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

In this book, we describe some of the techniques that maximise 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 pupils 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.co.uk

The Purpose of Accelerated Reader:

2. 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 pupils to apply the skills and strategies that you teach. It gives you opportunities to check pupil learning and identify weaknesses. And it draws pupils 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 personalise reading practice.
• Encouraging substantial amounts of practice, according to guidelines based on research findings.
• Making practice fun for pupils by facilitating successful encounters with text.

Accelerated Reader and Your Curriculum
Accelerated Reader is designed to be part of a comprehensive reading programme. It does not replace basal-reader series or other instructional materials; rather, it supports and enhances them. As the US National Reading Panel stated in its 2000 report, Teaching Children to Read, effective reading programmes are balanced: Pupils receive direct and systematic instruction in phonemic awareness, phonics skills, and comprehension strategies, and they are given opportunities to apply their knowledge in a variety of “natural settings.” 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 pupil effort - one of the most important practices in classrooms that work, according to education expert Robert Marzano.

How Accelerated Reader Works
At the heart of Accelerated Reader are a few basic steps:
1. You schedule time for daily reading practice, in addition to your instructional reading period. During this time, your pupils select and read library books that match their individual ability levels and interests.
2. When a pupil finishes a book, they take an AR Reading Practice Quiz on the computer. 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 pupil’s practice, guide them to appropriate books, and target instruction.

**What Guided Independent Reading Looks Like**

Guided independent reading is an active classroom practice for pupils and for you, with a number of activities taking place at the same time. Typically, most pupils will be reading quietly to themselves. A few pupils will be taking AR quizzes at computer stations in the classroom. Other pupils 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. Pupils who have finished a book will come to you and ask permission to take a quiz. Pupils who have just taken a quiz will show you the results so that you can confer with the pupil, reinforce good work, and provide guidance on which book to choose next. While pupils read, you will move from individual to individual, checking to see that their books are a good fit, reinforcing concepts and skills you may have taught during a lesson, 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, pupils can work independently and in an orderly fashion.

**Key Concepts**

For practice to be personalised, 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: they have to assess your physical capabilities, and they need to understand their exercise equipment so they can recommend a workout that’s just right for you. With AR, we measure pupils’ 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 practise 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, they likely wouldn’t develop to their full potential. The same principle applies to reading. Practising with books that are too hard results in frustration. Practising 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 pupils 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 pupil’s reading ability in order to estimate a ZPD. Any standardised reading assessment, including STAR Reading, provides this baseline data. STAR Reading also suggests a ZPD for each pupil. This suggestion is a personalised starting place for reading practice and may need to be adjusted over time. It’s just like working with the personal trainer. They will do an initial assessment to get you going. But they will monitor you closely and make adjustments to your practice routine so that you continuously work within the zone of difficulty that will lead to progress.

**Book Level, Interest Level, and Points**

To help you guide pupils 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 analyses the average length of the sentences in the book, the average length of the words, and the average year level of the words.

- **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. *The Very Hungry Caterpillar* by Eric Carle for example, which is suitable for lower-years, has a book level of 2.9. Many books however, have a low book level but are appropriate for higher years and vice versa. For example, Peter Lancett’s *The Dark Glass* has a book level of 2.4 because the sentences are short and the vocabulary is simple. The interest level,
however, is UY or Upper Years. Daisy Meadow’s, Ally, The Dolphin Fairy, with an interest level of LY or Lower Years, has a book level of 5.3 because it contains fairly long words and sentences.

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

<table>
<thead>
<tr>
<th>Interest Level</th>
<th>Year Appropriateness</th>
</tr>
</thead>
<tbody>
<tr>
<td>LY</td>
<td>Lower Years 5 to 8</td>
</tr>
<tr>
<td>MY</td>
<td>Middle Years 9 to 13</td>
</tr>
<tr>
<td>UY</td>
<td>Upper Years 14+</td>
</tr>
</tbody>
</table>

- Points are assigned to each book based on its length and difficulty. For example, Aladdin and the Fabulous Genie, by Tony Bradman, which is about 3461 words long, and is a 1-point book. Bad Dreams, by Anne Fine, which is about 22,843 words long, is a 3-point book. Avalon High, by Meg Cabot, about 65,913 words long, is a 10-point book. The formula for calculating points is: AR points = \((\frac{10 + \text{book level}}{10}) \times \frac{\text{words in book}}{10,000}\) As you work with AR, you will notice that some popular books have more points assigned to them than some classic pieces of literature. J.K. Rowling’s Harry Potter and the Order of the Phoenix, for example, is a 44-point book while Shakespeare’s Macbeth is a 4-point book. Keep in mind that this doesn’t mean we think Harry Potter is a better book or more worthwhile to read than Macbeth. Points only tell you that Harry Potter 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 pupil has done. Pupils “earn” points by taking the AR quiz for the book they have just read. If a pupil reads a 10 point book and scores 100 percent on the quiz, they earn 100 percent of the points. If the pupil scores 90 percent, they earn 90 percent of the points, and so on. To earn any amount of points, a pupil must pass the AR quiz at 60 or 70 percent. Points make it easy to see how much reading practise a pupil has successfully completed. For example, a pupil who has accumulated 50 points has read many more words than a pupil 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 recognise pupils who earn the most points. We discourage this practice. It’s true that a pupil 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:

- Pupils 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 pupils lose sight of the primary target, which is to read interesting books at the level of difficulty that is right for each of them as individuals.

- When all pupils pursue the same target - to earn the most points - less skilled readers are handicapped. Since only a few pupils “win,” those who feel they can never win give up.

- To try to earn more points, pupils may take quizzes without reading books, and they share answers. Instead of encouraging pupils to compete for points, we recommend that you give personalised point targets. These take into account each pupil’s ability level and enable every pupil to succeed and grow. We’ll explain how to do this in a later chapter.

**The Importance of Good Comprehension**

Our research shows that the most important factor in accelerated reading growth is good comprehension. Therefore we encourage pupils to strive for high marks on AR quizzes and maintain an average of at least 85 percent - with 90 percent being even better.
Why then, you may be wondering, does AR give pupils points for pass marks of 60 or 70 percent and higher, if an average of 85 or 90 percent is the target? Remember, points tell you how much reading practice a pupil has done. If a pupil spends two weeks reading a 10 point book and scores 100 percent, AR records 10 points, which is a fantastic accomplishment. If the pupil only scores 60 percent, AR records 6 points, which is not so good but does document the time and effort they put in. The teacher’s role, which we’ll describe in a later chapter, is to either guide the pupil to a more appropriate book and/or help the pupil develop comprehension strategies so that they will be more successful with future books and quizzes.

### Summary: Accelerated Reader Key Concepts

- **The purpose of Accelerated Reader is to enable powerful practice.**
- **A pupil’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 year 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 pupil earns tells you how much reading a pupil has done.**
- **The most important factor in accelerated reading growth is good comprehension.**

### 3. Assemble Resources

Before you begin using Accelerated Reader, make sure the software is set up and you’re familiar with it. Then survey your supply of books and computers. Prepare your books for pupil use and figure out how you can give pupils ready access to computers.

#### Prepare to Use the Software

Your technology staff needs to set up pupil, class, teacher, and school-year information in the software before you begin using it. With 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.

#### Identify Pupil User Names and Passwords

Each of your pupils is also assigned a user name and password. These are found on the Pupil Information Report. Print a copy so that you can give this information to your pupils. See the appendix to find out how to print these reports.

#### Take a Sample Quiz

AR includes different types of quizzes for different purposes. The quiz of basic comprehension that pupils take on books they select for reading practice is called a Reading Practice Quiz. Familiarise 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 pupil, taking a quiz, and aborting a quiz.) A Reading Practice Quiz consists of 5, 10, or 20 multiple-choice questions, depending on the length and complexity of the book.

#### Label Books

In order for pupils to select books that are right for them, all the books for which you have AR quizzes must be labelled 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 pupils can identify the right quiz when they are ready to take it. You can print labels from the Renaissance Place software or from the AR Bookguide website; www.arbookguide.co.uk. As an alternative to labelling, 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 pupils, you may also want to colour-code books by using coloured dots in half or whole level increments. This will help make Accelerated Reader books visible on your shelves. You can also purchase AR logo spine stickers through our company website; www.renlearn.co.uk.

**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 pupils fully occupied with reading practice. A deep and broad collection also ensures that pupils will find appealing books that will motivate them to read more.

That means, for example, that if your school has a high proportion of pupils reading at lower levels, the librarian will want to adjust her book acquisition programme accordingly. Note that the number of books needed is higher for lower Reading Ages; that’s because beginning readers read short books that they finish quickly. If you test your pupils with STAR Reading, print the Summary Report to see how many pupils are reading at various Reading Age levels.

<table>
<thead>
<tr>
<th>Year</th>
<th>AR Books per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception to Year 1</td>
<td>10</td>
</tr>
<tr>
<td>Year 2</td>
<td>8</td>
</tr>
<tr>
<td>Year 3 - Year 5</td>
<td>5</td>
</tr>
<tr>
<td>Year 6 - Year 8</td>
<td>4</td>
</tr>
<tr>
<td>Year 9+</td>
<td>2</td>
</tr>
</tbody>
</table>

**Figure Out Computer Access for Pupil Quizzing**

We recommend that pupils take a quiz within 24 hours of finishing a book. If pupils 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. Some schools set up additional computers in the library. You will also need a printer near the computer stations to print quiz results.

**Arrange for Library Access**

Pupils 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 pupils to go to the library individually, not just as a class, while controlling the number of pupils who are out of the classroom at one time. (The Pupil Reading Log, which we describe in a later chapter, is often used as a pass.) Because circulation increases dramatically with AR, your librarian is likely to need additional helpers, such as pupil 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 labelled. 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. Organise 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.
4. Personalise Reading Practice

The most exciting feature of AR is that it makes it easy for you to personalise your pupil’s reading practice. No more guesswork, no more Sunday-night planning sessions trying to match the right materials to the right pupil. If you want to see your pupils’ reading skills soar, don’t delay this important aspect of AR. Below we describe the steps: (1) Get baseline data on each pupil’s reading ability. (2) Start each pupil at the level that seems about right, according to that baseline data, and fine-tune as needed. (3) Look up our recommendations for how much reading each pupil should do, depending on individual ability.

Use a STAR Assessment for Baseline Data

STAR Reading and STAR Early Literacy are reading assessments that give baseline data on each pupil’s reading ability. When used periodically throughout the school year, they also measure growth. To take a STAR Reading assessment, pupils need a sight vocabulary of at least 100 words; STAR Early Literacy is designed for pupils who are not yet reading independently.

Administer STAR assessments to pupils as early as possible in the school year. Both tests are computerised and deliver results immediately. 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 print the pretest instructions, which you can read to pupils to explain how the test works. (See the appendix for information on printing the pre-test instructions.)

Identify Each Pupil’s Initial ZPD

In addition to providing information on a pupil’s overall reading ability, STAR Reading also suggests a range of book levels for each pupil - a ZPD. The ZPD that is provided by STAR Reading is a personalised starting place for reading practice. You’ll find suggested ZPDs listed for all your pupils on STAR’s Reading Range Report. (See the appendix for instructions on viewing STAR Reports.)

Why ZPD Covers a Range of Levels

We express the ZPD as a range. Rather than tell you, for example, that a pupil 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 pupil’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 pupils have a large 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 pupils’ choices within their ZPDs. While you might be tempted to have a pupil first read books at a 2.8 level, then a 2.9 level, 3.0 level, and so on, research does not show that this kind of progression with library books leads to greater gains. The practice also severely limits a pupil’s choices and turns reading into a chore.

Use the Concept of ZPD to Guide Reading Practice

The ZPD is central to guiding reading practice. Once you identify initial ZPDs with a STAR Reading assessment or through other means, you’ll want your pupils to start out reading at those levels. You will also monitor their reading
closely to see whether these initial ZPDs are good fits or whether you need to make adjustments. This is how reading practise is personalised - through your careful observation.

Make Sure Pupils Know Their ZPD
A fundamental principle of Accelerated Reader - and effective education, in general - is that pupils 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 place to record ZPD.) You will find that this kind of involvement builds a sense of self-control in pupils and is highly motivating. You will also discover that pupils acquire an understanding of what the right level of challenge is for them. As a result, pupils themselves can provide valuable input as you guide their reading practice.

Quiz Averages of at Least 85 Percent Show Pupils Are Reading in Their Zone
The ZPD that STA R Reading reports may - or may not - be the right ZPD for an individual pupil. 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 pupil’s reading ability is how well the pupil does with daily reading practice.

Once you have identified a pupil’s ZPD and the pupil reads and takes quizzes on books within that range, you will begin receiving data from AR about the pupil’s comprehension. The quizzes act like a heart monitor - they give you information that tells you how hard the pupil is working. We know from our research that if a pupil is able to maintain an average score on AR Reading Practice Quizzes of at least 85 percent, the pupil is working at the optimum level of difficulty. That means if a pupil is unable to achieve an average of 85 percent, you would first look at the pupil’s technique: Are they applying basic comprehension strategies? If the technique is good but the pupil continues to struggle, you would then guide the pupil to lower-level books. As the pupil’s skills improve, open up the higher end of the range from which the pupil is choosing books to encourage more challenging reading.

For example, let’s say Sally’s STA R Reading test score suggests a ZPD of 3.0 to 4.5. 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 summarise 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 STA R 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 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.

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, pupils 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:

- Get to know your pupils.
- Aim to keep them involved in reading practice that is successful and enjoyable, that builds confidence, and that advances their skills.
- Remember AR quizzes are like a heart monitor: Keep an eye on the data, and if a pupil can maintain an average of at least 85 percent, they are working at the right level.

ZPD and Emergent Readers
Pupils who are not yet reading independently will be practising 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. You can use the AR data the same way you would with independent readers. Keep an eye on the level of book each pupil is choosing and the pupil’s performance. If a pupil can maintain an average of at least 85 percent on AR
quizzes, the books the pupil is listening to or reading with someone are at the right level of difficulty - that is, within the pupil’s ZPD.

At the primary level, ZPD can be too abstract a term for pupils to use. However, even a numerical year level (1.2, for example) is hard for children of this age to grasp. If you colour-code books, as we suggest in an earlier chapter, you can refer to book levels by colour. Then it becomes easy for a pupil to understand that “yellow-dot books” are just right for him to listen to and, when he’s ready, he can move into “blue-dot books.”

**Personalise Practice with Individual Point Targets**

If a trainer were to create a fitness programme for you, they 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 pupil’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 pupils must engage in to achieve growth. We measured the amount in time and found that 20 to 60 minutes a day of high-quality practice was associated with the greatest gains. We also kept track of how many points pupils of varying abilities accumulated within those 20 to 60 minutes. That’s how we can estimate the number of points pupils need to earn in order to advance their skills. We summarise these findings in our Target-Setting Chart, which is shown below. You’ll see that 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 novice runner. And if you were coaching these two individuals, you would ask the track star to log more miles than the novice runner.

<table>
<thead>
<tr>
<th>Suggested ZPD</th>
<th>60 Minutes Daily Practice</th>
<th>30 Minutes Daily Practice</th>
<th>20 Minutes Daily Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Points per Week</td>
<td>Points per 6 Weeks</td>
<td>Points per 9 Weeks</td>
</tr>
<tr>
<td>1.0 - 2.0</td>
<td>1.7</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>1.5 - 2.5</td>
<td>1.9</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>2.0 - 3.0</td>
<td>2.1</td>
<td>13</td>
<td>19</td>
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<tr>
<td>2.3 - 3.3</td>
<td>2.3</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>2.6 - 3.6</td>
<td>2.5</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>2.8 - 4.0</td>
<td>2.3</td>
<td>16</td>
<td>24</td>
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<tr>
<td>3.0 - 4.5</td>
<td>2.8</td>
<td>17</td>
<td>25</td>
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<td>3.2 - 5.0</td>
<td>3.7</td>
<td>19</td>
<td>29</td>
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<td>3.4 - 5.4</td>
<td>3.5</td>
<td>21</td>
<td>32</td>
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<td>3.7 - 5.7</td>
<td>3.9</td>
<td>23</td>
<td>35</td>
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<td>4.0 - 6.1</td>
<td>4.2</td>
<td>25</td>
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<td>4.2 - 6.5</td>
<td>4.6</td>
<td>29</td>
<td>41</td>
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<td>4.4 - 7.0</td>
<td>4.9</td>
<td>29</td>
<td>44</td>
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<td>4.6 - 7.5</td>
<td>5.3</td>
<td>32</td>
<td>45</td>
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<td>4.8 - 8.0</td>
<td>5.6</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>4.9 - 12.0</td>
<td>8.3</td>
<td>50</td>
<td>75</td>
</tr>
</tbody>
</table>
How to Set Individual Point Targets
The procedure for setting individual point targets is simple. First, find a pupil’s ZPD on the Target-Setting Chart. Then look across the chart to the column that matches the amount of time you are providing for practice. You’ll see recommended point targets for a week or a marking period. With younger pupils, you might want to set targets by the week. For older pupils, who are reading longer books and are more able to work toward long-term targets, marking-period targets may be more suitable. You can enter individual point targets in the software, and AR will keep track of each pupil’s progress. (The appendix gives instructions.) These targets must be for a marking period. If you are just starting out, however, and this sounds too complicated, you can still give pupils point targets that they note on paper. In section 6, we’ll show you an example of a reading log that has space for a point target.

You might find that some pupils and parents question the idea of setting different point targets for different pupils. 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 them up for failure. Asking the track star to only run as much as the novice would be unfair to the track star: They would likely never reach their full potential.

Point Targets for Emergent and Beginning Readers
The Target-Setting Chart is intended for independent readers. For pupils not yet reading on their own or just beginning to read, we recommend more generalised targets: At least 0.5 points per week for pupils in Reception, and 0.75 points for first year pupils per 30 minutes of daily practice with books read to or with them.

Point Targets for High-Ability Readers
Some of your pupils may have a reading ability that is considerably higher than their year in school. For example, you may have a Year 3 pupil with a ZPD of 4.9 - 12.0. If you followed the guidelines on the Target-Setting Chart exactly, that pupil’s point target would be 37.5 points for 30 minutes of daily reading during a nine week marking period. This target is probably too high. We have found that the content of the long, complicated, high-point books that would enable a pupil to earn this many points is often too mature for younger pupils, even though they are capable of decoding the words. In addition, for pupils reading far above year 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, it may be appropriate to set point targets that are more in line with their year in school or perhaps a little higher.

Adjusting Point Targets
Just like book-level ranges, point targets are not set in stone. Sometimes pupils work hard and yet struggle to meet a point target. 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 target. Based on your knowledge of the pupils it may also be appropriate to challenge some individuals and use a higher point target. Use your best judgment, and set a target that is realistic, motivating, and achievable.

Summary: Personalise Reading Practice
- Administer STAR Reading assessments and identify initial ZPDs.
- Explain ZPD to pupils.
- Set individual point targets.
- Understand that quiz-score averages of at least 85 percent show pupils are reading within their ZPD.
- As needed, adjust the level of the books pupils are reading so that they can achieve and maintain a high quiz average.
5. Schedule Time for Reading and Quizzing

Our research shows that pupils gain the most when they practise reading every day. For independent readers, we recommend scheduling at least 30 minutes in primary and middle school and at least 20 minutes in secondary school. Emergent readers also require at least 30 minutes of daily practice, although this will likely be a combination of listening to someone read to them and assisted reading. Bear in mind that “practice” means reading AR books that pupils select themselves and is in addition to the reading pupils do in basal readers or other instructional materials.

**Make In-School Reading Practice a Priority**

Finding 20 to 30 minutes a day to devote exclusively to reading practice can be a challenge. But as with all targets, the stronger your commitment, the more likely you are to achieve success. Here are some things to try:

- Enlist the support of your Headteacher. Ask your Headteacher to schedule a time for the entire school to practise reading. Doing so creates a culture in which reading is valued and ensures that practise 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 tutor time, study periods, or other time you can allocate to reading?
- In primary or secondary school, build reading into English classes, consider shortening each period, or reduce pass time between classes. In some schools, teachers responsible for other curriculum subjects 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 pupils’ skills develop, they transition to independent reading. When a pupil reaches this stage, however, “reading to” and “reading with” activities need not be dropped. In fact, reading to pupils of all ages is a highly motivating way of introducing them to interesting books, model good reading behaviours and promote discussion. Reading with pupils is an effective remedial technique and helps support pupils as they move into more difficult material.

Accelerated Reader supports all three types of reading practice. Pupils 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 pupils’ progress with each type of practise.

**Reading Ranges for Books Read To and With Pupils**

Generally speaking, books that someone reads with a pupil can be at a little higher level than the books the pupil reads independently. Books read to the pupil can also be a bit more difficult. This is because pupils 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.

**Quizzing on Books Read To or With a Pupil**

Make sure pupils read and quiz in the same way. If a book is read to pupils, the quiz must be read to them as well. In primary school classrooms, you may want to enlist parent volunteers or older year pupils to read books and quizzes to younger pupils.

**Plan a Successful Start**

No matter the activity - whether it’s exercise, gardening, learning to speak a language, or reading - success is the most effective motivator. Therefore, it’s critical that pupils 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 pupils. Project the quiz on an interactive whiteboard if possible, and take it together.
• Talk about and model self-monitoring as a strategy for good comprehension. Tell pupils to ask themselves, “Am I understanding what I am reading?” If not, advise them to slow down, re-read, read ahead, or talk to you or a friend about the confusing part.

**Teach pupils how to quiz.**

We recommend these strategies:

1. Take the quiz within 24 hours of reading a book.
2. Briefly review the book before you quiz. Re-tell the story in your head or to a friend, or review the table of contents.
3. Bring your reading 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: Get Pupils Reading and Quizzing**

- Schedule a regular time for reading practice with self-selected AR books.
- Plan a successful start by:
  - Reading a short book aloud and taking the quiz as a class.
- Teaching pupils to monitor their comprehension as they read.
- Teaching pupils how to quiz.

**6. Manage Each Pupil’s Reading Practice**

AR gathers data, but you must act on that data if pupils 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 programme.

**Have Pupils Keep a Daily Reading Log**

A hand-written reading log that pupils maintain enables them to keep track of their reading and allows you to see at a glance how they are spending their time. A reading log is also motivational. It makes pupils’ reading visual and helps them see how much they have accomplished. AR pupils are proud of their logs and love to show them to parents and visitors.

**Use the Reading Log As a Record of Reading Practice**

An example of how a reading log might be filled out is on page 14. You can also create your own form. If you devise your own reading log, make sure it includes space for the following information:

- The pupil’s name and ZPD. Pupils must know their ZPD in order to select appropriate books. Having the ZPD on the reading log also makes it easy for you to see if the books pupils are reading fall within their ZPD.
- Information about the book. This includes the title, quiz number, book level, and point value, and a designation of fiction or non-fiction. Having the quiz number handy helps pupils locate quizzes in the software. Book level and point value enable you to compare the book’s difficulty to the pupil’s ZPD. Knowing whether a book is fiction or non-fiction helps you monitor a pupil’s book choices and determine if one or the other type of literature is harder for the pupil to read.
- A record of the pupil’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 pupils’ practice. High numbers also alert you
to pupils who may be rushing through - or not reading - books because they are focused on earning a large number of points. In the example below, we show one way a pupil might record how many pages he read in school and out of school: by splitting the box for pages read in half.

- Personalised point target. Having this close to hand reminds pupils of what they’re aiming for. See page 10 for instructions on setting personalised point targets.

<table>
<thead>
<tr>
<th>Pupil Reading Log With Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupil Name:</strong> Martin Lucero</td>
</tr>
<tr>
<td><strong>Target:</strong> Average Percentage Correct 90%</td>
</tr>
<tr>
<td><strong>Points:</strong> 25</td>
</tr>
<tr>
<td><strong>Average Book Level:</strong> 4.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quiz No.</th>
<th>Title</th>
<th>Book Level</th>
<th>Points</th>
<th>FN/F</th>
<th>Date</th>
<th>Pages Read</th>
<th>Total</th>
<th>Teacher Review/ % Correct</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0566</td>
<td>The Foxman</td>
<td>4.9</td>
<td>3</td>
<td>F</td>
<td>1/14</td>
<td>1-59</td>
<td>8</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1/10</td>
<td>6-15</td>
<td>1-59</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1/14</td>
<td>70-80</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1/14</td>
<td>87-116</td>
<td>22</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>20700</td>
<td>Harry Potter</td>
<td>4.9</td>
<td>3</td>
<td>NF</td>
<td>1/16</td>
<td>1-14</td>
<td>17</td>
<td>✓</td>
<td>Excellent!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1/16</td>
<td>19-31</td>
<td>22</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Pupil Reading Log**

A reading log helps pupils keep track of their reading. It also works well as a library pass. If a pupil shows you their reading log when they ask to go to the library, you can confirm that they are ready to choose a new book. When the pupil arrives at the library with their reading log-in hand, the Librarian can use the pupil’s ZPD and reading history to help them select another book.

**Check in One-on-One at Key Moments**

While other programmes advocate that teachers should quietly read with pupils 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 pupils’ 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 pupils’ reading progress.

Because you are checking each pupil’s “status” - that is, what the pupil is doing during that particular reading practice period - we call this check-in procedure Status of the Class. To get the most out of Accelerated Reader, take Status of the Class every day. Not only is it the best way to monitor pupils’ practice, it is tremendously motivating. Many pupils say that having the teacher talk to them routinely about the books they are reading is their favourite 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 instruct pupils 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. Begin circulating around the room, but instruct pupils to interrupt you if they are ready to take a quiz and or have finished a quiz.

Make sure pupils understand 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. Give pupils a way to get your attention before and after quizzing that is comfortable for you. Some teachers ask pupils to simply come up to them.
and wait quietly. Other teachers prefer that pupils stay in their seats and raise their hands. Whichever method you choose, emphasise to your pupils that it’s important to be quiet and orderly so that classmates can concentrate on their reading. To maximise reading time, here is a good order in which to meet with pupils and recommendations for what to do.

**First: Pupils ready to take a quiz.**
Check the pupil’s reading log to make sure they have indeed read the book they want to quiz on and their pace seems reasonable. (If a log shows a pupil has “read” a 1,000-page book overnight, that’s a red flag!)

**Second: Pupils who have taken a quiz and are ready to choose their next book.**
This is the point at which you will ask yourself, was the book the pupil just read too hard or just right? It’s also a good time to have a brief conversation with the pupil about their reading experience and the kind of book they would like to read next.

To help you guide the pupil to a suitable title, AR provides a report called the TOPS Report. It tells you and the pupil how they did on the quiz they just finished and summarises what they have accomplished so far in the marking period. If the preference in the software is turned on and the Renaissance Print Plug-In is installed (which we recommend), a TOPS Report will print automatically after a pupil finishes a quiz. An example of the TOPS Report can be seen at the bottom of the page. Instructions for turning on the preference are in the appendix.

**Third: Pupils who are reading.**
If a pupil is just starting a book, check to see if the book level is within their ZPD and the Interest Level and point value are suitable. Ask the pupil if the book seems like a good fit. Is the book what the pupil thought it would be? Does it seem too hard or too easy? To help develop comprehension, ask the pupil what they think the book will be about. If a pupil is continuing a book they have already started, check the pupil’s reading log to see if they are reading steadily. Ask if they are enjoying their book. Can they give you a brief update on what’s happening in the story? What do they think will happen next? Your aim with pupils as they read is to see if they are having a successful and enjoyable experience, to reinforce comprehension skills, and to motivate them by providing individual attention.

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**Reading Practice TOPS Report**

This report gives you and your pupils immediate feedback about the Reading Practice Quiz just taken and shows cumulative data for the marking period and school year.

*School*: Renaissance Learning Test School
*Class*: Primary
*Teacher*: N H

<table>
<thead>
<tr>
<th>What I Read</th>
<th>How I Did</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Mischief by Hergreaves, Roger</td>
<td>Correct 5 of 5</td>
</tr>
<tr>
<td>ATOS BL: 3.2</td>
<td>Percentage Correct: 100%</td>
</tr>
<tr>
<td>Quiz Date: 07/09/2009 10:32</td>
<td>Remarkable, Oliver!</td>
</tr>
<tr>
<td>Interest Level: Lower Years (LY)</td>
<td>Points Earned: 0.5 of 0.5</td>
</tr>
<tr>
<td>TWI: Read With</td>
<td></td>
</tr>
</tbody>
</table>

**My Progress in 2008 - 2009**
01/08/2008 - 18/05/2009 (78%, complete)

- Average % Correct: 80.0%
- Target: 80%
- Points Earned: 10.4
- Target: 40.0
- Average ATOS BL: 2.5
- Target: 10.0
- Marking Period Totals:
  - Quizzes Passed: 23
  - Quizzes Taken: 23
  - Words Read: 17,313
Teaching the TOPS
The TOPS Report is a highly motivational piece of paper. Pupils love getting immediate and objective feedback. They must be taught how to interpret that feedback. Before pupils begin taking AR quizzes, put an example of the TOPS report on a whiteboard and go over it as a class. Have pupils locate and circle the following pieces of information:

- The number of questions answered correctly. Very young pupils 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 sweets”).
- The score on the quiz. Tell pupils that this number shows how well they understood what they read. Teach pupils to aim for scores of 90 percent or 100 percent.
- Book level. This indicates how hard the book is. Remind pupils that, most of the time, the book level must be within their ZPD.
- The number of points earned. Explain to pupils that points tell them how much reading practice they are getting. If you enter point targets in the software, the TOPS Report will show a pupil’s point target for the marking period. Teach pupils how to compare the percent of their point target 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 target.

Use Status of the Class to Promote Self-Directed Learning
When we’re pressed for time, we often fall into the habit of telling pupils 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. Pupils 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 pupils, strive to help them understand themselves and to model the kind of thinking you would like them to take on. Here are suggestions for what language to use.

<table>
<thead>
<tr>
<th>Instead of Saying …</th>
<th>Say This</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Put this book back. It’s too hard for you.”</td>
<td>“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?”</td>
</tr>
<tr>
<td>“You need to read within your level.”</td>
<td>“It’s okay to read a few book’s 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 marks, we’ll move you into harder books.”</td>
</tr>
<tr>
<td>“You should be choosing green books, not blue ones.”</td>
<td>“I think this book would be a stretch for you, but I know you’re really interested in this topic. I could pair you up with Bobby and you could read this together, or you could wait a couple of months. Which would you like to do?”</td>
</tr>
<tr>
<td>“I want you to stop reading all these half-point and one point baby books. Find something worth 2 points.”</td>
<td>“Let’s find books that will make you stronger as a reader. The others are really enjoying ________ . Why don’t you take a look at those and the other 2- point books in the reading corner? Pick one, and I’ll check in with you every day to see how you’re doing.”</td>
</tr>
</tbody>
</table>
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 pupils’ daily work. In addition, we recommend that once a week you look at a summary of each pupil’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 pupils who are having trouble.

The Diagnostic Report for Reading Practice Quizzes gives you this information. Take a look at the example below, and you’ll see that the report lists every pupil 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 pupils who likely need your help. Individual targets are also shown, along with each pupil’s progress toward their targets. In addition, the report can indicate how much of the pupil’s reading practice has been with fiction and how much has been done independently.

We recommend that you review the Diagnostic Report once a week, sort by percentage correct and that you set the reporting period from the beginning of the marking period to the current date. As you gain experience with AR, you will be able to analyse 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 target earned. Confer with each pupil who has a diagnostic code, analyse the problem, and work together on a solution.

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 instruct pupils to call you to the computer when they complete a quiz so you can view the results on-screen. Discuss the results and the pupil’s next book choice, record the score on the pupil’s log, and initial it. There are, however, disadvantages:

1. Running back and forth to the computer distracts you from conversations with other pupils, and
2. By not printing TOPS Reports that you can send home, you lose the chance to communicate with parents.

If paper is a problem, try looking for a supply of used office paper that only has printing on one side. Or ask parent groups or businesses to donate money specifically for paper.

### Diagnostic Report

This report provides summary data on pupil performance and shows progress toward average-percent-correct, point, and book-level targets. Review this data weekly to monitor pupil 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 pupil’s average drops below 85 percent, that is a red flag. Below is a chart that lists questions for you to consider when a pupil’s average is low, along with actions to take in response.

<table>
<thead>
<tr>
<th>Questions to Consider</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is the pupil reading within their ZPD?</td>
<td>• Get the pupil’s suggested ZPD from STAR Reading. Explain what the ZPD means, and have the pupil record it on their reading log. (Young pupils may need to record every number within the range, for example, 1.5, 1.6, 1.7, etc.) Teach the pupil how to check if a book level is within their ZPD.</td>
</tr>
<tr>
<td>• Does the pupil know their ZPD?</td>
<td>• Use the pupil’s current ZPD from STAR Reading, along with the Target-Setting Chart on page 10, to set a personalised point target for each pupil in the class for the marking period. Be sure to incorporate targets on the chart based on how much of the marking period has gone by. For example, if the point target on the chart is 8.5 and half the marking period has gone by, a reasonable point target would be 4.2.</td>
</tr>
<tr>
<td>• Does the pupil understand the importance of good comprehension as reflected in high quiz scores, or are they focused on earning points?</td>
<td>• Teach the pupil a simple review strategy, such as reviewing the table of contents or briefly re-telling the story to a classmate before quizzing.</td>
</tr>
<tr>
<td>• Have you and the pupil established a personalised point target? When every pupil has the same target, many attempt to read more difficult books than they can handle, or rush through books without really understanding them.</td>
<td>• If the pupil still scores low, widen the ZPD to include easier books, and ask the pupil to select their next few books from this new low end. For example, if the pupil’s current ZPD is 3.0-4.5, widen the ZPD to 2.5-4.5. Help the pupil find books they are interested in within a book-level range of 2.5-3.0, and watch the quiz results carefully to see how they do.</td>
</tr>
<tr>
<td>• Has the pupil been reading books within their ZPD but still scoring low?</td>
<td>• Help them find books on subjects with which they are familiar. Ask the pupil to read a page of the book to you. A good rule of thumb is that if a pupil has problems with five words out of a hundred, the book is too hard. In that case, widen the pupil’s ZPD as described above or help the pupil select another book with more familiar vocabulary.</td>
</tr>
<tr>
<td>• Is the pupil an English Language Learner struggling with unfamiliar vocabulary and subject matter?</td>
<td>• Teach simple comprehension strategies, such as visualisation (“make a film in your head”), previewing before reading, and summarising after reading. The latter can be done mentally, with a partner, or in a reading journal. Also teach pupils to slow down or read over when they come to something in a book they don’t understand. Check in with these pupils daily during Status of the Class and help them practice the strategies you teach.</td>
</tr>
<tr>
<td>• Is the pupil moving from picture books to chapter books?</td>
<td></td>
</tr>
<tr>
<td>• Is the pupil choosing very long books and having trouble remembering what they have read?</td>
<td></td>
</tr>
<tr>
<td>• Does the pupil need help with comprehension strategies?</td>
<td></td>
</tr>
</tbody>
</table>
**Low Number of Points**

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

<table>
<thead>
<tr>
<th>Low Points? Questions to Consider</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has the pupil been in class for the entire marking period or did they enrol part way through?</td>
<td>• Adjust their point target to reflect their time in school.</td>
</tr>
<tr>
<td>• Have they been absent frequently?</td>
<td>• Establish a personalised point target as explained above.</td>
</tr>
<tr>
<td>• Does the pupil know how many points they are expected to earn?</td>
<td>• Check to see that the pupil knows their ZPD and has it with them when they selects books. If they have been scoring low on books within their range, experiment with widening the ZPD by dropping the low end, as described above.</td>
</tr>
<tr>
<td>• Do they have a personalised point target?</td>
<td>• Wait to see how the pupil does on the quiz.</td>
</tr>
<tr>
<td>• Do they know their ZPD, and are they choosing books within it? Or are they earning few points because their books are too hard and they are doing poorly on quizzes?</td>
<td>• Make sure that the books the pupil is reading are not too hard. If the book level seems okay, lower their point target to one that is achievable.</td>
</tr>
<tr>
<td>• Are they in the middle of a very long book? The software doesn’t “know” that a pupil has read a book until they take the quiz.</td>
<td>• Talk with them about their interests. What do they like to do with family? With friends? On their own? Work with the Librarian or use the AR search tool on our website to locate titles that match the pupil’s ZPD and interests and are at an appropriate length. Make sure the Interest Level is suitable for the pupil’s age.</td>
</tr>
<tr>
<td>• Are they reading more slowly than average because they are an English Language Learner?</td>
<td>• If you have trouble finding suitable books in the school library, talk with your Headteacher and librarian about how to increase the collection.</td>
</tr>
<tr>
<td>• Is the pupil finding books that interest them?</td>
<td>• AR can help you employ two powerful motivators: Good books and success. We have found that if you put the right books in a pupil’s hands and ensure that the pupil has successful experiences reading and quizzesing, that pupil will be hooked on reading. If you make the pupil’s accomplishments visible to them and celebrate what they have done, they will become more confident, and their motivation and skills will grow.</td>
</tr>
<tr>
<td>• Does the library have a collection that covers a wide range of subjects at all levels of difficulty?</td>
<td>•</td>
</tr>
</tbody>
</table>
7. Put Comprehension First

When we examine the reading achievement of pupils who use AR, we find that those who maintain high marks on quizzes make the most gains. In other words, “just reading” is not enough. Accumulating points is not enough. Pupils must understand what they are reading, and they must understand it well. The chart below shows the difference in gains made by pupils in Year 3 through 13 who averaged below 85 percent on AR quizzes and above 85 percent on quizzes.

Our data also shows that for pupils in Years 4 to 12, reading ability improves the most when pupils average above 90 percent. The chart below summarises these findings.

* More UK studies can be found at [www.renlearn.co.uk/comp_research.html](http://www.renlearn.co.uk/comp_research.html)
How to Ensure Good Comprehension and High Averages
To achieve high averages, pupils must score 100 percent on many, if not most, of their AR quizzes. A perfect score indicates that a pupil understands the key points of a book. It also means the pupil is reading within a good learning zone. Here are ways to ensure that pupils reach these high levels of success.

Keep pupils reading within a range of difficulty that enables them to score 90 or 100 percent on most of their quizzes
Remember that the ZPD suggested by STAR Reading is only a starting point. It is up to you to adjust the range within which pupils are reading so that they can be successful.

Monitor consistently and in a timely fashion - take Status of the Class every day
Review recent quiz scores, and check comprehension of the books pupils are reading. When pupils 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 pupil might read next.

Explicitly teach comprehension strategies and reinforce them during Status of the Class
Pupils 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 pupils 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 are:

• Self-monitoring. Model what good readers do when they have trouble understanding a passage. Show how you would slow down, re-read, read on, or ask for help. Give pupils sticky notes and ask them to flag passages they find hard to understand on first reading. When you take Status of the Class, ask pupils what they did to help themselves overcome the problem.

• Summarising. Tell pupils that briefly summarising helps a reader process and remember text. Model the strategy and check to see how pupils are doing with it as you take Status of the Class.

Help pupils transfer the skills you teach during your instructional period to their AR books
After you teach a reading skill, ask pupils to apply it during their independent reading time. For example, if you have been teaching the use of context clues, have pupils 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 pupils which words, phrases, or images helped them figure out the meaning of the word. If you have been teaching story elements, ask pupils to think about the central conflict in their book and discuss the conflict briefly as you take Status of the Class.

Teach quiz-taking strategies
Encourage pupils 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.

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 Pupils’ Book Choices
While our research confirms the value of having pupils read within their ZPD, it also shows that pupils can make gains by reading a wide range of books at varying levels of difficulty. This tells us that pupils 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 pupils 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 pupils 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 pupil into harder books is not to say, “You must read a book at the 4.2 level,” but to introduce them to books between, say, the 4.0 and 5.0 levels that you know will be of interest, and to teach the pupil comprehension strategies that will enable them to succeed.

**Don’t Emphasise Points Over Comprehension**

Pupils tend to think of points in concrete terms. In their minds, it’s like money or sweets - the more you have, the better. In AR, however, this idea has proven to be too simplistic. Our research shows that when pupils’ averages drop below 80 percent, their reading skills, as measured on standardised tests, can actually decline. 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 pupils read within a range of book levels that enables them to score 90 or 100 percent on most of their quizzes.
- Monitor pupil work every day.
- Teach comprehension strategies and reinforce them during Status of the Class.
- Teach good quiz-taking strategies.
- Don’t overly restrict pupils’ book choices.
- Don’t emphasise points over comprehension.

**8. 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 their 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 pupils. 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.

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**Pupil Record Report**

This report provides a detailed summary of a pupil’s reading practice, with details about each book read and scores on all quiz types. Both you and the pupils can print this report.
Use the Reading Log, Pupil Record, and TOPS Reports

A reading log, as described earlier, helps pupils 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 Pupil Record Report, or pupils can print the report themselves. This report lists each book a pupil has read and the pupil’s quiz score. See the example on page below.

The TOPS Report (see page 15) tells the pupil how they did on the quiz just taken, and thus provides immediate reinforcement for good work. In addition, it shows the pupil how much progress they have made toward her targets. One of the most important attributes of the TOPS Report is that the pupil sees it after every quiz. This frequent, objective feedback reinforces effort and keeps pupils motivated. See the appendix for instructions on how to print the TOPS and Pupil Record reports.

Have Pupils Chart Their Progress

Some pupils love to make their progress visual by plotting it on a graph. Give pupils the data they need for their charts when you run your weekly Diagnostic Report. Some teachers do this verbally as they take Status of the Class; others slice the Diagnostic Report into pieces with a paper cutter and give each pupil his or her line of data.

Have Pupils “Collect” Success

Give pupils a sheet of paper divided into squares like a Bingo chart. Every time a pupil scores 90 or 100 percent on a quiz, give them a sticker to put in one of the squares. Let pupils 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 pupils 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 pupil achievement. The best visuals show progress toward individual targets. For point targets, divide a bulletin board into four sections: 25% of targets, 50% of targets, 75% of targets and 100% of targets.

When 25 percent of the marking period has gone by, list the names of the pupils who have achieved 25 percent of their point targets in the “25% of target” section. When 50 percent of the marking period has gone by, move the names of the pupils who have reached 50 percent of their point target 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 pupils who achieve an average of at least 90 percent on AR quizzes and update the list weekly.

Establish a School Display

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

Summary: Make Success Visible

• Use the reading log and the Pupil Record and TOPS reports to make success visible to pupils.
• Have pupils chart their progress.
• Create class bulletin boards and school displays that highlight achievements.
9. 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 pupils in our classrooms 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 pupil. We have seen, over and over again, that once pupils 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, AR is not about the quizzes, the points, or the technology. It’s about turning kids on to books.

Reading to Pupils

There is no better way to acquaint pupils with the pleasures of reading than to read to them and we recommend you do that regularly. For primary year pupils, listening to books read aloud is, of course, one of the beginning steps in learning to read, but even secondary school pupils love this activity.

When you read aloud to pupils, 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 visualising, making predictions, previewing, questioning, clarifying and summarising. It also presents good opportunities for class discussions on vocabulary, characterisation, plot and other literary elements.

Book Talks

Informal book talks are a fun way to excite pupils’ 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 pupils 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 pupils 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 favourite books and authors promote a reading culture. Discussions can be formal activities (pupils give presentations on their favourite authors) or informal - a conversation among pupils who have read the same book, for example. The most effective ones emphasise reflection and personal response. Sometimes teachers give pupils sticky notes to mark passages they particularly like or find surprising, confusing, or funny. Another strategy is to give pupils prompts that will jump-start discussion, such as, “If I were this character, I would …,” “I liked the part where …,” or “I wonder ….”

Summary: Spread the Joy of Reading

• “Sell” reading to pupils by reading good books aloud.
• Introduce pupils to interesting books through informal book talks.
• Organise small-group discussions and literature circles in which pupils can share personal responses to books.
10. Pupil Routines and Responsibilities

When AR is implemented effectively, there’s a lot going on at once. Pupils are reading, quizzing and selecting books. You are reviewing reading logs and reports, guiding book selection and keeping an eye on pupils taking quizzes. Efficient pupil routines not only maximise 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 pupils feedback - individually and as a class - on how they’re doing. Post the rules, re-teach or adjust routines as needed, and don’t forget to celebrate when everything goes well.

Reading Folders
Give every pupil a folder in which to keep their Accelerated Reader paperwork. This includes:
- Pupil Reading Log
- TOPS Reports
- Any motivational charts or graphs that pupils use.

If pupils 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 pupils keep their folders in a certain corner of their desk. (Even if you have multiple classes throughout the day, pupils can still keep folders in the desks. Use folders of different colours for different classes.) Pupils can log any additional reading they do outside of AR time when they’re finished with an assignment.

Reading Practice
Emphasise with pupils that AR time is a time for reading quietly. Teach pupils the following routine:

2. Record the beginning page for the day’s reading on the log, and leave the reading log open on your desk. (If pupils are reading somewhere else in the room, instruct them to have their reading 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 pupils 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 pupil is not settling down, they approach the pupil quietly and give a gentle warning, “Jill, 15 seconds left.” After a while, the teacher need only say, “It’s AR time,” and pupils know what to do.

Taking Quizzes
Pupils must follow an established procedure before taking a quiz. You want to make sure that pupils 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-year classrooms, for example, computers are usually in heavy demand since beginning readers tend to read many short books.

- Instruct pupils to come to you before quizzing and show you their reading log. You view the pupil’s reading history with the book they are ready to quiz on and check to see if it’s reasonable. If the pupil must go out of the room to quiz, initial the log or otherwise indicate on the log that it’s okay for them to take a quiz. Tell pupils that they must not take the book with them when they quiz, just their log.

- If pupils are quizzing in your room, develop a system for using the computer. Some teachers ask pupils to write their name in a special area on the board. After a pupil quizzes, they erase their name and the next person on the list can go to the computer. Or you could do the following:
  1. Pupils 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 pupil shows you their log. You give the pupil permission to take a quiz and the pupil places his folder at the bottom of a stack next to the computer.
  3. You keep your eye on the stack and let a pupil know when their folder reaches the top. Pupils also have
permission to tap the next person on the shoulder if you are busy.

4. If a pupil has time during another part of the day - after finishing an assignment, for example - and you see their folder at the top of the pile, send them to the computer to quiz.

- After a pupil quizzes, they bring their TOPS Report to you. You immediately review the quiz results with the pupil, sign the report and briefly discuss their next book choice.
- The pupil records the quiz results on their reading log and puts the TOPS Report in their folder.
- The pupil selects their next book right away, or as soon as possible.

**Taking TOPS Reports Home**

Besides providing the pupil with instant feedback, the TOPS Report is a communication tool between school and home. We recommend that TOPS Reports are sent home in a separate school-to-home folder - not the AR folder - that may contain other pupil 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.

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**Summary: Pupil Routines and Responsibilities**

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

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**11. Teacher Routines**

It’s important that you develop efficient routines, along with your pupils. When procedures become habits, you have more time to monitor and help your pupils.

**Interacting with Pupils**

Taking Status of the Class during AR time is your most important routine. Don’t plan any other activity - no marking of tests, for example, or other paperwork. If you are quick and efficient, you can get to 25 pupils in half an hour. It may take time, however, to build up this competency! If you keep track of the pupils 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 Friday’s. Look to see which pupils 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. Tick off their names as you speak with them. Some teachers take notes on the Diagnostic Report and keep the report until the end of the marking period.

In addition, many teachers view the Diagnostic Report on-screen 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 pupils’ day-to-day work.

Alternatively, you can look at the Class Record Book on-screen every day before taking Status of the Class. This screen also alerts you to pupils having trouble.

**Celebrating Success**

Regular acknowledgment of work well done is a good routine to get into. Consistent reinforcement is not only fair and motivating, it teaches pupils to recognise their own success. Whatever you do to celebrate achievement, make sure it takes into account individual differences and targets and does not create competitive situations in which only
the more able readers are praised. Acknowledge Quiz Scores of 100 Percent

High marks on quizzes are associated with the greatest reading gains. Reinforce perfect marks with one of the following, or any other small acknowledgment:

• A sweet or other small treat from a jar next to the computer
• A pass that allows the pupil to take part in a range of activities of their choice
• The opportunity to be first in line for the lunch queue

Recognise Progress Toward Targets

Meeting an individual target is a reason to celebrate. In addition to the charts and bulletin boards described on page 23, consider other routines, such as the following:

• Give certificates or blue ribbons to pupils who averaged at least 85 percent and met their point target for the marking period. Add an extra acknowledgment for pupils who averaged 90 percent or higher.
• Send to each pupil’s home a blank envelope with the child’s name on it. Ask parents to write a letter of congratulations for making AR targets that also includes a special incentive, such as playing a game or going to visit the cinema with Mum 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 pupil meets their individual targets, they open the envelope.

Summary: Teacher Routines and Responsibilities

• Interact with pupils every day.
• Review data at least once a week with the Diagnostic Report and/or the Class Record Book.
• Acknowledge quiz scores of 100 percent.
• Recognise progress toward individual targets.

When You’re Ready To Do More

12. Set Additional Targets

AR enables you to enter three targets in the software for each pupil. We’ve already discussed the importance of making the point target a personalised target related to a pupil’s reading ability and we’ve described how to set reasonable point targets using the Target-Setting Chart. (See page 10) In addition, you can set targets for average percent correct and average book level. When you enter these targets in the computer, you set them for a marking period. The software will then show each pupil’s progress toward targets on the TOPS, Diagnostic and Target History reports.

Average-Percent-Correct Target

The minimum target for all pupils must be 85 percent. Ninety percent is an even better target. However, pupils might not be able to reach this higher average until they are used to taking quizzes and have incorporated comprehension strategies. So that pupils don’t get discouraged, you may want to initially set average-percent correct targets at 85. When pupils have met that target, you can slowly raise it. The software allows you to set a target for individual pupils at any value from 85 to 90 percent.

Book-Level Target

The purpose of this target is to ensure pupils read at a level appropriate for them as individuals. While it’s tempting to set the same target for every pupil, our research tells us that this is not an effective practice. Nor does research support challenging pupils by continuously raising their book-level targets by 0.1 increments.
What research does show is that wide reading of books that pupils enjoy and can comfortably read leads to the greatest gains. For this reason, we recommend you set a book-level target in the following way:

1. Using the Reading Range Report from STAR Reading, find the ZPD.
2. Set the book-level target at the low end of the ZPD. For example, if a pupil’s ZPD is 4.0 to 6.1, set their book level target at 4.0.
3. Encourage the pupil to read throughout their ZPD. Their average book level will then exceed their target.

If a pupil only reads books at the low end of their ZPD and you feel they are capable of reading harder books, we recommend that you not raise the book-level target. Instead, set a separate target with the pupil to read one or two books during the marking period that are higher in their ZPD.

**Book-Level Target and Additional STAR Tests**

You may test pupils with STAR Reading a number of times during the school year to check progress. If you do, two questions may come up: When a pupil’s Reading Age score goes up on a STAR Reading assessment, should the ZPD and book-level target be raised? If the STAR assessment reports a lower Reading Age (which can happen if tests are given frequently, due to the standard error of measurement), should the ZPD and book-level target be lowered?

The answer to both questions is not necessary. 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 pupil is able to read is how the pupil does with daily reading, as measured by AR quizzes. If a new STAR test prompts you to take a look at pupils’ ZPDs and targets, that’s fine. But base any adjustments you make on a pupil’s performance with AR.

**Set Targets with Pupils, Not for Pupils**

Setting targets with pupils is one of the most powerful components of Accelerated Reader. Targets must not be imposed upon pupils, however, but developed with them. When you establish targets with pupils, you give them the opportunity to reflect upon their abilities and what they want to achieve. As a result, they “own” their targets and feel a sense of control and purpose.

Pupils will need a record of their targets so that they don’t forget them. Have pupils write their targets on their reading log and keep the log in their AR folder. Here is a simple target-setting process:

1. Meet briefly with each pupil at the beginning of each marking period. Have the pupil’s ZPD from STAR Reading and the Target-Setting Chart. If you are partway through the school year, also have a copy of the pupil’s Pupil Record Report so you can see what the pupil has done so far.
2. Have a conversation with the pupil, and decide on personalised, realistic targets. Record the targets and give the pupil a copy.
3. Enter the targets into the software. See the appendix for instructions.

**Don’t Be Afraid to Adjust Targets**

Setting appropriate targets is more of an art than a science. Always use your best judgment, staying with or deviating from the suggestions on the Target-Setting Chart as needed. The important thing is that targets be personal and attainable. As you set them, balance the need to encourage effort and achieve growth with the need to keep your pupils’ reading experiences successful and pleasurable. If a target proves unattainable despite a pupil’s best efforts, adjust it, even in the middle of a marking period.

**Become a Model Classroom, Library, or School**

One of the best ways to get the most from Accelerated Reader is to enrol in our Accreditation programme. Accreditation 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. Accreditation is also a great way to focus your pupils’ 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. For further information, and to apply, please visit our website; www.renlearn.co.uk/renaissanceacademy.html
Summary: Set Additional Targets

- Set individual targets for book level and average percent correct, as well as for points.
- Set targets with pupils, not for pupils.
- Adjust targets anytime to keep pupils’ reading experiences successful and pleasurable.
- Aim to certify as a model classroom, library, or school.

13. Enhance Practice and Analyse Data More Deeply

Accelerated Reader software contains features, quizzes and reports that can help you monitor many forms of reading practice and various types of reading skills. The most critical resource, however, is not part of the software at all - that is, books.

Expand Your Book Collection

Book circulation rises at least fourfold in the first year and often more. As pupils get excited 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 pupils involved and excited. Here are some ideas for securing more books for your library and/or classroom collection:

- Pick up books at car boot sales and charity shops. Become a book scavenger!
- If parents ordinarily give you a holiday gift ask them to donate a book instead.
- Talk to the school’s parent group about fundraising activities.
- 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. Set a target, come up with a theme and keep the media informed of progress. Hold a ceremony when you meet your target and invite all the benefactors.

Utilise 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 two other reports - the Pupil Record Report and the TWI Report - that will help you monitor pupil data. But don’t hesitate to explore the other reports available. See the appendix for instructions on viewing and printing them.

Pupil Record Report

This report summarises a pupil’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 summarises 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 22. The Pupil Record Report is invaluable for diagnosing problems. If a pupil has a diagnostic code on the Diagnostic Report, for example, you can view the Pupil Record Report to analyse details about the pupil’s reading activity. Ask yourself:

- Were the books the pupil chose to read within their ZPD?
- Did the pupil do well with books of a certain level and poorly with others?
- Did the pupil do well with books of a certain length, as indicated by point value, and poorly with others?
- Is the pupil struggling with either fiction or non-fiction?
TWI Report
If you have pupils taking quizzes on books that someone has read to or with them, you will find the TWI Report useful. It tells you how each pupil is doing with these two kinds of reading practice, as well as with independent reading. Then, when pupils 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.

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 and higher-level literacy skills, as well as Recorded Voice quizzes. Below is a description of each type. For more information on how to best use the quizzes with pupils, sign up for one of our professional-development offerings.

Vocabulary Practice Quizzes
Vocabulary Practice (VP) Quizzes reinforce key vocabulary words in the books pupils choose for independent reading. This ensures that words for study are personalised and meaningful. The process goes like this: The pupil selects a book within their ZPD that they are interested in reading as part of their on-going reading practice. The pupil or the teacher prints a vocabulary list for the book from the AR software. The list includes 5, 10, or 15 words, depending on the difficulty of the book and the richness of its vocabulary. The pupil reads the book and reviews the words.

After taking and passing the Reading Practice Quiz, the pupil takes the Vocabulary Practice Quiz. A TOPS Report gives the pupil and teacher immediate feedback on how the pupil did.
Literacy Skills Quizzes

Literacy Skills (LS) Quizzes help you measure your pupils' proficiency with 24 higher-level reading and critical-thinking skills. Most quizzes have 12 questions, drawn from a bank of 36 questions. Each quiz comes with an electronic teacher’s guide that contains a brief summary of the book, discussion questions and extension activities. Some teachers use Literacy Skills Quizzes with whole class novels to prepare pupils for national tests. Other teachers have pupils take quizzes on books they are reading independently so they can monitor comprehension skills and plan instruction.

Recorded Voice Quizzes

Recorded Voice (RV) Quizzes are for beginning and emergent readers. They are also well suited for English Language Learners. Recorded Voice Quizzes feature a professionally recorded narrator who reads quiz questions and answer choices as they appear on screen. Because pupils hear the words as they appear on the screen, they can take the quizzes independently, saving teachers' time.

Each pupil takes these quizzes after reading independently, with another person, or aloud in class. The purpose of these quizzes is to determine whether a pupil has read a book, to measure their literal comprehension of the book, and to motivate the pupil to read independently. Additionally, the quizzes provide feedback necessary for monitoring and managing pupil reading.

Questions typically focus on significant events, characters, and other literal features of a book. In addition, questions are presented in an order that matches the chronology of a book, a practice that reinforces the story grammar as a pupil takes a quiz.

Summary: Enhance Practice and Analyse Data More Deeply

- Expand your book collection so that pupils have plenty of books from which to choose.
- Use the Pupil Record and TWI reports to analyse the work of individual pupils.
- Monitor growth in additional reading skills with Vocabulary Practice, Literacy Skills and Recorded Voice Quizzes.
Appendix

Instructions for Common Software Tasks

Using STAR Assessments

Log Into STAR Reading as a Teacher/Administrator, Locate Pretest Instructions, and Enter a Monitor Password
1. On the Welcome page, click Teacher/Administrator.
2. Enter your user name and password.
3. On the Renaissance Place Home Page, scroll to STAR Reading Resources and then click Pre-test Instructions.
4. Under STAR Reading, click Preferences and select Testing Password. Check the box to turn on or off the Testing Password or enter a new monitor password. Click Save.

Log Into STAR Early Literacy as a Teacher/Administrator, Locate Demonstration Video, and Enter a Monitor Password
1. On the Welcome page, click Teacher/Administrator.
2. Enter your user name and password.
3. On the Renaissance Place Home Page, scroll to STAR Early Literacy and click Preferences. Choose a class and click testing options. Select options to show demonstration video and click save.
4. In STAR Early Literacy Preferences, click Testing Password. Check the box to turn on or off the Testing Password or enter a new monitor password. Click Save.

Identify Pupils’ User Names and Passwords
1. On the Renaissance Place Home Page, scroll to STAR Reading or STAR Early Literacy and click Reports.
2. Under Other Reports, select Pupil Information.

Log Into STAR Reading or STAR Early Literacy as a Pupil and Take a Test
1. On the Welcome page, click Pupil.
2. Enter a user name and password.
3. Under STAR Reading or STAR Early Literacy, click Take a Test.
4. Click Start.
5. Abort the test with Ctrl A (Windows) or Open Apple A (Macintosh).

View and Customise STAR Reports
1. On the Renaissance Place Home Page, scroll to STAR Reading and click Reports.
2. Click the name of the report you wish to view or print.

Working With AR Reading Practice Quizzes
Identify Pupils’ User Names and Passwords
1. On the Renaissance Place Home Page, scroll to Accelerated Reader and click Reports.
2. Under Other Reports, select Pupil Information.
Log Into Accelerated Reader as a Pupil and Take a Reading Practice Quiz
1. On the Welcome page, click Pupil.
2. Enter a username and password.
3. Under Accelerated Reader, click Take a Quiz.
4. Click Take a Reading Practice Quiz.
5. Enter a title, author or quiz number and click Search.
6. Click the quiz title.
7. Abort the quiz with Ctrl A (Windows) or Open Apple A (Macintosh).

Edit Quiz Information and Preview a Quiz
1. Log in as a teacher/administrator, scroll to 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 recorded voice. Click Select.
9. Click Take a Sample Quiz.
10. Click Start Quiz.

Set the Automatic Pupil Logout
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Preferences.
2. Under Class Preferences, click Pupil Quizzing and click Edit Pupil Quizzing.
3. Click the box next to Automatic Pupil Logout to check it.

Setting Targets
Select a Marking Period
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Class Record Books.
2. Click Reading Practice Targets.
3. Click Select Marking Periods.
4. Under Action, click Select for the marking period you would like to use.
5. Click Save.

Enter Pupil Targets
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Class Record Books.
2. Click Reading Practice Targets.
3. On the View Reading Practice Targets Record Book, click Edit Pupil Targets.
4. Enter Targets.
5. Click Save.
Set the Preference for Printing the TOPS Report
For those with administrator access:
1. Go to Accelerated Reader and click Preferences.
2. Under School Preferences, click Pupil Quizzing.
3. Click Edit Pupil Quizzing.
4. Make any changes to TOPS Report printing and click save

Reprint a TOPS Report
1. Go to Accelerated Reader, Class Record Books, Reading Practice Quizzes.
2. Select your class.
3. Click a pupil’s name on the list.
4. Choose a quiz and click TOPS.
5. Print the TOPS Report.