.1 plus 8.0, or 11.1 points.

Adjusting Point Goals for ELLs and Others
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 14.

Adjusting Points 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 way 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.

SUMMARY

PERSONALIZE READING PRACTICE

- 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, the more students are engaged in reading, the greater the gains, up to about 65 minutes, at which point the rate of gain slows down. Note that we use the word "engaged." Engaged reading time means the amount of time a student actually spends reading. Accelerated Reader software measures that by looking at the number of points a student has earned taking AR quizzes. In other words, points are evidence of time spent reading. In the next chapter, we explain that calculation and show where it's reported. The important thing to notice here is that gains leap when students are actively engaged in reading at least 15 to 24 minutes a day. Because students have to spend some time choosing books, taking quizzes, and so on, most schools find that they need to schedule at least 35 minutes of in-school reading practice in order for students to achieve adequate engaged time. We refer to this aim as 35Z90: 35 minutes of reading practice in the zone of proximal development with 90 percent comprehension. And remember that "practice" means reading AR books that students select themselves and is in addition to the reading students do in reading series or other instructional materials.

Impact of Engaged Reading Time on NCE Gain, Grades 1–12 (n = 2,263,359)
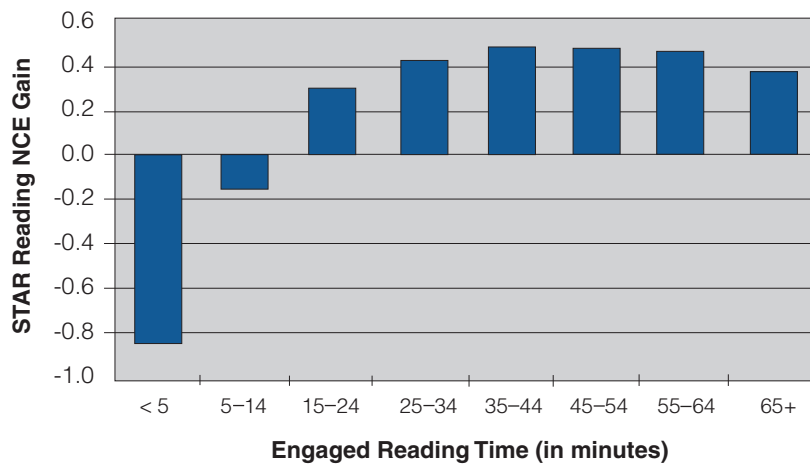
Make In-School Reading Practice a Priority

Finding 20 to 35 minutes a day to devote exclusively to reading practice can be a challenge. But as with all goals, the stronger your commitment, the more likely you are to achieve success. 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. This is because students can readily receive assistance when books are read in tandem or aloud. In addition, listening comprehension is typically better than reading comprehension. 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. This paired reading technique helps students transition into more difficult material and is highly motivating. We describe it in detail in Chapter 17.

Quizzing on Books Read To or With a Student

Make sure students read and quiz in the same way. 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. If the TWI preference is turned on, you will see this percentage on the Diagnostic Report. (An example is on page 39.)

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 on page 64.

Once students reach third grade, most students should be reading independently, with only about 10 percent of their points earned for books read to them—unless, that is, 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. Still, the bulk of even a struggling reader's reading practice must be done independently if the student is to make gains.

Plan a Successful Start

No matter the activity—whether it's exercise, gardening, learning to speak a foreign language, or reading—success is the most effective motivator. Therefore, it's critical that students experience success with their first AR books. Here are some suggestions.

- For the first AR experience, read a short, engaging book aloud to the entire class. Make sure the book easily fits the skill level of all students. Project the quiz and take it together.

- Talk about and model self-monitoring as a strategy for good comprehension. Tell students to ask themselves, "Am I understanding what I am reading?" If not, advise them to slow down, reread, read ahead, 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.
  - Briefly review the 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—with you 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 twice and all four answer choices.
  - Paraphrase a question if necessary.

SUMMARY

SCHEDULE TIME FOR READING AND QUIZZING
- 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

AR gathers data, but you must act on that data if students are to achieve maximum reading growth. We describe here a few strategies for keeping an eye on reading practice and applying thoughtful direction. The most successful AR teachers make these a routine part of their reading practice program.

Have Students Keep a Daily Log

A handwritten 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 visible and helps them see how much they have accomplished. AR students are proud of their logs and love to show them to parents and visitors.

Use the Log As a Record of Reading Practice
We have designed logs in English and Spanish that you can print from the software, or you can copy one of the reproducible forms that are in the appendix. We show an example of how a log might be filled out on the next page. You can also create your own form. 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.** This includes the title, quiz number, book level, point value, and a designation of fiction or nonfiction. Having the quiz number handy helps students locate quizzes in the software. Book level and point value enable you to compare the book's difficulty to the student's ZPD. Knowing whether a book is fiction or nonfiction 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.

- **A record of the student's daily reading.** This includes the date and the number of pages read that day. With this information, you can 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. In our example, we show one way a student might 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. See Chapter 3 for information about setting personalized point goals.

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	F/NF	Date	Pages Read Begin - End	Total	Teacher Review/ % Correct	Teacher Notes
8566	THE FOXMAN	4.9	3	f	11/9	1 - 9	9	ES	
					11/10	10 - 26 / 27 - 69	17 / 43	ES	I'm glad you're reading at home
					11/13	70-86	17		
					11/14	87-109	23	ES	
					11/15	110-119	10	100%	Excellent!
60700	HARRY HOUDINI	6.9	3	Nf	11/16	1-18	18	ES	Looks interesting!
					11/17	19-31	23		

Reproducible Form © 2010 Renaissance Learning, Inc.

Student Reading Log
A log helps students keep track of their reading. It also works well as a library pass.

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. This planned and thoughtful guidance is what makes AR different from sustained silent reading. It puts the "guided" in guided independent reading, and is essential to students' reading progress.

Because you are checking each student's "status"—that is, what the student is doing during that particular reading practice period—we call this check-in procedure Status of the Class. To get the most out of AR, take Status of the Class 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.

Status of the Class Procedure
Establish an efficient monitoring routine to ensure your AR time will be productive. 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 and 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."

Whatever method you use, emphasize with students that it's important to take a quiz soon after finishing a book so that the quiz results accurately reflect their comprehension and they can move on to another exciting book. Also make sure students are quiet and orderly so that their classmates can concentrate on reading.

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

First: Students ready to take a quiz. Check the student's reading log to make sure he has indeed read the book he wants to quiz on and his pace seems reasonable. (If a log shows a student has "read" a 1,000-page book overnight, that's a red flag!)

Second: Students who have taken a quiz and are ready to choose their next book. This is the point at which you'll ask yourself, "Was the book the student just read too hard or just right?" It's also a good time to have a brief conversation with the student about his reading experience and the kind of book he would like to read next.

To help you guide the student to a good choice, AR provides a report called the TOPS Report. An example is on the next page. It 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. If the preference in the software is turned on (which we recommend), a TOPS Report will print automatically after a student finishes a quiz. Instructions for turning on the preference are in the appendix. Have students show you their TOPS Report right after they quiz so the two of you can talk about their next book choice.

Third: Students who are reading. If a student is just starting a book, check to see if the book level is within the child'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? Your goals with students as they read are to see if they are having a successful and enjoyable experience, to reinforce comprehension skills, and to motivate them by providing individual attention.

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, put an example of the TOPS Report on an overhead projector or whiteboard and go over it as a class. Have students locate and circle the following pieces of information:

- *The number of questions answered correctly.* Very young students may not know what a "percent" is, but can usually understand what "3 out of 5 means," especially if you also show concrete examples. ("The teacher ate 3 out of 5 cookies.")
- *The score on the quiz.* Tell students that this number shows how well they

understood what they read. Teach students to aim for scores of 90 percent or 100 percent.

- *Book level.* This indicates how hard the book is. Remind students that, most of the time, the book level must be within their ZPD.

- *The number of points earned.* Explain to students that points tell them how much reading practice they are getting. If you set point goals in the software, the TOPS Report will show a student's point goal for the marking period. Teach students how to compare the percent of their point goal that they have achieved with the percent of the marking period that has passed. This is a way for them to see whether they are on track to meet their goal.

Accelerated Reader

Reading Practice TOPS Report
for Matthew Bosley
Printed November 5, 2012 1:02 PM
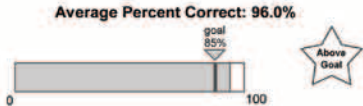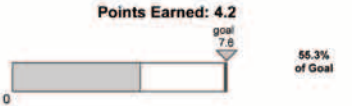
School: Oakwood Elementary School
Class: Grade 4 (Adams)

Grade: 4
Teacher: Mrs. M. Adams

What I Read	**How I Did**
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% ● ● ● ● ● *Terrific, Matthew!* Points Earned: 0.5 of 0.5

My Progress in Marking Period 2
10/11/2012 - 11/21/2012 (48% Complete)

Average Percent Correct: 96.0%
goal 85%
0   100
Above Goal

Points Earned: 4.2
goal 7.6
0
55.3% of Goal

Average ATOS BL: 2.8
goal 2.6
0   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

Reading Practice TOPS Report
This report gives you and your students immediate feedback about the quiz just taken and shows cumulative data. It can be printed in English or Spanish.

If You Don't Print the TOPS Report

The TOPS Report is a critical tool for daily monitoring, so if you decide not to print it after every quiz, 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." An example is below. Students record the title and quiz number of the book they are reading, its book level and point value, and the number of pages read each day, as they do on the other reading logs. In addition, they record progress data in the columns under "My Progress." Students can get this data by clicking "Progress" on their Home page after they take a quiz. Have them 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 on their log. Have students show you their 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.

If you do not print TOPS Reports, use this version of the Student Reading Log.

Have students copy their quiz score and progress data onto their log so that you both can view it.

Students can find their progress data on the Progress page once they are logged in.

Use Status of the Class to 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 Status of the Class 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. Here are suggestions for what language to use.

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 need to read within your level."	"It's okay to read a few books outside your ZPD, but to get better at reading, most books must be within it. If you read this one, how about we say the next three books must be within your ZPD? If you get high scores, we'll move you into harder books."
"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 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

Taking Status of the Class, reviewing reading logs, and checking TOPS Reports will help you keep an eye on students' daily work. In addition, we recommend that once a week you look at a summary of each student's overall performance, as well as that of the class as a whole. Doing so will help you spot trends so you can intervene with students who are having trouble.

The Diagnostic Report for Reading Practice Quizzes gives you this information. Take a look at the example on the next page, and you'll see that the report lists every student in the class and notes their average percent correct on AR Reading Practice Quizzes, points earned, and average book level. Notice, too, that the software displays a diagnostic code to alert you to students who likely need your help. Individual goals are also shown, along with each student's progress toward his or her goals. In addition, the report can indicate how much of the student's reading practice has been with fiction, and how much has been done independently. (To have the percent of independent

reading displayed on the report, you must turn on a preference. See the appendix for instructions.)

We recommend that you review the Diagnostic Report once a week, and that you set the reporting period from the beginning of the marking period to the current date. You can also choose to sort the report by average percent correct. As you gain experience with AR, 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.

Accelerated Reader

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. Codes	RP Quizzes Passed	RP Quizzes Taken	% Correct Goal	% Correct Avg.	Points Goal	Points Earned	Points % of Goal	% Read Indep.	% Fiction	Engaged Time Per Day[a]	ATOS BL Goal	ATOS BL Avg.	ATOS 2000 Goal	ATOS 2000 Avg.	Certification Working Toward
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	96.0	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	96.0	23.2	26.0	112.1	100	100	36.2	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	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 ½ median points (½ 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%

Students At Risk: 2 of 10 (20%)

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%

◆ Trouble value

[a] 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 [...] points earned in Accelerated Reader. Score not reported unless the student tested with a STAR assessment within the current or previous year.

Diagnostic Report

This report provides data on each student's progress toward goals as well as engaged time. It can be sorted to show only English quizzes, only Spanish quizzes, or both. Review this report weekly to monitor student work and identify those who need help.

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. Below is a chart that lists questions for you to consider when a student's average is low, along with actions to take in response.

Below 85%? Questions to Consider	Actions
• Is the student reading within his ZPD? • Does the student know his ZPD?	• Get the student's suggested ZPD from STAR Reading. Explain what the ZPD means, and have the student record it on his log. (Young students may need to record every number within the range, for example, 1.5, 1.6, 1.7, etc.) Teach the student how to check if a book level is within his ZPD.
• Does the student understand the importance of good comprehension as reflected in high quiz scores, or is he focused on earning 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.	• Go to the Edit Reading Practice Goals page in Accelerated Reader to set a personalized point goal for each of your students. If you do not have Renaissance Place Real Time, use the student's GE score on STAR Reading along with the Goal-Setting Chart or online calculator to set goals.
• Has the student been reading books within his ZPD but still scoring low?	• 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 his next few books from this new low end. For example, if the student's current ZPD is 3.0–4.5, widen the ZPD to 2.5–4.5. Help the student find books he is interested in within a book-level range of 2.5–3.0, and watch the quiz results carefully to see how he does.
• Is the student an English language learner struggling with unfamiliar vocabulary and subject matter?	• 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 student's ZPD as described above or help the student select another book with more familiar vocabulary.
• 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?	• 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 during Status of the Class and help them practice the strategies you teach.

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
• Has the student been in class for the entire marking period, or did she enroll partway through? • Has she been absent frequently? • Does the software "think" the marking period is longer than it is because breaks have not been identified in the school calendar?	• Adjust her point goal to reflect her time in school.
• Does the student know how many points she is expected to earn?	• Set the student's personalized point goal as explained on the previous page. Make sure she writes her goal on her reading log.
• 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?	• 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, as described on the previous page.
• 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.	• Wait to see how the student does on the quiz.
• Is she reading more slowly than average because she is an English language learner?	• Make sure that 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.
• 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?	• Talk with her about her interests. What does she like to do with family? With friends? On her own? Work with the librarian or use the AR search tool on our website to locate titles that match the student's ZPD and interests and are at an appropriate length. Make sure the interest level is suitable for the student's age. • If you have trouble finding suitable books in the school library, talk with your principal and librarian about how to increase the collection.
• Is the student an unmotivated reader?	• 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.

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, as summarized in the Goal-Setting Chart, 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 page 41 for additional causes and remedies.

SUMMARY

MANAGE EACH STUDENT'S READING PRACTICE

- 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 TOPS Reports.
- 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.

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Put Comprehension First

A flood of research supports the critical role that reading practice plays in building reading skills, improving test scores, and preparing students for college. A study of 174,000 students in 32 countries, for example, revealed that time spent reading books is the single best predictor of academic achievement, more highly correlated than even socioeconomic status or ethnicity. But what must that practice be like? 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. The chart below shows the effect of high comprehension on reading gains. An NCE of zero indicates normal growth—one year of growth in one year. As the chart shows, students with low comprehension— that is, averages below 75 percent on AR 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 of at least 85 percent. An average of 90 percent is optimal because it puts students solidly into the range of averages associated with the most growth.

Impact of Average Percent Correct on NCE Gain, Grades 1–12 (n = 2, 284,464)
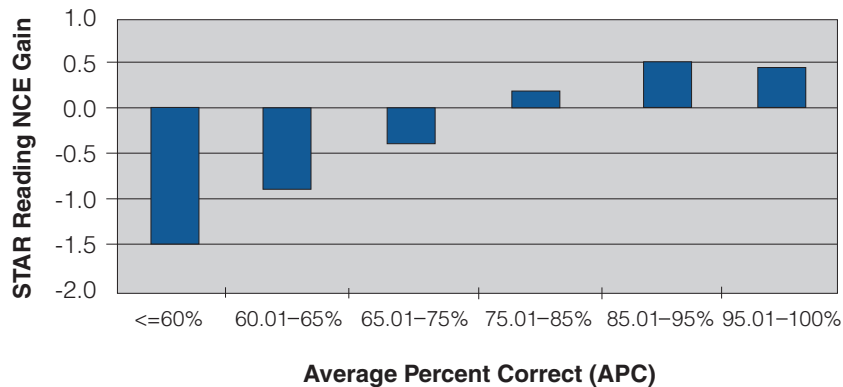
How to Ensure Good Comprehension and High Averages

To achieve high averages, students must have high scores on most of their AR quizzes. A high score indicates that a student understands the key points of a book. It also means the student is reading within a good learning zone. Here are ways to ensure that students reach these high levels 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

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occasionally challenge themselves and read above their ZPD, most of their independent reading practice should be with books they can comprehend well.

Monitor consistently and in a timely fashion. Take Status of the Class 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 Status of the Class. Students do not automatically know what to do to help themselves understand text. Research in the field of reading confirms that comprehension strategies must be taught. AR gives students a tremendous opportunity to apply comprehension strategies during independent reading and for you to reinforce them during Status of the Class. There are many books available on good comprehension strategies, but a couple of the most basic strategies are the following:

- *Self-monitoring.* Model what good readers do when they have trouble understanding a passage. Show how you would slow down, reread, read on, or ask for help. Give students sticky notes and ask them to flag passages they find hard to understand on first reading. When you take Status of the Class, 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 on page A21 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.) Model the strategy and check to see how students are doing with it as you take Status of the Class.

Help students transfer the skills you teach during your instructional period to their AR books. 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 AR book that they do not know but can figure out using context clues; as you take Status of the Class, ask students which words, phrases, or images helped them figure out the meaning of the word. If you have been teaching story elements, ask students to think about the central conflict in their book; discuss the conflict briefly as you take Status of the Class.

Teach quiz-taking strategies. Encourage students to pay close attention to AR quizzes. Teach them good 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. Provide English language learners with a program that will bolster their understanding of English. 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 AR, however, this idea has proven to be too simplistic. Our research shows that when students' averages drop below 65 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.

SUMMARY

PUT COMPREHENSION FIRST

- 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 Status of the Class.
- Teach good quiz-taking strategies.
- Don't overly restrict students' book choices.
- Don't emphasize points over comprehension.

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. A budding musician needs to be able to play more tunes, more nimbly. 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 our students. They can read and read, but if they don't see the progress they're making with reading, they become discouraged or indifferent and resist reading altogether.

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

A reading log, as described earlier, helps students see how much reading they are doing every day and is a concrete reminder of how many books they have read. You can also periodically print a Student Record Report, or students can print the report themselves. This report lists each book a student has read and the student's quiz score. See the example below.

The TOPS Report (see page 36) 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 appendix for instructions on how to print the TOPS and Student Record reports.

Student Record Report
This report provides a summary of a student's reading practice, with details about each book read and scores on all quiz types. Both you and the student can print this report.

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. 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. When they click "Scores" at the top of the screen, 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.
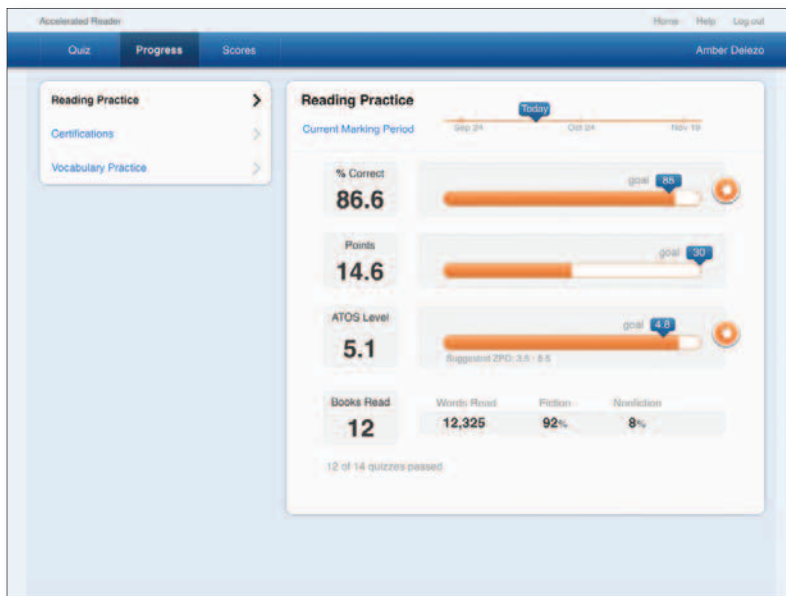
After they log in, students can click Progress at the top of the page to see their progress data or click Scores to see their reading history.
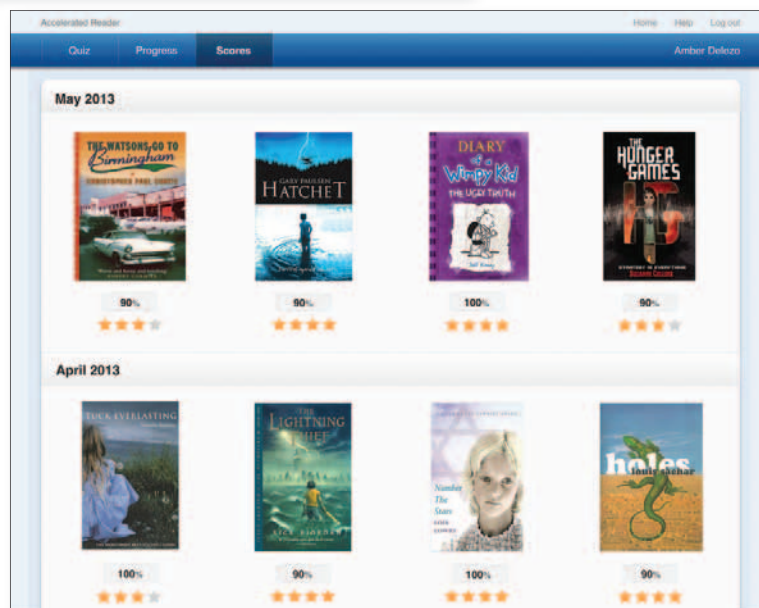
Have Students "Collect" Success

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

Effective AR teachers establish a special place in their classroom where they display and celebrate student achievement. The best visuals show 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.
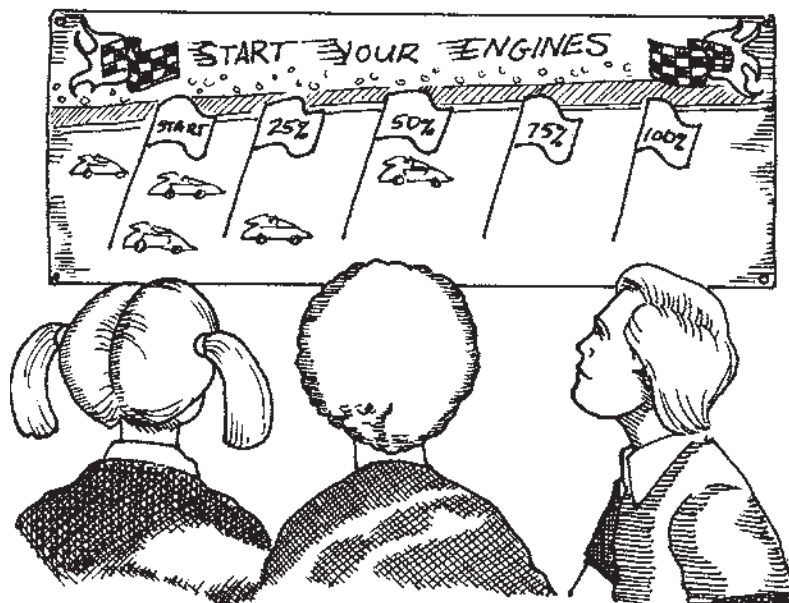
When 25 percent of the marking period has gone by, list the names of the students who have achieved 25 percent of their point goal in the 25% of Goal section. When 50 percent of the marking period has gone by, move the names of the students who have reached 50 percent of their point goal to this section, and so on. Many teachers use a theme for this display, such as Reading Rockets or Reading Stars.

You can also establish a 90 Percent Club. List the names of students who achieve an average of at least 90 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 above, it celebrates the work of students who meet their individual goals and frequently is based on 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

If you have the Renaissance Place Enterprise version of Accelerated Reader, your students are able to view their daily progress from any computer with Internet access using a feature called Renaissance Home Connect. Students can also see all the books they've read so far and find new books to read. Through Renaissance Home Connect, parents and guardians can share and reinforce their children's success and thus help keep them motivated. Parents also 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. These are individualized and include the web address along with login information for the student and his or her parents. The appendix has instructions for printing the informational letter and for logging in.

SUMMARY

MAKE SUCCESS VISIBLE

- 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.

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Spread the Joy of Reading

Books are magical. They have the power to teach, to move, and to enthrall. They transport us to faraway places, ignite our imaginations, and challenge our minds. However, many students have never had these experiences. They rarely choose to read, and when they do, it is unrewarding, either because reading is too hard or because it does not invoke an emotional or intellectual response.

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. For primary-grade students, listening to books read aloud is, of course, one of the beginning steps in learning to read, but even high-school students love this activity.

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 also 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. The most effective ones emphasize reflection and personal response. 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 Book with AR BookFinder

A surefire way to turn a student on to reading is to introduce him to just the right book. AR BookFinder is a free online tool designed to help you do that. With it, students, parents, teachers, or librarians can do the following:

- Search for books that have a corresponding AR 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

AR BookFinder helps students—either on their own or with the assistance of parents, teachers, and librarians—identify books that match their interests, maturity level, and ZPD. They can then bring a list of those titles to the school library, public library, or bookstore. In addition, parents can find titles for gifts or reading aloud to their children. Teachers can quickly view details that help them see if a book is suitable for an individual student or for reading to their class. In addition, teachers who have BookGuide, which is a separate software program, can create book lists that students and parents can access through BookFinder. To use AR BookFinder, go to www.arbookfind.com.

SUMMARY

SPREAD THE JOY OF READING

- "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 in which students can share personal responses to books.
- Use AR BookFinder to help match students and books.

Managing AR
in Your Classroom

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Student Routines and Responsibilities

When AR 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. That way, no minutes are wasted when AR time comes around. Alternatively, instead of passing folders out every morning, have students keep their folders in a certain corner of their desk. (Even if you have multiple classes throughout the day, students can still keep folders in the desks. Use folders of different colors for different classes.) Students can log any additional reading they do outside of AR time—when they're finished with an assignment, for example.

Reading Practice

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

1. Get out your reading log and AR book.
2. Record the beginning page for the day's reading on the log, 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 AR time is over, write down the number of the page where you stopped, put your log back in your AR folder, and put the folder away.

Some teachers like to signal the start of AR time by having students do a special AR chant. Other teachers say something like, "It's AR time. You have one minute to sit down, get your folder out, jot down the date and page, and get your nose in your book." If the teacher sees a student is not settling down, she approaches the student quietly and gives a gentle warning, "Jill, 15 seconds left." After awhile, the teacher need only say, "It's AR time," and students know what to do.

Taking Quizzes

Students must follow an established procedure before taking a quiz. You want to make sure that students have read the books they want to quiz on, and have equal and timely access to computers. The routine that you set up will depend on how many computers you have in your room and whether there is typically a wait time to use them. In lower-grade classrooms, for example, computers are usually in heavy demand since beginning readers tend to read many short books.

- Instruct students to come to you before quizzing and show you their reading log. You review the student's reading history with the book he's ready to quiz on 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. Here is yet another method:

  1. Students decorate their folders so they are easily identified. They also write their name in large letters on the front.

  2. When ready to quiz, a student shows you his log. You give the student permission to take a quiz, and the student places his folder at the bottom of a stack next to the computer.

  3. You keep your eye on the stack, and let a student know when his folder reaches the top. Students also have permission to tap the next person on the shoulder if you are busy.

  4. If a student has time during another part of the day—after finishing an assignment, for example—and you see his folder at the top of the stack, send him to the computer to quiz.

- 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 NEO 2 or Mobile Devices

If your students take quizzes on NEO 2s or mobile devices like the iPad, you may need to adjust your quizzing routines. Be aware, first of all, that TOPS Reports will print on whichever printer is connected to the computer with which you manage AR. We strongly recommend that this printer be situated inside your classroom so that students can retrieve TOPS Reports immediately. In addition, make sure that students have a quiet environment in which to take quizzes. If students use NEO 2s or mobile devices at their desks, you can create a screen out of two folders that they can put around them to minimize distractions. Alternatively, you can create a special quizzing area in your room, and students can bring their NEO 2s or mobile devices there to quiz. For software instructions related to quizzing on the NEO 2 and mobile devices, see the appendix.

Taking TOPS Reports Home

Besides providing the student with instant feedback, the TOPS Report is a communication tool between school and home. We recommend that TOPS Reports be sent home in a separate school-to-home folder—not the AR folder—that may contain other student work for parents to see. (Some teachers send work home daily; others do it once a week.) The reports don't need to come back. You can access the data they contain from other AR reports.

SUMMARY

STUDENT ROUTINES AND RESPONSIBILITIES

- Give students folders in which to keep AR materials.
- Teach students efficient routines for reading quietly and taking quizzes.
- Send TOPS Reports to parents in a school-to-home folder.

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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

Taking Status of the Class during AR 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. Many teachers choose Fridays. Look to see which students have an average below 85 percent or a diagnostic code. Highlight their names, and talk to them first on the following Monday during Status of the Class. Check off their names as you speak with 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 onscreen every day, either just before or after AR time. Have any diagnostic codes popped up? Have any averages fallen? This is not a substitute for Status of the Class, but an additional way to closely monitor students' day-to-day work.

Alternatively, you can look at the Class Record Book onscreen every day before taking Status of the Class. 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 on pages 47 and 48, 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 AR 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.

SUMMARY

TEACHER ROUTINES

- 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.

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.

In this chapter, we talk about the connections between AR and RTI. To implement Accelerated Reader with fidelity, be sure to read the rest of this book, which explains best practices in more depth.

A Reading Practice Program for All Tiers

Here's how Accelerated Reader looks in each tier.

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 AR 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 additional help—an "intervention"—in addition to core instruction. Although you may be tempted to replace AR reading practice time with an intervention class, we urge you not to do so. AR 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 AR time with their regular homeroom or language arts class and their intervention class, thus getting a double dose of practice. Students in intervention often need more guidance choosing books and more comprehension support as they read. They benefit from close personal monitoring during Status of the Class, and they may need to have books read to and with them in addition to reading independently.

**Successful Reader:
A Tier 2 Intervention**

Renaissance Learning's intervention program, Successful Reader, combines guided independent reading practice with an instructional Book Club, during which students listen to high-quality, high-interest literature and develop comprehension and vocabulary skills. The program thus provides both instruction and practice for students who are struggling. For more information, see the Renaissance Learning website.

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 AR Data to Assess Your Core Instruction

AR 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. For example, 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 AR. As you deliver reading instruction, monitor your students' reading practice with AR 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 AR 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 AR Data to Data-Team Meetings

Include AR data as part of the body of evidence you bring to data-team meetings. AR 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 AR 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 AR 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

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help him find books that he's interested in reading. Henry's teacher monitors his progress as she takes Status of the Class. 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 AR 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

Renaissance Learning's 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 and make plans. The software also enables you to set intervention goals and keep track of student progress over time. The Enterprise version of STAR Reading also provides an Instructional Planning Report and the Core Progress learning progression for reading, which can help you plan instruction for students in all tiers. For more information, see *Getting the Most out of STAR Enterprise*, which is available through our website.

SUMMARY

THE RTI CONNECTION

- 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.
- AR boosts the reading achievement of all students in all tiers.
- Include AR data as part of the body of evidence you bring to data-team meetings.

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. How can nonreaders, these teachers ask, practice reading? How would I match them with appropriate books? Is it wise to give up instructional time at this critical learning-to-read stage? And how can I keep students engaged in productive experiences with books when they barely know which side of the page is up?

We have found, however, that once teachers of emergent readers incorporate AR best practices, they and their students experience great success. Students learn to read faster and better, and become avid readers along the way. This is because Accelerated Reader brings to emergent readers the same benefits it brings to independent readers: a program that provides for, monitors, and motivates reading practice and gives students the opportunity to develop their skills at their own pace. There are additional advantages for emergent readers. Children learn and practice reading skills in the context of meaningful reading experiences. As they select books that interest them—either to read on their own or have read aloud to them—reading becomes purposeful and rewarding in a very personal way. Research tells us that it is these children, who choose to spend time reading because they love books, who become the best readers.

In this chapter, we describe how Accelerated Reader can best be used with emergent readers. While we focus on kindergarten through grade 2, bear in mind that the same principles apply to students of any age who are just learning to read.

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.
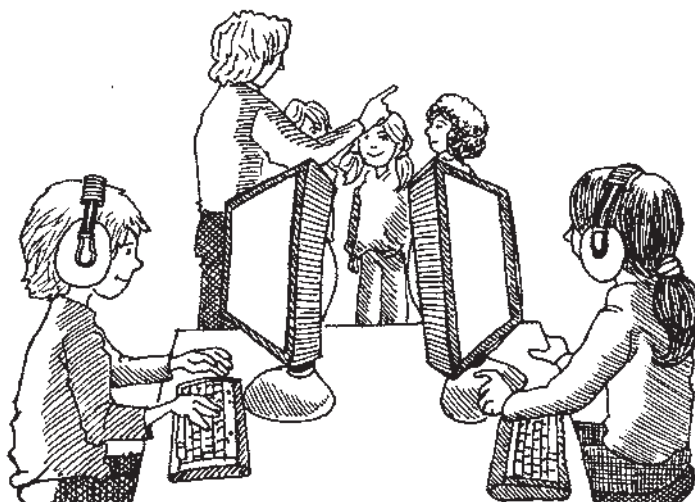
- The Reading With component serves as a bridge from listening to stories read aloud to reading them alone. It also can be used to assist independent readers as they move into more difficult texts.

- 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. For this reason, we recommend you start students out with short periods of reading practice and gradually increase the time as a way to develop their stamina. Below are some general guidelines. Keep in mind that not all students will fit them. For example, kindergarten teachers may have students who can read independently for 15 minutes or more. Conversely, third-grade teachers may have students who cannot read independently at all. Therefore, these are not "rules." Tailor the amount of time scheduled for Reading To, Reading With, and Reading Independently according to the needs of your students.

This chart also reflects the fact that as students move toward 30 or 35 minutes of daily independent reading, you will likely continue to read to the class as a whole and some students may be reading with a buddy.

Suggested Amount of Time 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

Because reading is the dominant subject in the primary grades, you probably already devote substantial amounts of time to it. 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 AR quizzes so that 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. For example, 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.

Parents

Parents are often eager to help out in school when their children are in the primary grades. You may want to ask your parent organization to assist with enlistment, or you can 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.

Adult Tutors

Other adults, especially senior citizens, frequently look for volunteer opportunities. Reading to and with students is a specific, appealing task. Senior citizen groups can help you sign people up.

Student Tutors

In some AR schools, groups of older students—five sixth graders, for example—team up with primary classes and help out in various ways, according to what's needed each day. Sometimes entire classes are paired so that each younger student has an older student all to him or herself. Tutors begin the year by reading to students and then later read with them as skills develop.

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 also strongly recommend that books be labeled. At the primary level, some teachers use colored dots to indicate different book levels. (See page 18.) However, since ZPDs usually don't correspond exactly to a colored-dot system, many teachers find it better to label books with the numeric book level. Once students are reading independently within a ZPD, teach students to choose books at any level within their ZPD. 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.

Quizzes for Early Readers

To increase the number of early-reader books with Reading Practice Quizzes, we now have quizzes that consist of only three questions. The questions may be based on either text or illustrations, and each question has three answer choices.

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 in Chapter 1, 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 AR 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.

> **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.

When you introduce students to Accelerated Reader and are taking them through the process of reading and quizzing as a group, which we describe a little later in this chapter, choose books with which all students will be successful. But once students are having books read to or with them individually, either at home or with an in-school reading buddy, keep them engaged with books in their ZPD in order to maximize reading growth. Let's say, for example, that you have been reading books aloud to your class that 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 the books you've been reading to the class. 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. In her case, you would try different book levels and types of books until you find the range within which she can maintain at least 85 percent on quizzes.

One way to guide students to books at an appropriate range of levels is to display an array of books written at those levels on a table and ask students to choose from them. If students are paired with reading buddies, ask the buddies to help students find books that interest them and are within their ZPD. As mentioned earlier, once students are reading independently, they can choose books themselves by checking the book level on the label.

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.

A simplified log you might like to use with kindergarten students is shown above. 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. Some teachers reduce the size of the log, copy four to a page, and make small booklets tied with yarn that students can take home to their parents.

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 and makes their success visible.

Accelerated Reader Enterprise

Reading Log | Read To | Read With | Read by Myself

Book Title

Author

Reproducible Form © 2013 Ren

Introduce Parents to AR

At the beginning of the school year, have an initial meeting with parents about AR 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 Chapters 3 and 14, 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. Our research shows that practicing reading with a high level of comprehension leads to the most reading growth.

Points

Points are a measure of how much reading practice students are doing. 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 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 Chapters 3 and 14.

	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

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. Certification levels take students through a sequence of increasingly difficult books and correspond to important benchmarks in a student's reading development. If you enter certification goals in the software, it keeps track of each student's progress. For more information about reader certification, see Chapter 15. Instructions for entering certification goals in the software are in the appendix.

Keeping Quizzing Manageable

We recommend one or two computer stations, at minimum, be set up in each classroom, along with a printer. Even so, because quiz-taking at the primary level can be voluminous, you may want to 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.

- Find out when other classrooms have gym class or another activity that takes them out of the room, and arrange to use their computers during that time. Make sure you have adults available to monitor quiz-taking outside your room.

Teaching Students How to Take Quizzes

Children must learn how to take Reading Practice Quizzes. Especially with young students, it's best to build this skill over time. The better students are at taking quizzes, the more accurate their reading practice data will be. Below we describe a procedure that some kindergarten teachers use over the course of about 12 weeks. If you have older students or your students learn quickly, you may be able to shorten that time or skip some steps.

Introduce Book Discussions

As you normally would, read short books aloud. During the reading, ask students simple questions about the story and encourage them to share any experiences they have had that relate to it. Over the course of several weeks, ask questions that are tied more and more closely to the story. When students show signs of higher levels of listening comprehension, begin reading aloud books that have an AR quiz. That way, you can 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. Keep in mind that students' skills will develop at different rates. You may want to divide your class into small groups, moving some before others to the next stage of learning to quiz.

Introduce Choosing Answers

As students become more competent and thorough answering open-ended questions, begin offering them answer choices. Select some of the questions that are on the book's AR quiz, and use the answer choices that are also on the quiz. Begin with two choices. When you're sure students understand the process and can discriminate between right and wrong answers, 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 your group of students the AR quiz on the computer. (The easiest way is to use the preview quiz option in the software. See the appendix for instructions.) Include the questions and answer choices as part of your discussion of the book, beginning with two choices and gradually adding more. Initially, use the mouse yourself (or the A, B, C, D keys, whichever method you want your students to use) to select an answer. Then 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 at the computer with a monitor who can help them log in and locate the correct quiz. At this point, all students will be taking quizzes for the same books—the ones you are reading aloud—but because they are quizzing individually, you can keep an eye on each student's reading comprehension using Accelerated Reader reports and intervene when you spot problems.

> **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. Instructions for turning on the preference are in the appendix.

Once students know how to take quizzes, they can begin quizzing on books that a parent or buddy is reading to or with them as well as any books they are reading independently.

Status of the Class

Once students begin reading independently, check in with them every day using the procedure called Status of the Class. Review their reading logs. Check to see if they are up-to-date and if students 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, especially if you are concerned about comprehension. See Chapter 5 for more details about Status of the Class.

Reports

Accelerated Reader helps you manage the reading practice of emergent readers as well as students who are reading independently.

- 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 page 36 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 page 39 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, however, so that the software can separate the data. See page 92 for an example of this report.

- 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: With which level and length of book is the student successful? With which is the student having trouble? Students may also print this report to see a list of all the books they have read. See page 46 for an example.

STAR Learning to Read Dashboard

The STAR Learning to Read Dashboard is a snapshot of young students' progress toward reading independence. It is available to customers with STAR Reading or STAR Early Literacy on the Renaissance Place Real Time platform and is accessed with a link on the Renaissance Place Home page. You also have the option of opening the Dashboard on login.

The Dashboard draws data from STAR assessments to report the

STAR Learning to Read
District Summary

Probable Readers
School year to date

100%
75
50
25
0
K   1   2   3

K-3 students with
GE of 1.9 and above

Participation
School year to date

92%

K-3 students with at least
one STAR Early Literacy
or STAR Reading test
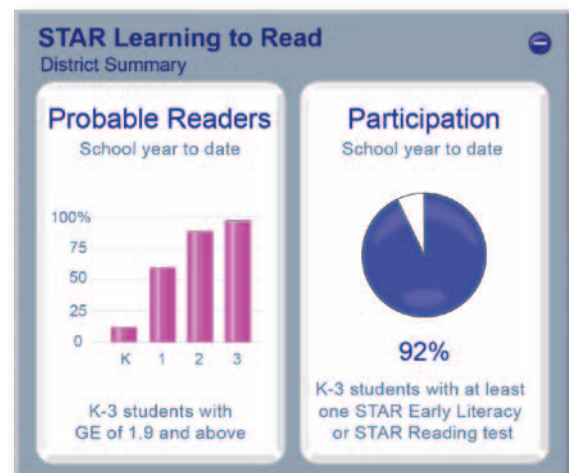
percent of students in kindergarten through grade 3 who are "Probable Readers." These students have achieved a scaled score of 775 on STAR Early Literacy or 177 on STAR Reading, which is equivalent to a GE of 1.9. The Dashboard also displays the percentage of K–3 students who have taken at least one STAR Early Literacy or STAR Reading assessment within the school year. You can drill down through the Dashboard to see progress by timeframe, school, grade, or subgroup, such as free and reduced lunch. Teachers can only see data for their class and the school as a whole. Principals can view data for all classes in their school, and district administrators can view data for the district as a whole as well as for individual schools.

Examples of Classroom Organization

Teachers of emergent readers organize their classrooms in different ways, depending on their instructional practices, their computer set-up, and the number of volunteers available to assist them in the classroom. Below are some examples. Although they 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 to the whole class. 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 if parents have not already done so, and helps students find the right quiz. She places the TOPS Reports in a special folder; Ms. Adams reviews them during snack time, speaking to each student briefly. Later in the day, she puts the reports in students' mailboxes so they can take them home to share with their parents.

First-Grade Example

Mrs. Cooper does not have parent volunteers available, so she has enlisted the help of sixth-grade students. During a half-hour homeroom period, the sixth graders come to her classroom, help students check books in and out, and read to students who are not getting any Read To practice at home. Her first graders also take quizzes during this period. As the year goes on and students' skills develop, she pairs them with their own sixth-grade buddy for Read With practice. By the second semester, most students are beginning to read independently. Mrs. Cooper schedules five, then 10, then 15 minutes of independent reading practice, gradually extending students' reading endurance. Students take quizzes during reading practice time, and 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. She continues to rely on sixth graders, who read to and with students needing extra support. 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, though with various levels of skill. 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 during this period. While students are reading independently, Mr. Epstein circulates around the room taking Status of the Class. He checks Student Reading Logs and speaks to each student briefly. 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. With each student, Mr. Epstein reviews their progress toward their individual goals. He also reads to his students every day after lunch for about 15 minutes. Students take the Recorded Voice Quizzes for these books.

SUMMARY

ESTABLISHING READING PRACTICE WITH EMERGENT READERS

- Tailor the amount of time scheduled for Reading To, Reading With, and Reading Independently to the needs of your students.
- Arrange for adult or student helpers to assist with reading and quizzing.
- Introduce students to reading logs once they begin quizzing individually.
- Set general point goals for emergent readers. When students begin reading independently and have a STAR Reading score, set individualized goals in the software.
- Use an orderly procedure to teach students how to take quizzes.
- Use AR reports to monitor the quality, quantity, and level of each student's practice.

13

Common Questions

Reading is a complex task and students are complicated human beings. Whether you're new to AR or have years of experience, questions will come up! Here are some of the ones that we are asked most often.

Our school can't afford STAR Reading, at least not this year. Can we still use AR?
Yes. You just need to have another method in place for identifying an initial ZPD and individualized goals for each student. To do that, you can use a grade-equivalent score from any standardized test and then refer to the Goal-Setting Chart on page A10 to find the corresponding ZPD and point goal. 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 AR Reading Practice Quizzes, you can 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 an AR 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 an AR 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 AR 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.

I'm concerned that if I emphasize maintaining a high average—85 or 90 percent—on AR quizzes, students will only read very easy books. Some students might even purposefully make mistakes on their STAR test in order to lower their ZPD. Isn't it better to push students into harder and harder books even if they average 65 percent?

Even though it might seem like common sense to challenge students in this way, our research on independent reading practice does not support this practice. If a student is averaging only 65 percent, then the student is likely failing a significant number of quizzes. Our research data shows that reading with minimal comprehension, and thus failing quizzes, does not lead to reading growth. At the same time, we do want students to ultimately be able to read complex, sophisticated material. Here are a few guidelines:

1. Introduce students to challenging text with instructional materials during your instructional reading period. Teach the strategies they need to be successful. Scaffold their efforts with discussion.

2. During AR time, make sure students do most of their independent reading at a level that enables them to maintain an average of at least 85 percent. Encourage students to challenge themselves and occasionally reach above their ZPD, but not so high that they are unable to pass the quiz. As a student's ability grows, raise the ZPD. Monitor the student's scores closely. If quiz scores drop below 60 percent, reading books at that level may be too hard to be beneficial.

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

You want students to read books that interest them, so 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.

If a student does poorly on a quiz, should I delete it and have her retake it so she can improve her score?

No. A low quiz score signals a need for diagnosis and intervention. Was the book within the student's ZPD? Did she actually read it? Is it noted on her reading log? Is the ZPD appropriate? Does the book have a specialized vocabulary that would make it particularly difficult for this student? Figure out what went wrong and then help the student have a successful experience with her next book.

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

To find the interest level for a specific book, go to either www.arbookfind.com or our online Quiz Store (www.renlearn.com) and type in the title. If you have the Renaissance Place version of Accelerated Reader, you can also view book information through the software. On the Home page, click Accelerated Reader and click Manage Quizzes. Click Reading Practice. Locate the book for which you want information and click Select.

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 AR data and STAR data at the start of each marking period, and to 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 14.

What is the best way to grade students on Accelerated Reader?

We do not recommend giving grades for reading practice. However, we do know many schools choose to do so. If you must give grades, we urge you to base them on the amount of progress made toward personalized goals. Don't give the highest grades to the highest point earners or to those who meet a generalized point goal (for example, anyone who earns 20 points gets an A). Both of these grading practices unfairly penalize struggling readers. Instead, consider a formula that weights different aspects of reading practice and takes into account a student's progress toward his or her own goals. For example, suppose Mrs. Jones decides 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 for her class—choosing books within the ZPD, maintaining a log, and focusing on reading during AR time—are also worth 25 percent. Looking at the Diagnostic Report for her class on page 39, we see that Rebecca Atkinson has an average of 92.9. She has reached 86.3 percent of her point goal. Mrs. Jones' observations tell her that Rebecca has achieved the other classroom goals at a 100 percent level. She then calculates Rebecca's grade in this way:

Average percent correct: 92.9 x .50 = 46.4
Points: 86.3 x .25 = 21.6
Other: 100 x .25 = 25
Total (AR Grade): 93.0

When You're Ready to Do More
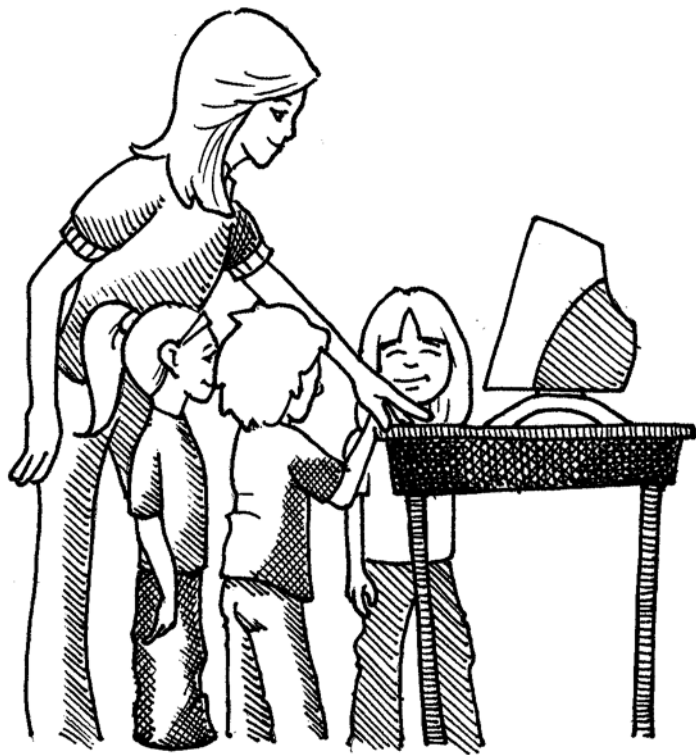
Set Additional Goals and Adjust Goals

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. In this chapter, we talk about these last two goals. We also describe a process for setting goals with students and best practices for adjusting them.

Average-Percent-Correct Goal

As we discussed in Chapter 6, the minimum goal for all students must be 85 percent. Ninety percent is an even better goal. However, students might not be able to reach this higher average until they are used to taking quizzes and have incorporated comprehension strategies. So that students don't get discouraged, you may want to initially set average-percent-correct goals at 85. When students have met that goal, you can slowly raise it. The default goal, which appears on the Edit Reading Practice Goals page in the software, is 85 percent. Using the drop-down lists, you may change that for all students or for individual students to any value from 85 to 90 percent.

Click the drop-down lists to change the average-percent-correct goal for all students or individuals.

Average ATOS Book-Level Goal

The purpose of this goal is to ensure students read at a level appropriate for them as individuals. While it's tempting to set the same goal for every student—8.0 for every eighth-grader, for example—our research tells us that this is not an effective practice. Nor does research support challenging students by continuously raising their book-level goals in strict 0.1 increments.

What research does show is that wide reading of books that students enjoy, that expand their vocabulary and experiential background, and that grow their ability to read text of increasing complexity leads to the greatest gains. This is an experience that unfolds over time. AR provides data so that you can guide students through this experience on an individual basis.

A student's book-level goal represents the minimum average reading level of the books the student will be reading independently. This goal is not set automatically in the software. Instead, you must enter book-level goals on the Edit Reading Practice Goals page. We recommend that at the beginning of the school year you set a student's goal at the low end of the ZPD. For example, if a student's GE is 6.0 and her 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. This is good diagnostic information. For example, if a student has a low average percent correct—low comprehension—and an average book level considerably higher than her goal, she may be attempting to read books that are too hard for her in order to rack up points, or she may need guidance finding books she is interested in that are at a level she can comprehend. In any case, intervention is warranted. See the Diagnostic Report on the next page for an example of what this looks like.
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 awhile. If the student is ready for challenge, consider the student's needs. What book level will move the student toward the Common Core State Standards but not be so demanding that comprehension, and consequently growth, drops? Also examine the student's reading

Accelerated Reader

Diagnostic Report–Reading Practice
Printed January 29, 2013 08:03 AM

1 of 1

School: Renaissance School

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

Class: Reading
Teacher: Bright, Lisa

Student	Diag. Codes	RP Quizzes Passed	RP Quizzes Taken	% Correct Goal	% Correct Avg.	Points Goal	Points Earned	Points % of Goal	% Read Indep.	% Fiction	Engaged Time per Day δ	ATOS BL Goal	ATOS BL Avg.	Certification 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	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	--
Rodriquez, 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 med
1	8	E	Low percent correct with above median points (median
1	8	F	Very low percent correct with above median points (med
4	33	%	Average percent correct below 85%

Students At Risk: 6 of 12 (50%)

	12
	52
	59
	229.5
	236.3
	100%
	/ 12%

> Notice that Cecilia's average percent correct on AR quizzes is very low. Also notice that 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.

ATOS Book Level	4	5	6	7
ZPD (4.0-6.1)				
Average book level (5.4)				

> Cecilia's actual average of 5.4 suggests that some of the books she has read were above her ZPD.
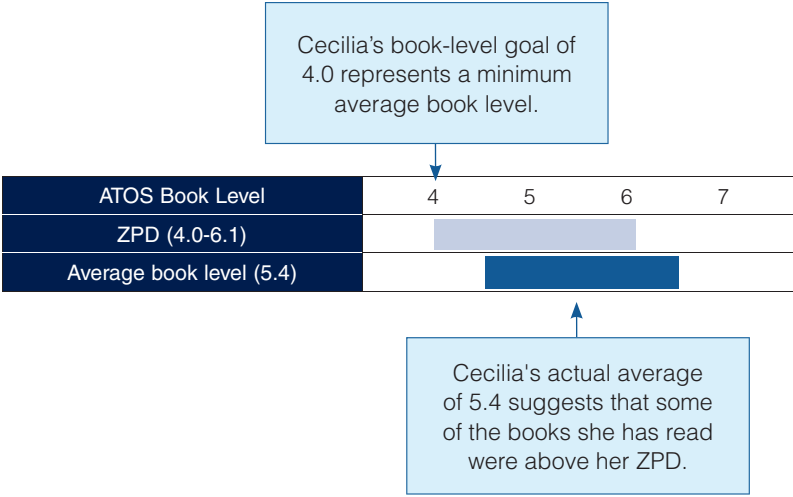
history, while bearing in mind the Common Core's definition of text complexity. Has the student primarily been reading short, half- and one-point books? If so, is the next step to set a goal with the student to read longer, higher-point books with more complex plots and characters, while keeping the book-level goal the same? 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?

ATOS Book-Level Goal and Additional STAR Tests
You may test students with STAR Reading a number of times during the school year to check progress. If you do, 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—AR quiz data. Think back to our analogy of working with a personal trainer. The best indicator of fitness is what you are able to do in your daily workout. The best indicator of what a student is able to read is how the student does with daily reading, as measured by AR quizzes. When a new STAR test prompts you to take a look at a student's ZPD and book-level goal, 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. The columns showing actual student data will reset. 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. An illustration is on the next page. 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

Home > Record Books and Goals > Class Manuals | Help | Log Out

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

Live Chat Support
Available

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

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

Cancel Save

Student	Grade	GE (Test Date)	Suggested ZPD	Average % Correct Goal	Average % Correct Actual	Daily Reading Time	Points Goal	Points Earned	Points % of Goal	Average ATOS Book Level Goal	Average ATOS Book Level 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				
		2.3 (09/13/2011)									
Frank, Dale	4	2.5 (10/19/2011)	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				
Student	Grade	GE (Test Date)	Suggested ZPD	Goal	Actual	Daily Reading Time	Goal	Earned	% of Goal	Goal	Actual
				Average % Correct			Points			Average ATOS Book Level	

Cancel Save

Set Goals *with* Students, Not *for* Students

Setting goals with students is one of the most powerful components of Accelerated Reader. Goals must not be imposed upon students, however, 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.

Students will need a record of their goals so that they don't forget them. 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 the next chapter, you may want to use the Student Reading Plan, which is shown on the next page. This form has space for recording goals for up to six marking periods.

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.

Student Reading Plan

Student _Tomarra 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

Marking Period	Goal	Actual
1	85	88.9
2	85	
3		
4		
5		
6		

2. Points

Marking Period	Goal	Actual
1	14.5	14.0
2	14.5	
3		
4		
5		
6		

3. Minimum Average Book Level

Marking Period	Goal	Actual
1	4.3	4.6
2	4.3	
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.
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	Tomarra Robinson 9/8	M. Gabriel 9/8	J. Robinson 9/8
2			
3			
4			
5			
6			

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

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Use the Student Reading Plan to Record Nonfiction and Other Goals

Section 5 of the Student Reading Plan has a spot to record additional goals. These can reflect the goals you have for your class or a student's individual needs. For example, if you would like a student to practice reading nonfiction to meet the aims of the Common Core State Standards, you and the student might agree that a good goal for her would be to read three nonfiction books during the marking period. If a student is balancing reading in English and reading in Spanish, you might agree that she will strive to read a certain number of books in each language. You can even record behavior goals. For example, you might set a goal with a student that requires her to settle down to read and have her reading log on her desk within two minutes of the start of reading practice time.

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.	• Raise the average-percent-correct goal incrementally to 90 percent.
Student is averaging above 95 percent on Reading Practice Quizzes.	• 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.	• 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 unable to meet a point goal.	• 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 is a high-ability reader.	• 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.
Student's STAR score has gone up.	• 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.	• 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 a Model Classroom, Library, or School

One of the best ways to get the most from Accelerated Reader is to enroll in our certification program. Certification marks you as a skilled professional who understands and implements best practices. It lets you—and the rest of the world—know that you are doing things right. Certification is also a great way to focus your students' energy and help them achieve even greater gains.

You can certify as a model classroom, library, or school by meeting a set of criteria that are based on the best practices outlined in this book. Once you certify, we'll acknowledge your efforts with awards, discounts, and professional recognition. You'll also have the opportunity to share your knowledge with teachers across the nation at our symposia.

For more information about the program, visit our website and click the Renaissance Certification link.

SUMMARY

SET ADDITIONAL GOALS AND ADJUST GOALS

- 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.
- Aim to certify as a model classroom, library, or school.

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Reader Certification

Reader certification is an optional motivational system embedded in AR 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 below. 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.

Criteria for Reader Certification Levels	
Ready Reader	Accumulate five AR points on books Read To, Read With, and/or Read Independently.
Independent Reader	Read independently and pass Reading Practice Quizzes for three books at a 1.2 book level or higher. Accumulate 10 points. Points may include books Read To and/or Read 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 Reading Practice 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 Reading Practice Quizzes for three books at a 2.0 book level or higher worth one or more points each.
Advanced Reader	Read independently and pass Reading Practice Quizzes for three books at a 3.0 book level or higher worth two or more points each.
Star Reader	Read independently and pass Reading Practice Quizzes for three books at a 4.0 book level or higher worth four or more points each.
Classic Reader	Read independently and pass Reading Practice Quizzes for three books at a 6.0 level or higher worth seven or more points each.
Honors Reader	Read, pass Reading Practice 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 Reading Practice 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.

A student's certification history travels with him from grade to grade, just as a college degree goes with you from job to job. This means that a student who ends third grade, for example, as an Advanced Reader begins fourth grade as an Advanced Reader. (Points themselves, on the other hand, do not accumulate from grade to grade; every student starts a new school year with zero points.) The aim, of course, is to always keep the student's reading ability—and certification level—moving upward.

In some circumstances, however, you may find it useful to have students recertify at their existing level. 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. Students can recertify up to five times for every level except Independent Reader.

Honors Reader

Honors Reader certification is a way for you to broaden and deepen reading practice, especially that of advanced students. 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. In one school, the principal creates a list of books about social justice issues that is designed for mature and fluent fourth and fifth graders. Those who achieve his criteria accompany him to the Los Angeles Museum of Tolerance, with lunch included.
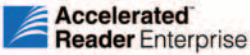
Because Honors Readers lists are unique, the software cannot keep track of student progress toward this level. Students can monitor their own progress manually by highlighting qualifying books on their Student Record Report.

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 as an Exemplar Reader, 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.

We provide the titles of exemplar books for which we have quizzes, along with their ATOS book level and point value, on a certification form for each grade band. (An example is on the next page.) These forms also serve as a manual tracking system. You'll find them 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. If you do add a text, use AR BookFinder to see if an AR quiz is available and identify the book's ATOS book level and point value. After reading a qualifying book, students take the AR quiz and write the

quiz date, quiz score, and number of points earned on the form. If you add a text that does not have a quiz, you will need to develop another way to assess comprehension— through an activity, for example, or a teacher-made quiz.

AR Software Keeps Track

With the exceptions of Honors Reader and Exemplar Reader, AR 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 meet a minimum quiz score requirement. The default requirement is 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 Report, the Diagnostic Report, Reader Certification Levels Report, and the Goal History Report. Basic software instructions related to certification are in the appendix; additional details are in the software manual.

Celebrate Certification

Achieving a new certification level is a good reason for celebrating. Once certification goals are in the software, AR automatically prints certificates that include the student's name, certification level, and the date the level was achieved.

Certificates also include signature lines that you can customize with appropriate titles. 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

Rising Reader Award
Presented to:
Casey Adger

We hereby present this award in recognition of your outstanding achievement in becoming a Rising Reader on Wednesday, December 12, 2011.

Accelerated Reader™

Classroom Teacher   Reading Specialist   Principal

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.

SUMMARY

READER CERTIFICATION

- 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.

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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. Most of these are available with every version of AR; a few, such as Vocabulary and Literacy Skills quizzes may need to be purchased separately. The most critical resource, however, is not part of the software at all—that is, books.

Expand Your Book Collection

Book circulation rises at least fourfold in the first year of an AR implementation and often more. 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 for your library or classroom collection:

- Pick up books at garage sales and thrift stores. Become a book scavenger!
- Talk to the school's parent group about sponsoring a bake sale or other 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.

Utilize Other AR Reports

AR includes more than 40 reports. Of these, the TOPS and Diagnostic reports are the most important ones to view regularly. Below we describe three other reports—the Student Record Report, TWI Report, and College and Career Readiness Report—that will help you monitor student data. But don't hesitate to explore the other reports available. See the appendix for instructions on viewing and printing them.

Student Record Report
This report summarizes a student's reading activity for any period of time that you indicate—one week, a marking period, or an entire school year, for example. It lists book titles, their reading level and point value, and quiz scores. It also summarizes data, giving the average reading level of books read and the average score on quizzes, and calculates the number of points earned. An example is on page 46. The Student Record Report is invaluable for diagnosing problems. If a student has a diagnostic code on the Diagnostic Report, for example, you can view the Student Record Report to analyze details about the student's reading activity. Ask yourself the following questions:

- 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?

TWI Report

If you have students taking quizzes on books that someone has read to or with them, you will find the TWI Report useful. It tells you how each student is doing with these two kinds of reading practice, as well as with independent reading. In order for you to generate a TWI Report, however, someone with administrator access must turn on the TWI setting in the preferences section of the software before students begin taking quizzes. Then, when students select a quiz to take, the software will ask them if the book was read to or with them, or if they read it independently. An example of a TWI Report is below.

College and Career Readiness Report

As we mentioned in Chapter 1, Accelerated Reader is uniquely capable of helping your students meet the Common Core State Standards. Students get extensive, differentiated practice with a wide variety of books, which accelerates their reading achievement. At the same time, you get a steady stream of data about what your students are reading and how well they are reading it. This makes it possible for you to guide them to texts of increasing complexity for independent reading at a pace that ensures success. In addition, AR data, in conjunction with STAR Reading data, helps you plan instructional reading experiences by indicating at what level of difficulty students can read on their own and at what level they will likely need support.

The College and Career Readiness Report summarizes this data for your class. Take a look at the example below. For each student, the first two columns on the left display an instructional reading level and a ZPD for independent reading practice that are based on STAR Reading scores. The next column shows the balance of fiction and nonfiction reading students have done during their reading practice time. This data is especially important given the Common Core's emphasis on informational text. The percentages shown 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. We use points to measure quantity because they largely are based on word count. In this case, for example, about 68 percent of the words read by the student were in fiction text and 32 percent were in nonfiction text.

College and Career Readiness Report (1 of 2)
Printed Monday, January 23, 2012 8:05:12 AM

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.

% 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 Most Recent IRL	ZPD (in Record Book)	% Fiction / Nonfiction	Fiction Quizzes Passed	ATOS Average BL	Average % Correct	Highest BL	% Correct on Highest BL	Nonfiction Quizzes Passed	ATOS 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*	5.9	75.8	10.5	75.0	-	-	-	-	-
Rudd, Kisha	4.6	3.2-4.9	10...										
Schaefer, Russell	12.9	5.0-12.9	5...										
Wagner, Jason	11.9	5.0-12.9	10...										
Average			8...										

* Spanish language quiz taken

College and Career Readiness Report (2 of 2)
Printed Monday, January 23, 2012 8:05:12 AM

School: Prairie Ridge High School   Reporting Period: 11/03/2011 – 01/20/2012 (MP 2)

Class: Language Arts
Teacher: Adams, E.

% Fiction / Nonfiction

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

Highest ATOS BL READ, ZPD, & CCR

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

College and Career Readiness Report
This report shows student progress in relation to Common Core expectations and helps you guide students to texts of increasing complexity.

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The remaining columns on the report's first page 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 chart at the top of the second page shows you at a glance the proportion of fiction and nonfiction books your students have read during their reading practice time. The chart at the bottom gives you a look at your students' ZPDs—the difficulty level of materials they can currently handle for most of their independent reading practice—in relation to Common Core expectations for the end of the grade. The chart also shows the difficulty levels of the highest fiction and nonfiction books students have read in relation to Common Core expectations. This information helps you see if students are attempting to stretch toward those expectations.

You'll find the report useful for two important tasks: monitoring and planning. 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?** For example, looking at our sample report, we see that the students in Ms. Adams' class have a wide range of reading abilities. This is especially obvious when you look at the light-blue bars on page 2. Some students, like Jeanna Babb ("JB"), have a low and fairly narrow ZPD; in her case, 2.9 to 4.3. Others, like Mark Blackman ("MB"), can handle text at a higher level of difficulty; in his case, from 5.0 to 12.9. Ms. Adams will need to be aware of ZPDs when she monitors her students' independent reading practice and when she gives homework assignments. In addition, when she recommends books for students to read, she'll want to be sure her recommendations include books for all ability levels.

- **Are students getting sufficient practice with both fiction and nonfiction text?** In our sample report, we see that only a handful of students in Ms. Adams' class have read nonfiction during their independent reading practice time. Since Common Core standards emphasize proficiency with informational text, Ms. Adams will likely want to encourage her class to read more nonfiction as part of their practice, perhaps by displaying nonfiction books in subjects she knows they like or by asking content-area teachers to recommend nonfiction books related to topics they are teaching.

- **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?** In Ms. Adams' class, Zach Maxwell is one of the few students who has read nonfiction, but his average quiz score for nonfiction is only 76.6 percent. At the same time, his average book level is 6.8—higher than his ZPD. Ms. Adams will want to have a conversation with him, make sure he has his ZPD written down, and help him find books that interest him within his ZPD.

- **What level text can students read with instructional support, and how much support will I need to provide?** In Ms. Adams' class, instructional reading levels also vary widely—from 4.6 to post-high school. This tells her that she must be mindful of the readability level of her instructional materials. In some cases, she will need to provide scaffolding for struggling readers, using such techniques as

reading passages aloud, discussing key vocabulary words, using graphic organizers, and rereading in a small group. Ms. Adams is also aware that some complex texts have a low ATOS book level. Their vocabulary and sentence structure are simple, despite the complexity of their themes and concepts; John Steinbeck's *The Grapes of Wrath*, for example, has an ATOS level of 4.9. Texts like this may be especially useful for instructional reading in her classroom.

- **Are students reading challenging text and how are they doing with it?** All of Ms. Adams' students have read a book at the 10.5 level—*Hamlet*, which was undertaken as a whole-class project. While the class was reading the play, Ms. Adams supported her less-accomplished readers—Jeanna and Kisha—with paired reading and repeated reading. The data on the report show that this scaffolding was reasonably effective. Both girls scored 75 percent on the quiz. All of the other students passed the quiz as well, which tells her that her teaching strategies and class discussion resulted in good comprehension.

Because the Common Core State Standards are in the early stages of implementation, it can be easy to misinterpret how the data on this report relates to them, especially if you are also new to Accelerated Reader. So when you review the College and Career Readiness Report for your own class, keep the following guidelines in mind.

College and Career Readiness Guidelines

Don't	Do
DON'T view the percentage of fiction and nonfiction shown on the report as representative of all of a student's reading.	DO include instructional reading and pleasure reading for which the student has not taken an AR quiz when evaluating the amount of literary and informational text a student has read.
DON'T require students to do all of their reading within the green bar, that is, the level marking Common Core expectations for the grade.	DO 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. Plan to provide two strands of reading experiences: instructional reading with complex text and reading practice at an individualized level.
During instruction, DON'T shelter struggling readers from complex text by always substituting easy books for hard ones.	DO provide scaffolds for complex text. These may include reading aloud followed by choral reading, paired reading, and independent reading; echo reading; graphic organizers; modeling; preteaching key vocabulary; and building background knowledge.
DON'T allow students to get in a rut during their reading practice by always reading at the low end of their ZPD.	DO monitor daily what students are reading and encourage them to stretch their capacity by reading some books at the high end of their ZPD and occasionally reading 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. Also see page 24 for guidelines for raising a ZPD.
DON'T assume that every book with a low ATOS level is simple, and therefore students with low average book levels are reading only simple books.	DO 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. Review a student's reading log or Student Record Report to evaluate the difficulty of the books the student is reading.

Keep an Eye on the Dashboard

The Renaissance Dashboard, like the dashboard in a car, gives you key information at a glance. After you log in to Renaissance Place, click on Open Your Dashboard, and the Summary screen will appear. It shows 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
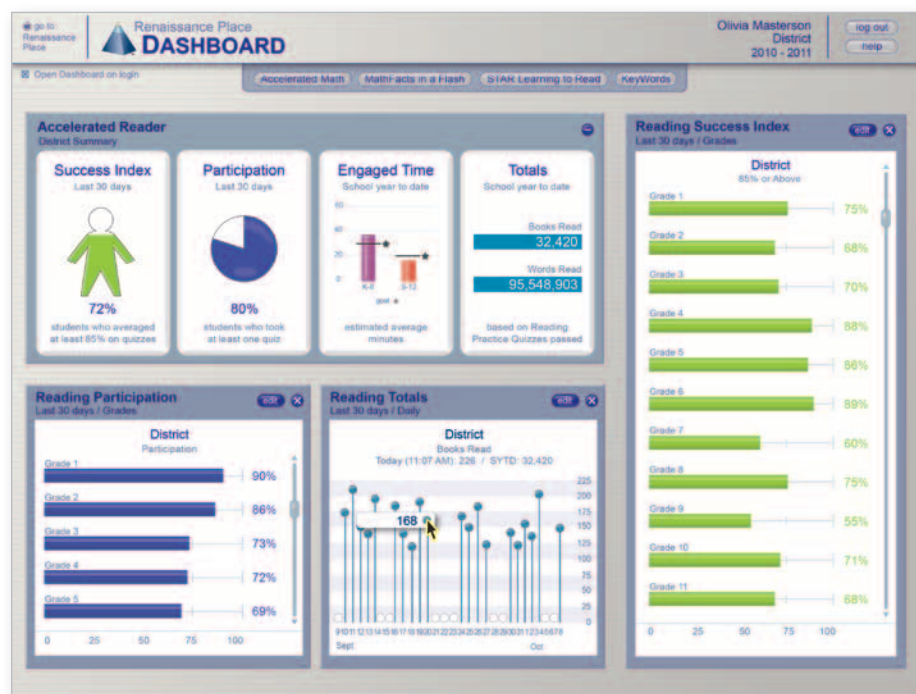
The Dashboard displays real data, which changes automatically as students quiz. If you click on a metric, a new screen pops up that provides options for viewing details. District administrators can view data by school, grade, and subgroup. Principals can view data by grade, teacher, and subgroup for their school. Teachers can view data for their class and their school as a whole.

Use Other AR 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. If you have the Enterprise edition of AR, most of these quizzes are automatically available to you. Otherwise, you can purchase them through our website. Below is a description of each type. For more information

on how to best use the quizzes with students, sign up for one of our professional-development offerings.

Vocabulary Practice Quizzes

Vocabulary Practice 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 on how the student did.

Literacy Skills Quizzes

Literacy Skills 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 AR database. Most quizzes have 12 questions, drawn from a bank of 36 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

Other Reading Quizzes enable you to check comprehension of material that students read in specific textbook series. The process goes like this: You teach a lesson as you normally would from the basal reader or textbook and assign the reading suggested by the teacher's guide. Students take an Other Reading Quiz, which checks literal comprehension. You can then view AR reports to plan what to do next. Data is reported for individual students so that you can group students or work with individuals who need extra help. Quizzes are aligned to selections in pupil anthologies, big books, phonics readers, and other materials, and are available 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.

SUMMARY

ENHANCE PRACTICE AND DELVE INTO DATA

- Expand your book collection so that students have plenty of books from which to choose.
- Use the Student Record and TWI reports to analyze the work of individual students. Use the Dashboard for a quick overview.
- Monitor growth in additional reading skills with Vocabulary Practice, Literacy Skills, and Other Reading quizzes.

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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.

Duolog Reading has a number of advantages:

- It can be used with students of all ages and abilities and with any kind of reading material.

- It provides a model of good reading behavior.

- Its procedures are noncritical and affirming and lead to positive experiences with books.

- It gives students control over their own learning. Students choose the books they wish to read. They decide when they wish to read with their partner and when they wish to read solo.

- Unlike most other paired reading techniques, Duolog Reading can be used successfully by nonteachers.

Student Readiness

Before being paired up with a tutor for Duolog Reading, 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

Begin by pairing students with tutors. Tutors may be adults or other students. They don't have to be expert readers; they just need to be able to read the chosen material independently without error. This is the technique that the pair follows:

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. If necessary, the two decide on a starting signal, such as "One, two, three," and point to the first word.

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. The tutor acknowledges this with a quiet "Good" or "That's great." 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 to allow the student to recognize the word. 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. In this way, student and tutor move from duet reading to solo reading to duet reading until the session is over.

Allow students to chat about the book before and after reading. This usually occurs spontaneously and promotes comprehension. Students also 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.

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. While this may seem short to you, it will not seem so to the student—Duolog Reading is a very intense activity. We have found that daily practice for a four- to eight-week period works best. 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 four to eight weeks, 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.

Adults make excellent tutors as well. If you have a classroom aide or adult volunteers, train them in this role. Senior citizens can be a tremendous resource. Often they can donate time every day, thus providing the consistent practice students need.

All Duolog tutors must be trained, either as a group or as individuals. In addition to modeling and explaining the Duolog Reading technique itself, you will need to 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.

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 classroom lessons.

SUMMARY

DUOLOG READING FOR "READ WITH" PRACTICE

- 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

Appendix

Instructions for Common Software Tasks

Using STAR Assessments

Log in to STAR Reading as a Teacher/Administrator, Locate Pretest Instructions, and Enter a Monitor Password

1. Open the software and click **I'm a Teacher/Administrator**.
2. Enter your user name and password. Click **Log In**.
3. On the Renaissance Place Home page, click **STAR Reading** and then **Resources**. Click **Pretest Instructions**. To print, click the Adobe Reader printer icon.
4. Close and click **Done**.
5. To change the default setting for the monitor password (which is ADMIN), click **STAR Reading** and click **Preferences**.
6. Select your school and class. Click **Testing Password** and enter a new monitor password. Click **Save**.

Log in to STAR Early Literacy as a Teacher/Administrator, Select Testing Options, and Enter a Monitor Password

1. Open the software and click **I'm a Teacher/Administrator**.
2. Enter your user name and password. Click **Log In**.
3. To change the default setting for the monitor password (which is ADMIN), click **STAR Early Literacy** and click **Preferences**.
4. Select your school and class. Click **Testing Password** and enter a new monitor password. Click **Save**.
5. Click **Testing Options**. Select options and click **Save**.

Identify Students' User Names and Passwords

1. On the Renaissance Place Home page, click **Renaissance Place** and then click **Personnel, Students & Parents**.
2. Under Students, click **View Students**. For a list of passwords for all of the students in your class, choose the class in the drop-down list. To find the password for an individual student, enter the student's name and click **Search**. Click the **Passwords** tab.
3. To print, click **Print Page**.

Log Into STAR Reading or STAR Early Literacy as a Student and Take a Test

1. Open the software and click **I'm a Student**.
2. Enter a user name and password. Click **Log In**.
3. Click **STAR Reading** or **STAR Early Literacy**, and then click **Take a Test**.
4. Click **Start**. Enter the monitor password.
5. Abort the test by pressing **Ctrl+A** (Windows) or **control-A** (Macintosh). Click **Yes**. Enter the monitor password and click **OK**.

View and Customize STAR Reports

1. On the Renaissance Place Home page, click **STAR Reading** or **STAR Early Literacy** and click **Reports**.

2. Select your class. Click the name of the report you wish to view or print.

3. Select options. and click **View Report**. To print, click the Adobe Reader printer icon.

Working With AR Reading Practice Quizzes

Identify Students' User Names and Passwords

1. On the Renaissance Place Home page, click **Renaissance Place** and then click **Personnel, Students & Parents**.

2. Under Students, click **View Students**. For a list of passwords for all of the students in your class, choose the class in the drop-down list. To find the password for an individual student, enter the student's name and click **Search**. Click the Passwords tab.

3. To print, click **Print Page**.

Log in to Accelerated Reader as a Student and Take a Reading Practice Quiz

1. Open the software and click **I'm a Student**. Enter a user name and password. Click **Log In**.

2. Under Accelerated Reader, click **Check out the new AR**.

3. Enter a title, author, or quiz number and click **Search**.

4. If necessary, scroll to locate your book and click **Take Quiz**.

5. Select Reading Practice and select how you read the book. Click **Start Quiz**.

6. You may stop the quiz partway through by pressing **Esc** or **Ctrl+A**. Enter the monitor password and click **OK**.

View Progress and Score Data as a Student

1. Open the software and click **I'm a Student**. Enter a user name and password. Click **Log In**.

2. Under Accelerated Reader, click **Check out the new AR**.

3. To view progress, click the Progress tab at the top of the page. Use the list on the left to view progress toward reading practice or certification goals, or to view vocabulary words learned.

4. To see scores, click the Scores tab at the top of the page. Click a book jacket to view quiz data. You can also view a TOPS Report or take a Vocabulary Practice Quiz from this page.

5. When finished, click **Done**.

Edit Quiz Information and Preview a Quiz

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Manage Quizzes**.

2. Click **Reading Practice**.

3. Type in a quiz title and click **Search**.

4. Click **Select**.

5. Click **Edit Select Quiz Information**.

6. Edit and click **Save**.

7. Return to quiz list by clicking **Reading Practice** at the top of the screen.

8. Choose a title, search by book level, or click **More Criteria** to search by point value, fiction or nonfiction, interest level, or language. Click **Select**.

9. Click **Take a Sample Quiz**.

10. Click **Start Quiz**.

Edit TWI Settings

Those with administrator access:

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Preferences**.

2. Under School Preferences, click **Student Quizzing**.

3. Click **Edit Student Quizzing**.

4. Scroll to **TWI Monitoring** and click the box to check or remove a check.

5. Click **Save**.

Those with teacher access (an administrator must enable TWI Monitoring for the school before you can adjust the setting for your class):

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Preferences**.

2. Under Classroom Preferences, click **Individual Student Settings**.

3. Click **Edit TWI Settings**.

4. Use the drop-down list in the row for each student to choose a setting. To apply the same setting to all students, click the **TWI Settings** drop-down list and choose a setting. Click **Update all students**. Click **Save**.

Setting Goals

Select a Marking Period

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Class Record Books and Goals**.

2. If necessary, select your school and class.

3. Click **Reading Practice Goals**.

4. Click **Select Marking Periods**.

5. Under Available School Marking Periods, click **Select** for the marking period you would like to use. Click **Save**.

Enter Student Reading Practice Goals

Follow these instructions if your school operates on the Renaissance Place Real Time platform and STAR Reading is installed. Otherwise, go to the Edit Student Goals page and enter goals manually using the Goal-Setting Chart that is in Resources.

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Record Books and Goals**.

2. If necessary, select your school and class.

3. Click **Reading Practice Goals**.

4. To give all students the same average-percent-correct goal, select the percentage from the drop-down list under Set Student Goals and click **Update all students**. To give students different average-percent-correct goals, select the percentages from the drop-down list next to each student's name in the goal column under Average % Correct.

5. If all students are given the same number of minutes for daily reading practice, select the number from the drop-down list under Set Student Goals and click **Update all students**. If students are given different amounts of time for daily reading practice, select the number of minutes from the drop-down list next to each student's name in the column titled Daily Reading Time.

6. If students have taken a STAR Reading assessment, the software will add individualized point goals based on each student's score and the number of minutes provided for daily reading practice. To change a point goal, enter a different number next to the student's name in the goal column under Points.

7. To set a goal for average minimum book level, enter a number next to each student's name in the goal column under Average ATOS Book Level.

8. Click **Save**.

Set Certification Goals

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Record Books and Goal**.

2. If necessary, select your school and class.

3. Click **Reading Practice Certifications**.

4. Review the Student Status column. (A key to the icons is on the left of the screen.)

5. To set a student's first goal, click **Set Goal** under Action/New Goals. From the drop-down list next to Current Certification Goal, choose the certification you wish the student to work toward. Indicate the date at which the student will begin working toward this goal. Click **Save**.

6. To set a new goal after one has been reached, click a specific certification goal listed under Actions/New Goals. If the goal you want to set isn't listed, click **More**. Choose the certification and date, and click **Save**.

Viewing Quiz Data and Printing Reports

View Data with the Class Record Book

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Class Record Books**.

2. Click **Reading Practice Quizzes**.

3. Click a student's name to view quiz data.

Locate, View, and Print Reports

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Reports**.
2. Click **Reading Practice**.
3. Click the name of the report.
4. Select options and click **View Report**.
5. Click the Adobe Reader printer icon.

Set the Preference for Printing the TOPS Report
Those with administrator access:

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Preferences**.
2. Under School Preferences, click **Student Quizzing**.
3. Click **Edit Student Quizzing**.
4. Next to **TOPS Report Printing**, select options.
5. Click **Save**.

Those with teacher access (an administrator must first set a preference to allow you to edit these options for your class):

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Preferences**.
2. Under Classroom Preferences, click **Student Quizzing**.
3. Click **Edit Student Quizzing**.
4. In the drop-down menu under TOPS Report Printing, select **Classroom Settings**.
5. Select options by clicking in the boxes next to the RP (Reading Practice) pencil icon. Click **Save**.

Reprint a TOPS Report

1. On the Renaissance Place Home page, click **Accelerated Reader** and click **Record Books and Goals**.
2. Click **Reading Practice Quizzes**.
3. Click a student's name.
4. Under Actions, click **TOPS**.
5. Select English or Spanish. Click **Next**.
6. Click the Adobe Reader printer icon.

Using NEO 2s to Take AR Quizzes

Log in as a Student and Take a Quiz
Before students can begin taking quizzes, you must install NEO Manager, connect the Renaissance Receiver to your computer, name the Renaissance Receiver, and set the Renaissance Place address in the wireless server utility. See the software manual for those instructions.

1. Turn on the NEO 2 by pressing **On/Off**; press **Applets**.

2. Press the down arrow until the cursor is next to Accelerated Reader; press **Enter**.

3. If necessary, use the up and down arrow keys to highlight the network (Receiver name) to which you must connect. Press **Enter**. (If you are asked if you want to stay connected to the last network used, press **Y** for yes or **N** for no. If you choose no, choose another network and press enter.)

4. Type the user name and press **Enter**, **Tab**, or the down arrow. Type the password and press **Enter**.

5. If necessary, use the up or down arrow to highlight the correct class; press **Enter**.

6. Use the up or down arrow to highlight the type of quiz you wish to take; press **Enter**.

7. Type the quiz number and press **Enter**.

8. If the quiz is in English and Spanish, use the arrow keys to select the quiz; press **Enter**.

9. If you are asked how the book was read, use the arrow keys to select an answer; press **Enter**.

10. When the quiz title appears, press **Y** for yes; press **Enter**.

11. For each question, press the letter of the answer you think is correct. Use the up and down arrow keys to scroll. Use tab or the left and right arrow keys to switch between the question and answer panes.

12. Press **Enter** to go to the next question.

13. At the end of the quiz, answer any additional questions that may appear (for example, how you liked the quiz, which language you want the TOPS Report to appear in) and press **Enter**.

14. If you do not want to immediately take another quiz, press **N** for no; press **Enter**.

Using an iPad, iPhone, or iPod to Take AR Quizzes (Renaissance Place Real Time only)

Connecting to Renaissance Place

1. Download the free AR app from the iTunes Store or App Store.

2. Launch the AR app by tapping **AR**. Tap **Connect to Renaissance Place**.

3. Type your web address (URL) and tap **Join**.

4. Tap **Share My Settings**. (While you complete the next set of steps, keep this screen up.)

5. On another device that will be using the shared settings, launch the AR app.

6. Tap **Settings**.

7. Tap **Use Shared Settings**.

8. Tap the settings you are sharing.

9. Tap **Done**. Repeat steps 5 through 9 on all the devices that will share these settings.

10. On the first device, whose settings are being shared, tap **Settings** and then **Cancel**. This stops the sharing process, but students will still be connected and will be able to take quizzes.

Renaissance Home Connect
(AR Enterprise only)

Print the Informational Letter

1. If Renaissance Home Connect is available to you, you will see Renaissance Home Connect on the Renaissance Place Home page. Click it and click **Reports**. Select your school. Click Informational Letter—English or Informational Letter—Spanish.

2. Select options. Click **View Report**.

3. Click the Adobe Reader printer icon. The software will automatically add student login information before printing.

View as a Student

1. In a web browser, enter the address provided in the informational letter.

2. Enter a user name and password, and click **Log In**.

3. To view Home Connect in Spanish, click **Espanol** in the upper-right corner of the screen.

4. Click the Accelerated Reader tab to view results for the most recent quiz taken and a progress summary for the current marking period.

5. To view data for a different time frame, click the drop-down list next to My Overall Progress and select the marking period.

6. Click **View My Bookshelf** to see all the books for which Reading Practice Quizzes have been taken.

7. Click a book jacket to see details for that book.

8. Click **Done** to return to the main page.

9. Click **Log Out** to exit.

Reproducible Forms

Goal-Setting Chart

If you have Accelerated Reader and STAR Reading Real Time, 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% 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																						
1.0	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	1.7	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

Accelerated Reader

Goal-Setting Chart for ATOS 2000

If you have Accelerated Reader and STAR Reading Real Time, 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% 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.

Alternate Reading Level	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
51	51-260	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
157	157-360	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
241	241-458	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
348	301-510	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
440	361-560	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
530	401-630	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
619	440-719	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
701	479-799	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
781	511-859	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
860	561-898	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
921	619-940	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
979	650-988	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
1029	669-1039	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
1080	681-1087	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
1121	701-1129	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
1201	720-1210	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
1293	731-1299	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
1364	750-1370	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
1434	769-1440	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

Accelerated Reader

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

A12

Accelerated Reader

Student Reading Log—With Goals

Student Name: _____   ZPD: _____   Class: _____

Goals: Average Percent Correct _____   Points: _____   Average Book Level _____

Quiz No.	Title	Book Level	Points	F/NF	Date	Pages Read		Teacher Review/ % Correct	Teacher Notes
						Begin-End	Total		

Accelerated Reader

Registro de Lecturas—con las Metas

Nombre del Estudiante: _____ Puntos: _____ ZPD: _____ Clase: _____

Metas: Porcentaje de Promedio Correcto _____ Promedio del Nivel del Libro _____

Examen No.	Título	Nivel del libro	Puntos	F/NF	Fecha	Páginas leídas		Revisión del Maestro[a]/ % Correcto	Comentarios del Maestro[a]
						Inicio-Final	Total		

Accelerated Reader™

Student Reading Log—With Goals and Progress

Student Name: _____ ZPD: _____ Class: _____

Goals: Average Percent Correct _____ Points _____ Average Book Level _____

Book I'm Reading Now

Quiz No.	Title	Book Level	Points	Date	Pages Read		Teacher Review/ % Correct
					Begin - End	Total	

My Progress

Avg % Correct	Points	On Track? Yes/No	Avg. Book Level

Accelerated Reader™

Student Reading Log—Emergent Reader

Student Name: _____

ZPD: Read To _____ Read With _____ Read Ind. _____

| Date | Quiz No. | Title | Author | Book Level | Initial One | | | Monitor's Initials | % Correct | Teacher Notes |
					Read To	Read With	Read Ind.			

Accelerated™ Reader

Registro de Lecturas—Lector Emergente

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

Nombre del Estudiante: _____

Fecha	Examen No.	Título	Autor	Nivel del libro	Selecccione Uno			Iniciales del Ayudante	% Correcto	Comentarios del Maestro[a]
					A / T	Con / W	Ind / I			

Accelerated Reader™

Student Reading Log—Beginning Reader

Student Name: _____

ZPD: Read To _____ Read With _____ Read Ind. _____

Date	Quiz Number	Title	Book Level	TWI	Monitor's Initials	% Correct	Teacher's Comments

Accelerated Reader

Registro de Lecturas—Lector Principiante

Nombre del Estudiante: _____

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

Fecha	Examen No.	Título	Nivel del libro	TWI	Iniciales del Ayudante	% Correcto	Comentarios del Maestro[a]

Reading Log

Read To	Read With	Read by Myself

Book Title

_____

_____

Author

_____

R.C.W.

Name: _____

Grade/Section: _____

<u>Read</u> a few pages.

<u>Close</u> your book.

<u>Write</u> what you remember.

Accelerated™ Reader

R.C.W.
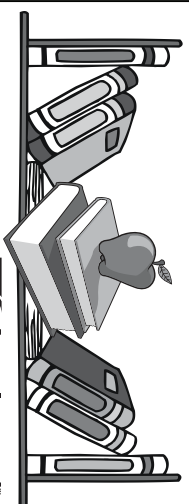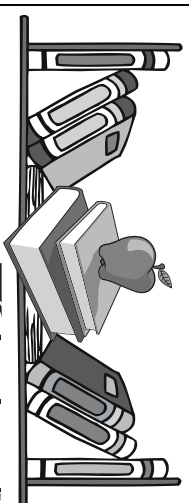
Name: _____

Grade/Section: _____

<u>Read</u> a few pages.

<u>Close</u> your book.

<u>Write</u> what you remember.

Accelerated™ Reader

R.C.W.

Name: _____

Grade/Section: _____

<u>Read</u> a few pages.

<u>Close</u> your book.

<u>Write</u> what you remember.

Accelerated™ Reader

Accelerated™ Reader

Status of the Class Record Sheet

Teacher: _____ Class: _____ Dates: _____

Student Name	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday

A = Absent   I = Intervention Needed   — = OK

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			

Report and Assignment Examples

Summary Report

Printed Monday, September 12, 2011 10:14:02 AM

School: Oakwood Elementary School

Reporting Period: 09/01/2011 - 09/12/2011
(1st Quarter)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Class: Mrs. Fox's Class

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF[b]	ZPD	ATOS 2000	ZPD 2000
Anderson, Marcus	Mrs. Fox's Class	Fox, Susan	09/08/11	5	4.02	463	4.1	55	52.6	3.8	107	3.0-4.6	672	440-720
Aschenbrenner, Chris	Mrs. Fox's Class	Fox, Susan	09/09/11	12	4.03	281	2.4	12	25.3	2.2	65	2.2-3.2	351	289-479
Bell, Timothy	Mrs. Fox's Class	Fox, Susan	09/09/11	8	4.03	378	3.2	34	41.3	3.1	88	2.7-3.8	552	381-580
Bollig, Brandon	Mrs. Fox's Class	Fox, Susan	09/08/11	9	4.02	353	2.9	27	37.1	2.9	81	2.5-3.5	471	348-530
Chang, Michelle	Mrs. Fox's Class	Fox, Susan	09/08/11	6	4.02	460	4.0	54	52.1	3.7	106	3.0-4.5	672	440-701
Delacruz, Benito	Mrs. Fox's Class	Fox, Susan	09/08/11	14	4.02	257	2.3	8	20.4	2.0	59	2.2-3.2	281	289-479
Halden, Susan	Mrs. Fox's Class	Fox, Susan	09/08/11	3	4.02	580	5.5	79	67.0	4.7	134	3.7-5.7	801	561-888
Mailloux, Louis	Mrs. Fox's Class	Fox, Susan	09/09/11	10	4.03	338	2.8	23	34.4	2.8	77	2.5-3.5	471	348-530
O'Neil, Sarah	Mrs. Fox's Class	Fox, Susan	09/09/11	2	4.03	640	6.0	86	72.8	5.2	144	4.0-6.1	872	619-931
Riccio, Sara	Mrs. Fox's Class	Fox, Susan	09/07/11	15	4.02	174	1.8	2	6.7	1.1	44	1.8-2.8	103	202-401
Richmond, Angela	Mrs. Fox's Class	Fox, Susan	09/09/11	4	4.03	562	5.3	76	64.9	4.5	129	3.6-5.6	791	549-870
Santos, Juan	Mrs. Fox's Class	Fox, Susan	09/07/11	11	4.02	318	2.6	19	31.5	2.6	73	2.4-3.4	421	329-511
Stone, Lisa	Mrs. Fox's Class	Fox, Susan	09/07/11	7	4.02	394	3.3	38	43.6	3.3	92	2.7-3.8	571	381-580
Thiess, Kimberly	Mrs. Fox's Class	Fox, Susan	09/08/11	1	4.02	889	8.1	97	89.6	6.6	190	4.5-8.1	1024	701-1130
Unger, Jerry	Mrs. Fox's Class	Fox, Susan	09/08/11	13	4.02	271	2.4	10	23.0	2.1	63	2.2-3.2	313	289-479
Average					4.02	424	3.7	45	47.4	1.7	98	2.8-4.1	613	401-631

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

STAR Reading™

Summary Report
Printed Monday, September 12, 2011 10:14:02 AM

Reporting Period: 09/01/2011 - 09/12/2011
(1st Quarter)

Class: Mrs. Fox's Class

PR Distribution Summary

Percentile	Students	Percent
Below 25th	6	40.0
25th to 49th	3	20.0
50th to 74th	2	13.3
75th & Above	4	26.7

Number of Students: 15

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	6.7
2.0 - 2.9	6	40.0
3.0 - 3.9	2	13.3
4.0 - 4.9	2	13.3
5.0 - 5.9	2	13.3
6.0 - 6.9	1	6.7
7.0 - 7.9	0	0.0
8.0 - 8.9	1	6.7
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	0	0.0
P	0	0.0
1.0 - 1.9	1	6.7
2.0 - 2.9	6	40.0
3.0 - 3.9	4	26.7
4.0 - 4.9	2	13.3
5.0 - 5.9	1	6.7
6.0 - 6.9	1	6.7
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
Allosaurus (Dinosaurs) by Michael P. Goecke ATOS BL[a]: 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% ●●●●● *Terrific, Matthew!* Points Earned: 0.5 of 0.5

My Progress in Marking Period 2
10/11/2012 - 11/21/2012 (48% Complete)

Average Percent Correct: 96.0%
goal 85%
0   100
Above Goal

Points Earned: 4.2
goal 7.6
0
55.3% of Goal

Average ATOS BL: 2.8
goal 2.6
0   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:

[a]ATOS BL: ATOS Book Level

Accelerated Reader

Diagnostic Report–Reading Practice
Printed January 29, 2013 08:03 AM

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

School: Renaissance School

Class: Reading
Teacher: Bright, Lisa

Student	Diag. Codes	RP Quizzes Passed	RP Quizzes Taken	% Correct Goal	% Correct Avg.	Points Goal	Points Earned	Points % of Goal	% Read Indep.	% Fiction	Engaged Time per Day[b]	Book Level ATOS BL Goal	Book Level ATOS BL Avg.	Certification 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	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	--
Rodriquez, 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)
4	33	F	Very low percent correct with above median points (median = 19.5 points)

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
[b] 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.

Student Record Report

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

School: Pine Hill Middle School

Johnson, Tim

Grade: 7
ID: TJOHNS

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

Reading Practice – English

Date		Number	Lang.	Title	F/NF	TWI	Corr.	Poss.	%	Earned	Poss.	ATOS BL
				Quiz Information			Questions			Points		
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	Number	Lang.	Title	First-Try New Corr.	Poss.	%	Second-Try New Corr.	Poss	%	Review Words 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	Number	Lang.	Title	F/NF	Corr.	Poss.	% Corr.	ATOS BL
			Quiz Information		Questions			
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.

TWI Report
Printed Monday, October 10, 2012 3:15:09PM

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**	**Overall**	**Fiction**	**Nonfiction**	**Overall**	**Fiction**	**Nonfiction**	**Overall**
Avg. % Correct	90	-	90	86	-	86	73	-	73
% Points	93	-	93	86	-	86	73	-	73
Points	2.8	-	2.8	3.0	-	3.0	1.1	-	1.1
Avg. ATOS BL	1.9	-	1.9	1.2	-	1.2	0.8	-	0.8
Passed/Taken	6/6	-	6/6	7/7	-	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**	**Overall**	**Fiction**	**Nonfiction**	**Overall**	**Fiction**	**Nonfiction**	**Overall**
Avg. % Correct	85	90	86	76	-	76	-	-	-
% Points	82	90	83	68	-	68	-	-	-
Points	4.5	0.5	5.0	1.7	-	1.7	-	-	-
Avg. ATOS BL	3.1	3.2	3.1	1.7	-	1.7	-	-	-
Passed/Taken	4/4	1/1	5/5	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**	**Overall**	**Fiction**	**Nonfiction**	**Overall**	**Fiction**	**Nonfiction**	**Overall**
Avg. % Correct	-	-	-	90	-	90	87	-	87
% Points	-	-	-	90	-	90	87	-	87
Points	-	-	-	2.7	-	2.7	6.1	-	6.1
Avg. ATOS BL	-	-	-	0.9	-	0.9	1.0	-	1.0
Passed/Taken	-	-	-	6/6	-	6/6	14/14	-	14/14

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

College and Career Readiness Report
Printed Monday, January 23, 2012 8:05:12 AM

Accelerated Reader

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 Most Recent IRL	STAR Reading ZPD (in Record Book)	% Fiction / Nonfiction	Fiction Quizzes Passed	Fiction ATOS Average BL	Fiction ATOS Average % Correct	Fiction ATOS Highest BL	Fiction % Correct on Highest BL	Nonfiction Quizzes Passed	Nonfiction ATOS Average BL	Nonfiction ATOS Average % Correct	Nonfiction ATOS Highest BL	Nonfiction % 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	-	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

Accelerated Reader

School: Prairie Ridge High School

College and Career Readiness Report

Printed Monday, January 23, 2012 8:05:12 AM

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

(MP 2)

Class: Language Arts
Teacher: Adams, E.

% Fiction / Nonfiction

Percent

100
80
60
40
20
0

Students

JB DB MB KC ID MG JG JG WJ KM ZM CP KR RS JW

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

Highest ATOS BL READ, ZPD, & CCR

ATOS

15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

Students

JB DB MB KC ID MG JG JG WJ KM ZM CP KR RS JW

◆ 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

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About Renaissance Learning

Renaissance Learning, Inc. is a leading provider of technology-based school improvement and student assessment programs for K12 schools. Renaissance Learning's tools provide daily formative assessment and periodic progress-monitoring technology to enhance core curriculum, support differentiated instruction, and personalize practice in reading, writing, and math. Renaissance Learning products help educators make the practice component of their existing curriculum more effective by providing tools to personalize practice and easily manage the daily activities for students of all levels. As a result, teachers using Renaissance Learning products accelerate learning, get more satisfaction from teaching, and help students achieve higher test scores on state and national tests.

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