

Star Growth Analysis

Term: _____

Class: _____

Teacher Name: _____

1) Refer to your Star Growth Report.

	Number of students	Any commonality?
How many students have made expected progress or more?		
How many students have made less than expected progress but have still shown growth?		
How many students have not made progress?		

2) Focus on the students who have not made expected growth. Does the AR Diagnostic report provide an explanation?

Student	Participated this reporting period?	Average is between 85%-95%?	Engaged time is above 20 mins?	Has read within ZPD range?	Took a minimum of 20 mins to Star test?	Strategy	Shared with student?

Class goals for the term:

Average percentage correct goal: _____

Engaged time per day goal: _____

Troubleshooting Codes Guide

Code	Meaning	Why you might see it	Questions to ask the student	Tips for elimination
A	No quizzes taken during the selected period	<ul style="list-style-type: none"> Absence Exclusion Student keeps abandoning books Student is reading a very long book and hasn't quizzed yet Student is reading a book that is not on AR 	<ol style="list-style-type: none"> What are you reading? When will you be ready to quiz? Is this book in your ZPD range? Do you need help selecting a book? What could you do before selecting a book to read? What could you do next time to be sure you have a quiz completed on time? 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"> Set deadlines for quizzing. Encourage students to quiz on non-fiction books as well (these tend to be shorter and quicker to quiz on). Include student voice when ordering new books. Keep a reading log to help track when students abandon books. Teach students to read the blurb, the first page, etc. before selecting a book. Have the students use www.arbookfind.co.uk to help select books they may be interested in.
B	Low average percentage correct	<ul style="list-style-type: none"> Student is reading very long books and cannot remember all the details Student isn't quizzing on books straight away Student is reading books at top end or just above his/her ZPD range 	<ol style="list-style-type: none"> What strategies can you use to help remember details of the book? When did you read this book? When should you take a quiz? Is this book within your ZPD range? Did you find this book quite difficult? What could you do next time if you are struggling with a text? 	<ol style="list-style-type: none"> Suggest the student use post-it notes to write a brief summary at the end of each chapter. Remind the student to add to his/her mind map after each chapter read. Remind the student that he/she needs to read books across his/her ZPD range. Prompt students to quiz as soon as a book is finished.
C	Very low percentage correct	<ul style="list-style-type: none"> Student is reading a book that is much too difficult/out of ZPD range Student did not finish the book Student read the book far too long ago and cannot remember the details Student has seen the film 	<ol style="list-style-type: none"> Is this book within your ZPD range? Did you finish this book? Why not? When did you read this book? Have you seen the film? Are you confusing what happened with the book and the film? 	<ol style="list-style-type: none"> Redirect student book choice to an easier text. Suggest that student pair up with a higher ability student to read. Check the student's reading log to ensure he/she is finishing books. Teach book selection strategies Remind the student that if he/she has only seen the film, he/she will not be able to pass the quiz. Have the student review the book before he/she quizzes (e.g.: retell the story to a friend, review the table of contents, go through his/her mind map).

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D	Low points earned	<ul style="list-style-type: none"> • Student is reading non-fiction books that are not worth many points • Student is quite a slow reader • Student is reading above his/her ZPD and only achieving 60-70% • Student may be reading books that are below their ZPD range • Student is quizzing on shorter books in relation to the rest of the class 	<ol style="list-style-type: none"> 1. Is this book within your ZPD range? 2. What books have you read recently? Have they been a mix of fiction and non-fiction? 3. How many points have your books generally been worth? 4. Which books are worth the most points? What type of book should you choose next? 	<ol style="list-style-type: none"> 1. Regularly review the student's Points Target. He/she may need shorter books. 2. Redirect student choice to fiction. Encourage him/her to use www.arbookfind.co.uk to help them find a fiction book on the same topic. 3. Encourage reading at home to keep up with the rest of the class. 4. Redirect student book choice to more challenging texts if he/she is reading below his/her ZPD range.
E	Low percentage correct above median points	<ul style="list-style-type: none"> • Student is reading very long books and passing the quizzes, but forgetting some of the details • Student is reading very long books and not finishing them • Student is quizzing on books they read a long time ago • Student is reading a book at the top end of their ZPD range and only passing the quiz at 60-70% 	<ol style="list-style-type: none"> 1. What strategies could you use to help you remember the details of a long book? 2. Could you write summaries on your mind map at the end of chapters? 3. When did you read this book? 4. When should you quiz on a book? 5. Could you choose your next book from the middle of your ZPD range? 	<ol style="list-style-type: none"> 1. Suggest they use post-it notes to write a brief summary at the end of each chapter. 2. Teach them to create a mind map for each chapter they read. 3. Check reading logs to see how often students are abandoning books or not taking quizzes right away. 4. Redirect student book choice to a less challenging text.
F	Very low average percentage correct above median points	<ul style="list-style-type: none"> • Student is choosing longer books that are at the top end of their ZPD • Student only saw the film • Student had been doing well and has recently started failing quizzes • Student started the year by quizzing on books they read long ago; failed them and then started doing better 	<ol style="list-style-type: none"> 1. Could you choose a book next time that's in the middle of your ZPD range? 2. Did you see the film? What was different in the film version and the book? 3. What has happened in your last quiz? Did you do something differently? 	<ol style="list-style-type: none"> 1. Redirect student book choice to the mid-low end of his/her ZPD range. 2. If the student has seen the film of a book, have them first make a list of the differences. 3. If a student (who is usually doing well) suddenly fails a quiz, speak to him/her about why. 4. Monitor student's progress over the half-term rather than the year so the data represents their current reading performance. Keep the student informed of their progress.
% (on its own)	Average percentage correct is less than 85%	<ul style="list-style-type: none"> • Student has been doing well but just recently slipped below 85% • Student is rushing through books • Student is rushing through quizzes <p>Note: this code is not that serious on its own. When it appears with another code, the other code should take precedence.</p>	<ol style="list-style-type: none"> 1. Did you find the last book difficult? 2. How long did it take to read this book? 3. Did you read every question on the quiz twice? Did you read through all 4 answer choices? 	<ol style="list-style-type: none"> 1. Have a discussion with the student as soon as possible to prevent issues from developing. 2. Check the student's book log to see how quickly they are reading the books. 3. Teach students how to quiz: read through each question and all 4 answer choices twice.