

Day to Day Guide for the use of Accelerated Reader

Site Address: _____

Username: _____

Book Guide Key code: _____



STAR™
Reading



Accelerated™
Reader

STAR Reading™

To access a child's **Reading Age** and **ZPD (book levels)**, please follow these steps:

1. Log in to Renaissance Place
2. Click on **STAR Reading**
3. Select **Reports** from the pop up menu
4. Select **Reading Range**
5. Select your class from the drop down box and click **View Report**

*Children in your group should be reading a book **between the levels of their ZPD**, not below and not above. If they have a book from home, check the book level at www.arbookfind.co.uk*

*If you would like tips on supporting a specific child, select **Diagnostic** report, instead of Reading Range, from the **Reports** page and you will get a detailed report, with actions to help each child in your class.

Accelerated Reader™

Once children in your group have the correctly levelled books, you should be checking progress in reading time. When children finish a book, they should quiz on it within 24 hours.

Your children's performance in quizzes is a direct reflection of their reading progress. It tells us how well they are understanding texts, if they are reading at the correct level and how many minutes of reading they are engaged in.

To view this information you need to access the Accelerated Reader Diagnostic Report:

1. Log in to Renaissance Place
2. Click on **Accelerated Reader**
3. Select **Reports**, from the pop up menu
4. Select **Reading Practice**, from the menu box
5. Select **Diagnostic - Reading Practice**, from the menu box
6. Select your class, at the top of the page
7. Select the appropriate half term (this will make their targets appear)
8. From the **Sort By** filter, on the form, change to **Average Percentage Correct**
9. Select **View Report**

Children performing well will appear at the top of this report, so **work from the bottom up**, the ones at the bottom need the most help with reading progress. The codes are explained at the bottom of the report, but you should use the trouble shooting codes guide to help inform your interventions and record these on the '**Status of the Class Record**'.

Reading Routine for Accelerated Reader

Setting the tone is crucial: the atmosphere must be focused and positive. It is vital that all children are engaged in reading during every lesson. Aim to celebrate your classes' successes and set targets for the lesson (which may be different for each child). You might like to encourage independent reading by starting with book trailers or teacher recommendations.

- You can find book trailers at: <http://www.pinterest.com/renlearnuk>
- Free resources can be found at: <http://www.renlearn.co.uk/customers/resources/>

Once all children are actively quizzing, the next step is to assess the data. Progress is monitored and children are supported through regular one-to-one discussions. Aim to speak to at least 2-3 children each lesson, and use the remaining time to read with children. This process is called taking the Status of the Class. Discussion tips can be found at the back of this booklet, and full training will be provided in this area at the relevant time.

A clear reading routine is vital, you may like to use coloured cards to help manage your reading time:

- **Green** card: Children are happily reading.
- **Amber** card: Children would like to speak to you, but have a book to read while waiting - they may need help with a word, might want to change their book, may want to quiz, etc.
- **Red** card: Children are stuck. They may need to quiz or they may want to change their book.

Reading will take place at the following times: (e.g. 30 minutes every day after lunch)

Quizzing will take place at the following times: (e.g. during reading time in the classroom, during Golden Time)

Children are allowed to choose new books at the following times: (e.g. during reading time, during break time)

Expectations for teachers: (e.g. to record their interventions on the Status of the class form)

Expectations for children: (e.g. to read at least one fiction and non-fiction per half-term, to fill in their reading logs each day)

Common Admin Tasks

Finding Passwords

To find a list of your student's user names and passwords, you will need to go to Renaissance Place:

1. On the Home page click **Users**.
2. Click **View Students**.
3. Use the search fields to choose which students to search for.
4. Click **Search**.
5. If results are found, click the **Passwords tab**. This tab lists each student's ID, year, user name and password.

To print the information, click **view PDF**. Sort the report by class or year group, click generate and then print.

Adding/Removing Students

To add a student:

1. On the Home page click **Users**.
2. Click **Add Student**.
2. Enter the student's details and click **Save**.
3. On the Home page click **Courses and Classes** followed by the **Course name** (e.g. AR).
4. Next to the student's class, click on **Add/Remove Students**.
5. Use the search box to find the student and select the student. Click on **Add** and then **Save**.

Editing Student Information

It is vital to keep student information, such as Free School Meals and Gender, up-to-date on Renaissance Place, as this will allow you to filter reports for SLT or OFSTED at a moment's notice.

1. On the Home page click **Users**.
2. Click **View Students**.
3. Use the search fields to choose which students to search for.
4. Click **Search**.
5. **Select the name** of the child you wish to edit.
 - a. Select **Characteristics** to edit information such as Free School Meals.
 - b. Select **Student Information** to edit information such as Gender or Usernames.
6. Click **Save**.

Setting Reading Practice Targets

Reading Practice targets need to be set for the children each half-term. There are three targets:

- Average percentage correct (quality of reading)
- Total points earned (quantity of reading)
- Average book level on passed quizzes (reading challenge)

1. From your Renaissance Place homepage, follow this path:

Accelerated Reader > Record Books and Targets > Reading Practice Targets

2. From the drop-down box at the top of the page **select a class** (you will only be able to choose from the classes you are assigned to).

3. **Choose the marking period** you would like to set your targets in. If none appear in the drop-down box, click on Select Marking Period to the right of the drop-down box, and select from the list. (*Tip: select all your half-terms now to save time in the future.*)

4. Average Percent Correct: The system automatically sets a target of 85%. You can edit this as a class using the drop-down box **Review Average % Correct Target** followed by **Update all students**. You can edit this for an individual using the drop-down box next to their name.

5. Points: The system will calculate these automatically based on the amount of reading time you assign*. You can add this information for your class using the drop-down box **Select minutes of daily reading** followed by **Update all students**. You can edit individual targets using the drop-down box next to their name. (*Please note: children can only be given Points' Targets if they have taken a STAR Reading test in the current academic year.*)

6. Book Level: Book level targets need to be set by the teacher. Under the column **Average ATOS Book Level Target** set the average Book Level each child should read. We recommend setting it at the beginning of each child's current ZPD score.

7. Click **Save**, then **OK** on the subsequent pop-up box.

*Renaissance Place™ will automatically set targets for students based on our research of suitable points for each student based on the length of the marking period, the amount of daily reading time you select and the students' ZPD score.

Questions?

Telephone: +44 (0)20 7184 4000

Email: support@renlearn.co.uk

Live Chat:



This is an instant messaging service found on your Renaissance Place site and will provide immediate responses to any queries.

Additional resources can be found online at:

<http://www.renlearn.co.uk/implementation-timeline/>

Status of the Class Guidance

What is happening in the classroom	Questions to ask the child	Plan of action
The child has not yet quizzed.	<ol style="list-style-type: none"> 1. What are you reading? 2. Is it within your ZPD? 3. When will you be ready to quiz? 4. Do you need help selecting a book? 5. What could you do before selecting a book to read? 6. What could you do next time to be sure you have a quiz completed on time? 7. If you want to read a book that isn't on the system, could you complete a quiz on an AR book first? 	<ol style="list-style-type: none"> 1. Set deadlines for quizzing. 2. Encourage children to quiz on non-fiction books as well (these tend to be shorter and quicker to quiz on). 3. Keep a reading log to help track when children abandon books. 4. Teach children to read the blurb, the first page, etc. before selecting a book. 5. Have the children use BookFinder.co.uk to help select books they may be interested in.
The child has taken one quiz and failed it.	<ol style="list-style-type: none"> 1. What strategies can you use to help remember details of the book? 2. When did you read this book? 3. When should you take a quiz? 4. Is this book within your ZPD range? 5. Did you find this book quite difficult? What could you do next time if you are struggling with a text? 6. Did you finish this book? Why not? 7. When did you read this book? 8. Have you seen the film? Are you confusing what happened with the book and the film? 	<ol style="list-style-type: none"> 1. Suggest that the child use post-it notes to write a brief summary at the end of each chapter. 2. Create a mind map for each chapter. 3. Keep a reading log and remind the child that he/she needs to read books across the ZPD score range. 4. Prompt children to quiz as soon as a book is finished. 5. Redirect child's book choice to an easier text. 6. Suggest that the child pair up with a higher ability student to read a book together. 7. Check that the child is finishing books via his/her reading log. 8. Teach strategies to help the child select books that he/she will enjoy. 9. Remind the child that if he or she has only seen the film, he/she will not be able to pass the quiz. 10. Have the child review the book before he/she quizzes (e.g.: retell the story to a friend, review the table of contents, make a timeline and/or go through his /her notes).
The child has taken one quiz and passed it.	<ol style="list-style-type: none"> 1. What do you think you should do next? 2. Direct child to the 'What does my score tell me?' poster. 	<ol style="list-style-type: none"> 1. Record the child's answer on your Status of the Class Report.
The child has taken two quizzes and has an average of 85% correct or higher.	<p>Look at the child's reading log.</p> <ol style="list-style-type: none"> 1. Are any of the books you have read alike in anyway? 2. Are the books you're reading long or short? 3. What would you like to read next? 4. What do you think you should read next? 	<ol style="list-style-type: none"> 1. Encourage the child to read a book of a different genre (non-fiction, fantasy, adventure, realistic fiction, etc). 2. If the child has been reading shorter books, encourage him/her to read a book that is slightly longer (worth more points). 3. Record what the child's next book choice is in his/her reading log and agree a date by which he or she will finish.
The child has taken two quizzes and has an average of less than 85% correct.	<ol style="list-style-type: none"> 1. What can you tell me about your quiz taking so far? 2. Did one of the books cause you trouble or both? 3. What can you do for your next book to ensure you have success? 	<ol style="list-style-type: none"> 1. Have the child read a shorter book and aim for 100%. 2. Redirect child's book choice (check the ZPD range). 3. Teach quiz taking strategies. 4. Offer the child some of the other strategies from Row B.