



## Getting Results with Accelerated Reader™



**Accelerated**™  
Reader

What's inside...

- The Top 10 Tips for getting results
- How to personalise reading practice
- Scheduling time for reading and quizzing
- Managing each student's reading practice and much more...



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 students achieve with AR will depend on what you do with it. When used casually, AR helps students’ reading abilities grow. When used thoughtfully and with proven techniques, it leads to tremendous gains and a lifelong love of reading for your students.

In this guide, we describe some of the techniques that maximise the potential of AR. 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: [renlearn.co.uk/customer](http://renlearn.co.uk/customer)

## Contents

<b>1.</b>	Powerful practice	3	<b>9.</b>	Student routines and responsibilities	24
<b>2.</b>	Assemble resources	6	<b>10.</b>	Teacher routines	26
<b>3.</b>	Personalise reading practice	8			
<b>4.</b>	Schedule time for reading and quizzing	11	<b>When you’re ready</b>		27
<b>5.</b>	Manage each student’s reading practice	13	Set additional Targets		27
<b>6.</b>	Put comprehension first	19	Enhance practice and analyse data more deeply		29
<b>7.</b>	Make success visible	21			
<b>8.</b>	Spread the joy of reading	23	<b>Appendix</b>		32

# 1. Powerful Practice

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

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

The purpose of AR 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 students by facilitating successful encounters with text.

## AR and your curriculum

**Guided independent reading is an active classroom practice for students and for you, with a number of activities taking place at the same time.**

Typically, most students will be reading quietly to themselves. A few students will be taking AR quizzes on either desktop or laptop computers, or on tablets in the classroom. Other students will be selecting a new book to read, either from the classroom library or the school library.

Meanwhile, you will be circulating around the room, monitoring, coaching, and intervening. Students who have finished a book will come to you and ask permission to take a quiz. Students who have just taken a quiz will show you the results so that you can confer with the student, reinforce good work, and provide guidance on which book to choose next.

While students read, you will move from individual to individual, checking to see that their books are a good fit, 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, students 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.**

This 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. In this way, AR measures students' reading capabilities, whilst measuring the “equipment” available to them - 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 (ZPD)

**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.**

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 Accelerated Reader (AR), we use the term Zone Of Proximal Development (ZPD) to match students to appropriate books. Based on a concept developed by Russian psychologist Lev Vygotsky, the ZPD represents the level of difficulty that is neither too hard nor too easy, and is the level at which optimal learning takes place.

When you begin using AR, you will need baseline data on each student's reading ability in order to estimate a ZPD. Any standardised reading assessment, including STAR Reading™, provides this baseline data. STAR Reading also suggests a ZPD for each student. This suggestion is a personalised starting place for reading practice and may need to be adjusted over time.

It's just like working with a personal trainer. They will do an initial assessment to get you going. But they will also 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 students to books that are right for them, we provide three pieces of information about every book for which we have an AR quiz:**

**Book Level** represents the difficulty of the text. It is determined by a readability formula called ATOS, which 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 due to the more 'adult' themes dealt with by the story. *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.

**Points** are assigned to each book based on its length and difficulty. For example, Tony Bradman's *Aladdin and the Fabulous Genie* is about 3,461 words long, and is a 1-point book. *Bad Dreams*, by Anne Fine, is about 22,843 words long, and 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:  $AR\ points = [(10 + book\ level) / 10] \times (words\ in\ book / 10,000)$ .

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.

Interest Level:	Age Appropriateness:
Lower Years (LY)	Ages 5 to 8
Middle Years (MY)	Ages 9 to 13
Upper Years (UY)	Ages 14+

## AR measures practice with Points

**Because points are based on word count, AR uses them to keep track of how much reading a student has done.**

Students "earn" points by taking the AR quiz for the book they have just read. If a student reads a 10 point book and scores 100 per cent on the quiz, they earn 100 per cent of the points. If the student scores 90 per cent, they earn 90 per cent of the points, and so on.

To earn any amount of points, a student must pass the AR quiz at 60 or 70 per cent. Points make it easy to see how much reading practise a student has successfully completed. For example, a student who has accumulated 50 points has read many more words than a student who has accumulated 10 points.

## Potential problems with Points

### **In sports and other competitions, a player wins by earning more points than anybody else.**

Sometimes schools approach AR in the same way and recognise students who earn the most points. We discourage this practice. It's true that a student who has earned a large number of points has done quite a bit of reading, and that's good. But when schools focus primarily on points a couple of things tend to happen:

- **Students choose inappropriate books.** In their zeal to earn points and rewards, able readers read dozens of easy low-point books; struggling readers choose high-point books that are too difficult. All students lose sight of the primary aim, which is to read interesting books at the level of difficulty that is right for each of them as individuals.
- **When all students pursue the same aim - to earn the most points - less skilled readers are handicapped.** Since only a few students "win," those who feel they can never win, give up.
- **To try to earn more points, students may take quizzes without reading books, and they share answers.** Instead of encouraging students to compete for points, we recommend that you give personalised point targets. These take into account each student's ability level and enable every student 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 accelerating reading growth is good comprehension.**

Therefore we encourage students to strive for high marks on AR quizzes and maintain an average of at least 85 per cent - with 90 per cent being even better. Why then, you may be wondering, does AR give students points for pass marks of 60 or 70 per cent and higher, if an average of 85 or 90 per cent is the target? Remember, points tell you how much reading practice a student has done. If a student spends two weeks reading a 10 point book and scores 100 per cent, AR records 10 points, which is a fantastic accomplishment. If the student only scores 60 per cent, 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 will describe in the coming pages, is to either guide the student to a more appropriate book and/or help the student develop comprehension strategies so that they will be more successful with future books and quizzes.

### **Summary: Accelerated Reader (AR) Key Concepts**

- The purpose of AR is to enable powerful practice.
- A student's Zone of Proximal Development (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 suggests 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 student earns tells you how much reading a student has done.
- The most important factor in accelerating reading growth is good comprehension.

## 2. Assemble resources

### Summary:

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

Before you begin using AR, and with the support of your AR Implementation Specialist, 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 student use and decide the best way to provide your students with easy access to computers in order to complete their AR quizzes.

### Prepare to use the software

**Before using the software you need to ensure that student, class, teacher, and school year information has been set up.**

You, and your colleagues, will also need to be familiar with your school's Renaissance Place (RP) web address (URL), together with your username and password. You will also need to create a shortcut to Renaissance Place within the school network and/or download the iOS apps if needed. Once you have this information, log in by following the instructions in the appendix.

### Identify students user names and passwords

**Each of your students is also assigned a user name and password to log into Renaissance Place.**

You can access this information by going into Users on the home page, and select View Students. You can then use the view student's page to search for students whose information you wish to view and then select search. On the search results page you can select the Passwords tab where you will be able to see all of your student's information. You can then print this page or view PDF.

### Take a sample quiz

**AR includes different types of quizzes for different purposes.**

The quiz of basic comprehension that students take on books they select for reading practice is called a Reading Practice Quiz. It is well worth familiarising yourself with this type of quiz by taking one on a book that you know. (See the appendix for instructions on logging in as a student, taking a quiz, and aborting a quiz.) A Reading Practice Quiz consists of either 3, 5, 10, or 20 multiple-choice questions, depending on the length and complexity of the book.

### Other quiz formats and types

Other types of quizzes are also available: **Vocabulary Practice Quizzes** test student knowledge of key vocabulary words in books chosen by students for independent reading, whilst **Literacy Skills Quizzes** assess student proficiency with higher-level reading skills. **Recorded Voice Quizzes** are also available.

## Label books

**In order for students to select books that are right for them, all the books for which you have AR quizzes must be 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 students can identify the right quiz when they are ready to take it. You can print labels from within your Renaissance Place site or from the AR BookGuide website; [arbookguide.co.uk](http://arbookguide.co.uk). As an alternative to labelling, some schools have a rubber stamp made with the words "Book Level," "Interest Level," "Point s," and "Quiz Number." They stamp the inside cover of each book and write in the appropriate information by hand.

To streamline book selection for students, 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: [renlearn.co.uk](http://renlearn.co.uk)

## Make sure you have enough books with quizzes

**Once you begin implementing AR, you and your librarian can expect library circulation to rise dramatically.**

This chart (right) gives guidelines that will help you make sure your school has enough books to keep students fully occupied with reading practice. A deep and broad collection also ensures that students will find appealing books that will motivate them to read more.

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

Recommended number of books	
Book Level	AR books per student
0.5 - 1.9	10
2.0 - 2.9	8
3.0 - 5.9	5
6.0 - 8.9	4
9.0 - 13.5	2

## Ensuring computer access for student quizzing

**We recommend that students take a quiz within 24 hours of finishing a book.**

If students have to wait longer to quiz and they do poorly, you won't know if they had problems comprehending what they read or if they simply forgot some of the details. Therefore, having access to the internet in each classroom is preferable. To ensure this often some schools may also set up additional computers in the library so that students can quiz regularly.

## Arrange for library access

**Students need easy access to the library so that as soon as they finish a book, they can select another.**

A pass system works well. It allows students to go to the library individually, not just as a class, while controlling the number of students who are out of the classroom at one time. (The Student Reading Log, which we describe later in this guide, is often used as a pass.) Because circulation increases dramatically with AR, your librarian is likely to need additional helpers, such as student and parent volunteers, to assist with book selection and checkout. Where possible make books readily available and clearly labelled in your library or classroom.

## Prepare your classroom

**Devote a corner of the classroom or library 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.

## 3. Personalise reading practice

### Summary:

- Administer STAR Reading assessments and identify initial ZPDs.
- Explain ZPD to students.
- Set individual point targets.
- Understand that quiz-score averages of at least 85 per cent show students are reading within their ZPD.
- As needed, adjust the level of the books students are reading so that they can achieve and maintain a high quiz average.

The most exciting feature of Accelerated Reader is that it makes it easy for you to personalise your student's reading practice. If you want to see your students' reading skills soar, don't delay this important aspect of AR. Simply follow these steps:

- Get baseline data on each student's reading ability from STAR testing.
- Start each student at the level that seems about right, according to the STAR testing data, and fine-tune as needed.
- Look up our recommendations for how much reading each student should do, depending on individual ability.

### Use a STAR Assessment for baseline data

**STAR Reading and STAR Early Literacy are reading assessment programs that give baseline data on each student's reading ability. Use these periodically throughout the school year for Universal Screening and to measure growth.**

To take a STAR Reading assessment, students need a sight vocabulary of at least 100 words; STAR Early Literacy is designed for students who are not yet reading independently. Administer STAR assessments to students as early as possible in the school year. 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 pre-test instructions, which you can read to students to explain how the test works. (See the appendix for information on printing the pre-test instructions.)

### Identify each student's initial ZPD

**In addition to providing information on a student's overall reading ability, STAR Reading also suggests a range of book levels for each student - a ZPD.**

The ZPD that is provided by STAR Reading is a personalised starting place for reading practice. You'll find suggested ZPDs listed for all your students on STAR's Reading Range Report. (See the appendix for instructions on viewing STAR Reports.)

### Make sure students know their ZPD

**A fundamental principle of AR - and effective education, in general - is that students must become self-directed learners.**

For this reason, they must know their own ZPD so they can select books that fall within their range. (AR Reading Logs have a place to record ZPD.) You will find that this kind of involvement builds a sense of self-control in students and is highly motivating. You will also discover that students acquire an understanding of what the right level of challenge is for them. As a result, students themselves can provide valuable input as you guide their reading practice.

## Why ZPD covers a range of levels

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

1. Identifying a student's ZPD is not an exact science. People are too complex, and the reading process too dynamic, for us to tell you precisely which level book would be most suitable for a particular child. Experiential background, vocabulary, culture, and interests all affect how hard or easy a book is to read.
2. It's important that students have a 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 students' choices within their ZPDs. While you might be tempted to have a student first read books at a 2.8 level, then a 2.9 level, 3.0 level, and so on, research does not show that this kind of progression with library books leads to greater gains. The practice also severely limits a student's choices and turns reading into a chore.

## Quiz averages of at least 85 per cent show students are reading in their ZPD

**The recommended ZPD that STAR Reading reports may - or may not - be the right ZPD for an individual student. No single testing event can be guaranteed to be perfectly accurate. It's also why the best indicator of a student's reading ability is how well the student does with daily reading practice.**

Once you have identified a student's ZPD and the student reads and takes quizzes on books within that range, you will begin receiving data from AR about the student's comprehension. The quizzes act like a heart monitor - they give you information that tells you how hard the student is working. We know from our research that if a student is able to maintain an average score on AR Reading Practice Quizzes of at least 85 per cent, the student is working at the optimum level of difficulty.

That means if a student is unable to achieve an average of 85 per cent, you would first look at the student's technique: Are they applying basic comprehension strategies? If the technique is good but the student continues to struggle, you would then guide the student to lower-level books. As the student's skills improve, open up the higher end of the range from which the student is choosing books to encourage more challenging reading.

For example, let's say Sally's STAR 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 per cent. Her teacher coaches Sally to summarise in her head what she's read each day and to briefly review a book before she takes the quiz. However, Sally continues to score low. Her teacher concludes that Sally's ZPD is a bit lower than the one suggested by STAR Reading and asks her to choose books with a book level of 2.2 to 2.8. Sally reads a number of books within this new range, averages 90 per cent, and gains confidence. After another conversation with Sally, she says she's ready to once again try harder books. Her teacher 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, her teacher encourages more challenging reading but still allows Sally to read books with which she knows she will achieve success.

When you first start using AR, you may wish that there were more definite "rules" for establishing ZPDs and guiding Book Level choices. The truth is, students are too individual for such strict 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:

1. Get to know your students.
2. Aim to keep them involved in reading practice that is successful and enjoyable, which builds confidence and helps advance their skills.
3. Keep an eye on the data; if a student can maintain an average of at least 85 per cent then they are working at the right level.

## ZPD and emergent readers

**Students 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, or by using Recorded Voice quizzes.**

You can use the AR data the same way you would with independent readers. Keep an eye on the level of book each student is choosing and the student's performance. If a student can maintain an average of at least 85 per cent on AR quizzes, the books the student is listening to or reading with someone are at the right level of difficulty - that is, within the student's ZPD.

At the primary level, ZPD can be too abstract a term for students 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 suggested earlier in this guide, you can refer to book levels by colour. Then it becomes easy for a student to understand that "yellow-dot books" are just right for him to listen to and, when ready, they can move into "blue-dot books."

## English ZPDS and English as an additional language learners.

Because English language learner's comprehension when reading in English is linked to vocabulary knowledge as well as text difficulty, STAR Reading scores may be affected by a student's English proficiency. Therefore, the best way to establish an English ZPD is to monitor each student's reading practice and look for the range of levels, along with the subject matter, with which the student will be successful. Keep in mind that research says a student must already know 95 to 98 percent of the words in a book to comprehend it. If a student wishes to read a book with new or specialised vocabulary words, make sure the load is not too heavy and provide extra support.

## Personalise practice with individual point targets

**Reading practice needs to be regulated and AR makes this easy. As we just described, you regulate the difficulty of a student's reading practice through the ZPD. You regulate quantity with AR points.**

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

Renaissance Place calculates point targets based on three factors: The student's reading ability as indicated by STAR Reading, the amount of time you schedule for daily reading practice, and the length of the marking period. In this way point targets are kept individualised, fair and realistic.

## How to set individual point targets

**The procedure for setting individual point targets is simple.**

First, the student must have a ZPD from a STAR Reading assessment within the current academic year. Then, you can access the software to select the period of time you want the target to run for, select how much reading the student is expected to do daily, and Accelerated Reader will calculate an appropriate target for each student.

## Point targets for emergent and beginning readers

**The Target-Setting Wizard is intended for independent readers.**

For students not yet reading on their own or just beginning to read, we recommend more generalised targets: At least 0.5 points per week for students in Reception, and 0.75 points for first year students per 30 minutes of daily practice with books read to or with them.

## Point targets for high-ability readers

**Some of your students may have a reading ability that is considerably higher than their year in school.**

For example, you may have a Year 3 student with a ZPD of 4.9 - 12.0. If you followed the guidelines on the Target-Setting Chart exactly (available in resources at [renlearn.co.uk](http://renlearn.co.uk)), that student's point target would be 37.5 points for 35 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 student to earn this many points is often too mature for younger students, even though they are capable of decoding the words. In addition, for students reading far above 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 students work hard and yet struggle to meet a point target. They may be absent a lot, or they may speak English as an additional language and consequently read more slowly than average. It is okay to lower a point target in circumstances such as this where you see fit. Based on your knowledge of the students 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.

## 4. Schedule time for reading and quizzing

### Summary:

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

Our research shows that students gain the most when they practice reading every day. For independent readers, we recommend scheduling at least 35 minutes in primary and middle school and at least 20 minutes in secondary school. Emergent readers also require at least 35 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 students select themselves and is in addition to the reading students do in basal readers or other instructional materials.

### Make in-school reading practice a priority

**Finding 20 to 35 minutes a day to devote exclusively to reading practice can be a challenge.**

But as with all 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 them to schedule a time for the entire school to practice reading. Doing so creates a culture in which reading is valued and ensures that practice will take place.
- Increase classroom efficiency. Take a look at daily housekeeping chores, such as taking attendance and collecting homework. Can you make these more efficient?
- Look at the daily schedule. Does it include 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 students' skills develop, they transition to independent reading. When a student reaches this stage, however, “reading to” and “reading with” activities need not be dropped. In fact, reading to students of all ages is a highly motivating way of introducing them to interest in books, model good reading behaviours and promote discussion.

Reading with students is an effective remedial technique and helps support students as they move into more difficult material. AR supports all three types of reading practice. Students are asked if the book they are about to take a quiz on was read to or with them or if they read it independently. This enables you to monitor students' progress with each type of practise.

### ZPDs for books read to and with students

**Generally speaking, books that someone reads with a student can be at a little higher level than the books the student reads independently.**

Books read to the student can also be a bit more difficult. This is because students can readily receive assistance when books are read in tandem or aloud. In addition, listening comprehension is typically better than reading comprehension. For students who speak English as an additional language, 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 student

**Make sure students read and quiz in the same way.**

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

## Plan a successful start

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

- For the first AR experience, read a short, engaging book aloud to the entire class. Make sure the book easily fits the skill level of all students. Project the quiz on an interactive whiteboard if possible and take it together.
- Talk about and model self-monitoring as a strategy for good comprehension. Tell students to ask themselves, "Am I understanding what I am reading?" If not, advise them to slow down, re-read, read ahead, or talk to you or a friend about the confusing part.

## Teach students how to quiz

**We recommend these strategies:**

1. Take the quiz within 24-48 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.

## 5. Manage each student's reading practice

### Summary:

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

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

### Have students keep a daily reading log

**A hand-written reading log that students maintain enables them to keep track of their reading and allows you to see at a glance how they are spending their time.**

A reading log is also motivational. It makes students' reading visual and helps them see how much they have accomplished. AR students are proud of their logs and love to show them to parents and visitors.

### Use the Reading Log as a record of reading practice

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

- The student's name and ZPD. Having the ZPD on the reading log makes it easy for you to see if the books students are reading fall within their ZPD.
- Information about the book. This includes the title, Quiz Number, Book Level, and Point Value, and a designation of fiction or non-fiction.
- A record of the student's daily reading. This includes the date and the number of pages read that day.
- Personalised point target. Having this close to hand reminds students of what they're aiming for. See page 10 for instructions on setting personalised point targets.

### One-on-one guidance

**While other programmes advocate that teachers should quietly read with students during periods of independent reading, we urge you to be active.**

Use this time for brief, one-on-one conversations during which you monitor and guide your students' reading practice. This planned and thoughtful guidance is what makes AR different from sustained silent reading. Talking to them routinely about the books they are reading is their favourite part of AR.

# Status of the Class procedure

## Establish an efficient monitoring routine to ensure your AR time will be productive.

We recommend that you instruct students to have their reading logs filled out and on their desks as they begin reading, so it will be easy for you to review them. Make sure students 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 students a way to get your attention before and after quizzing that is comfortable for you. Some teachers ask students to simply come up to them and wait quietly. Other teachers prefer that students stay in their seats and raise their hands.

Whichever method you choose, emphasise to your students 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 students and recommendations for what to do.

### First: students ready to take a quiz

Check the student'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 student has "read" a 1,000-page book overnight, that's a red flag!)

### Second: students who have taken a quiz and are ready to choose their next book

This is the point at which you will ask yourself, was the book the student just read too hard or just right? It's also a good time to have a brief conversation with the student about their reading experience and the kind of book they would like to read next. To help you guide the student to a suitable title, AR provides a report called the TOPS Report. It tells you and the student how they did on the quiz they just finished and summarises what they have accomplished so far in the marking period. A TOPS Report will generate automatically after a student finishes a quiz. An example of the TOPS Report can be seen at the bottom of the page.

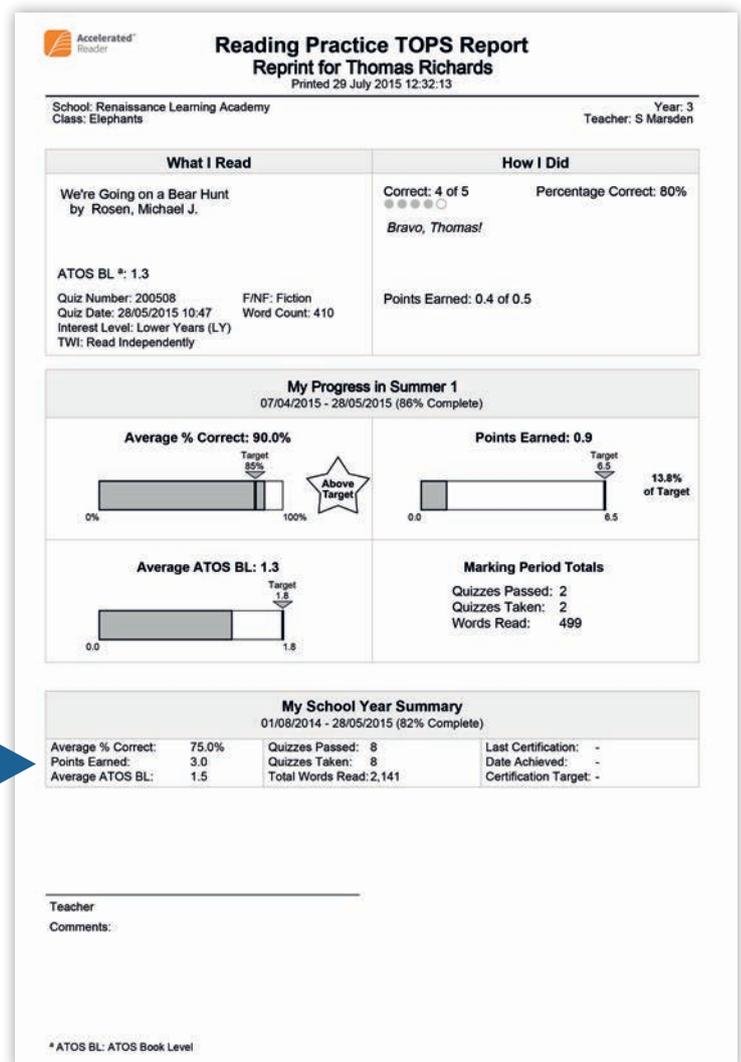
### Third: students who are reading

If a student 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 student if the book seems like a good fit. Is the book what the student thought it would be? Does it seem too hard or too easy? To help develop comprehension, ask the student what they think the book will be about.

If a student is continuing a book they have already started, check the student'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 students 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.

### Reading Practice TOPS Report

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



# Teaching the TOPS

**The TOPS Report is a highly motivational piece of paper. Students love getting immediate and objective feedback, but they must be taught how to interpret that feedback.**

Before students begin taking Accelerated Reader quizzes, put an example of the TOPS Report on a whiteboard and go over it as a class. Have students locate and circle the following pieces of information:

- **The number of questions answered correctly.** Very young students may not know what a “per cent” 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 students that this number shows how well they understood what they read. Teach students to aim for scores of 80 per cent or above.
- **Book Level.** This indicates how hard the book is. Remind students that, most of the time, the Book Level must be within their ZPD.
- **The number of points earned.** Explain to students that points tell them how much reading practice they are getting. If you enter point targets in the software, the TOPS Report will show a student’s point target for the marking period. Teach students how to compare the percentage of their point target that they have achieved with the percentage of the marking period that has passed. This allows them to see whether or not they are on track to meet their target.
- **Personalised point target.** Having this close to hand reminds students of what they’re aiming for. See page 10 for instructions on setting personalised point targets.

## Use Status of the Class to promote self-directed learning

**Over time students will get better at making their own book choices and at using reading strategies.**

They will be more efficient, spend more time reading and comprehend what they read better. As you talk with students, strive to help them model the kind of thinking you would like them to take on.

Instead of Saying...	Say this
“Put this book back, it’s too hard for you.”	“Why have you chosen this book? Did you notice the book level is higher than your ZPD? Do you still want to read it? What will help you read this successfully?”
“You need to read within your level.”	“It’s ok to read a few books outside your ZPD, but to get better at reading, most books must be within it. If you read this one, how about we say the next three books must be within your ZPD? If you get high marks, we’ll move you into harder books.”
“You should be choosing green books, not blue ones.”	“I think this book would be a stretch for you, but I know you’re really interested in this topic. 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?”
“I want you to stop reading all these half-point and one point books. Find something worth 2 points.”	“Let’s find books that will make you stronger as a reader. The other students 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.”

# Review class performance at least once a week

## Taking Status of the Class, reviewing reading logs and checking TOPS Reports will help you keep an eye on students' daily work

In addition, we recommend that once a week you look at a summary of each student's overall performance, as well as that of the class as a whole. Doing so will help you spot trends so you can intervene with students who are having trouble.

The Diagnostic Report for Reading Practice Quizzes gives you this information. Take a look at the example below, and you'll see that the report lists every student in the class and notes their average per cent correct on AR Reading Practice Quizzes, points earned, and average Book Level. Notice, too, that the software displays a diagnostic code to alert you to students who likely need your help. Individual targets are also shown, along with each student's progress toward their targets. In addition, the report can indicate how much of the student's reading practice consists of fiction titles 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 great detail. However, if you are new to the program, we suggest you focus on a couple of pieces of data: the Average Percentage Correct and Percentage of Point Target Earned. Confer with each student who has a diagnostic code, analyse the problem, and work together on a solution.



### Diagnostic Report—Reading Practice

Printed Wednesday, 29 July 2015 12:47:41

1 of 1

---

School: Renaissance Learning Academy
Reporting Period: 07/04/2015 - 06/06/2015 (Summer 1)

**Report Options**  
 Reporting Parameter Group: All Demographics [Default]  
 Average Percentage Correct: Below 85%  
 Group By: Class  
 Sort By: Average Percentage Correct (Highest to Lowest)  
 Filter Student Quizzes: No

**Class: Elephants**  
 Teacher: Marsden, S

Student	Diag. Codes	RP Quizzes		% Correct		Points				Engaged Time per Day <sup>a</sup>	Book Level		Certification	
		Passed	Taken	Target	Avg	Target	Earned	% of Target	% Read Indep.		% Fiction	ATOS BL Target		Avg
Harding, Amy		6	6	85	86.7	8.2	2.6	31.7	100	65	7	3.0	1.5	-
Summers, Lucy		6	6	85	85.0	14.7	3.7	25.1	100	86	6	5.0	4.7	-
Lloyd, Alice	%	5	5	85	80.0	6.6	2.0	30.3	100	80	8	1.5	1.9	-
Richards, Thomas	B%	7	7	85	77.1	6.5	2.7	41.5	14	81	10	1.8	1.5	-
Andrews, Jake	E%	8	8	85	75.0	6.9	3.0	43.4	100	100	10	2.0	1.3	-
Newton, Henry	C%	4	6	85	58.3	12.4	2.2	17.7	100	81	4	4.0	5.2	-
Summary		36	38	85	77.0						7	2.9	2.7	

**Diagnostic Code Summary**

Number of Students	Percentage of Students	Diag. Code	Code Description
0	0	A	No quizzes taken during period
1	16	B	Low average percentage correct (70% to 79%)
1	16	C	Very low average percentage correct (below 70%)
0	0	D	Low points earned - less than ½ median points (½ median = 1.3 points)
1	16	E	Low percentage correct with above median points (median = 2.7 points)
0	0	F	Very low percentage correct with above median points (median = 2.7 points)
4	66	%	Percentage of quiz takers with average percentage correct below 85%

At Risk: 50.0% of students (3 out of 6) with at least one code A-F

**Class Summary**

Number of Students	6
Total Quizzes	
Passed	36
Taken	38
Total Points	
Target	55.3
Earned	16.2
% Read Independently	86%
% Fiction / Non-Fiction	83% / 17%

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



### Diagnostic report

This report provides summary data on student performance and shows progress toward Average Per cent Correct, Point, and Book Level Targets. Review this data weekly to monitor student work and identify those who need help.

## Average percentage correct below 85 per cent

**The most significant gains in reading ability are associated with high averages on Accelerated Reader quizzes.**

If a student's average drops below 85 per cent that is a red flag. Below is a chart that lists questions for you to consider when a student's average is low, along with actions to take in response.

Below 90%? Questions to Consider	Actions
<ul style="list-style-type: none"> <li>Is the student reading within their ZPD?</li> <li>Does the student know their ZPD?</li> </ul>	<ul style="list-style-type: none"> <li>Get the student's suggested ZPD from STAR Reading. Explain what the ZPD means, and have the student record it on their reading log. (Young students may need to record every number within the range, for example, 1.5, 1.6, 1.7, etc.) Teach the student how to check if a book level is within their ZPD.</li> </ul>
<ul style="list-style-type: none"> <li>Does the student understand the importance of good comprehension as reflected in high quiz scores, or are they focussed on earning points?</li> <li>Have you and the student established a personalised point target? When every student has the same target, many attempt to read more difficult books than they can handle, or rush through books without really understanding them.</li> </ul>	<ul style="list-style-type: none"> <li>Use the student's current ZPD from STAR Reading, along with the Target Setting Calculator on page 9, to set a personalised point target for each student 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 points target on the chart is 8.5 and half the marking period has gone by, a reasonable point target would be 4.2.</li> </ul>
<ul style="list-style-type: none"> <li>Has the student been reading books within their ZPD but still scoring low?</li> </ul>	<ul style="list-style-type: none"> <li>Teach the student a simple review strategy, such as reviewing the table of contents, or briefly re-telling the story to a classmate before quizzing.</li> <li>If the student still scores low, widen the ZPD to include easier books, and ask the student to select their next few books from this new low end. For example, if the student's current ZPD is 3.0-4.5, widen the ZPD to 2.5 - 4.5. Help the student find books 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.</li> </ul>
<ul style="list-style-type: none"> <li>Does the student speak English as an additional language and struggle with unfamiliar vocabulary or subject matter?</li> </ul>	<ul style="list-style-type: none"> <li>Help them find books on subjects with which they are familiar. Ask the student to read a page of the book to you. A good rule of thumb is that if a student has problems with five words out of a hundred, the book is too hard. In that case, widen the student's ZPD as described above, or help the student select another book with more familiar vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>Is the student moving from picture books to chapter books?</li> <li>Is the student choosing very long books and having trouble remembering what they have read?</li> <li>Does the student need help with comprehension strategies?</li> </ul>	<ul style="list-style-type: none"> <li>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 journey. Also teach students to slow down or read over when they come to something in a book they don't understand. Check in with these students daily during Status of the Class and help them practice the strategies you teach.</li> </ul>

## Low number of points

### Points tell you how much reading a student has successfully completed.

As with low quiz averages, there are a number of reasons why a student's point total may be low. To understand the problem, ask yourself the following questions, and then take appropriate action.

Low points? Questions to Consider	Actions
<ul style="list-style-type: none"> <li>• Has the student been in class for the entire marking period or did they enrol part way through?</li> <li>• Have they been absent frequently?</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust their point target to reflect their time in school.</li> </ul>
<ul style="list-style-type: none"> <li>• Does the student know how many points they are expected to earn?</li> <li>• Do they have a personalised point target?</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a personalised point target as explained previously in this guide.</li> </ul>
<ul style="list-style-type: none"> <li>• 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?</li> </ul>	<ul style="list-style-type: none"> <li>• Check to see the student knows their ZPD and has it with them when they select books. If they have been scoring low on books within their ZPD experiment by widening the range at the lower end, as explained earlier in this guide.</li> </ul>
<ul style="list-style-type: none"> <li>• Are they in the middle of a very long book? The software doesn't "know" that a student has read a book until they take a quiz.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait to see how the student does on the quiz.</li> </ul>
<ul style="list-style-type: none"> <li>• Are they reading more slowly than average because they speak English as an additional language?</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that the books the student is reading are not too hard. If the book level seems okay, lower their point target to one that is achievable.</li> </ul>
<ul style="list-style-type: none"> <li>• Is the student finding books that interest them?</li> <li>• Does the library have a collection that covers a wide range of subjects at all levels of difficulty?</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with them about their interests. What do they like to do with family? With friends? On their own? Work with the Librarian and use the AR Bookfinder website to locate titles that match the student's ZPD and interests and are at an appropriate length. Make sure the Interest Level is suitable for the student's age.</li> <li>• If you have trouble finding suitable books in the school library, talk with your Headteacher and Librarian about how to increase the collection.</li> </ul>
<ul style="list-style-type: none"> <li>• Is the student an unmotivated reader?</li> </ul>	<ul style="list-style-type: none"> <li>• Good books and success are two powerful motivators. We have found that if you put the right books in a student's hands and ensure that the student has successful experiences reading and quizzing, that student will be hooked on reading. If you make the student's accomplishments visible to them and celebrate what they have done, they will become more confident, and their motivation and skills will grow.</li> </ul>

## 6. Put comprehension first

### Summary:

- Ensure good comprehension by having students read within a range of book levels that enables them to score 85 per cent or above on most of their quizzes.
- Monitor student work every day.
- Teach good quiz-taking strategies.
- Teach comprehension strategies and reinforce them during Status of the Class.
- Don't overly restrict students' book choices.
- Don't emphasise points over comprehension.

When we examine the reading achievement of students who use Accelerated Reader, research shows 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. Students must understand what they are reading, and they must understand it well. Details of UK studies on Accelerated Reader can be found at: [renlearn.co.uk/customer](http://renlearn.co.uk/customer)

### How to ensure good comprehension

**To achieve high averages of good comprehension, students must score 100 per cent on many, if not all, of their AR quizzes.**

A perfect score indicates that a student understands the key points of a book. It also means the student is reading within a ZPD. Here are ways to ensure that students reach these high levels of success.

### Keep students challenged

**Remember that the ZPD suggested by STAR Reading is only a starting point.**

It is up to you to adjust the range within which students are reading so that they can be successful.

### Monitor consistently and in a timely fashion - take Status of the Class regularly

**Review recent quiz scores and check the comprehension of the books students are reading.**

When students take a quiz, have them show you the results right away. Acknowledge good results, probe for the reasons behind not-so-good results, and talk about what kind of book the student might read next.

### Teach comprehension strategies during Status of the Class

**AR gives students a tremendous opportunity to apply comprehension strategies during independent reading and for you to reinforce them.**

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 students post-it notes and ask them to flag passages they find hard to understand on first reading. When you take Status of the Class, ask students what they did to help themselves overcome the problem.
- **Summarising:** Tell students that briefly summarising helps a reader process and remember text. Model the strategy and check to see how students are doing with it.

## Teach quiz-taking strategies

### **Encourage students to pay close attention to AR quizzes.**

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

## Don't overly restrict students' book choices

### **While our research confirms the value of having students read within their ZPD, it also shows that students can make gains by reading a wide range of books at varying levels of difficulty.**

This tells us that students can be given a fair amount of freedom to follow their interests. It's okay for them to occasionally read outside their ZPD if they want to relax with an easy book, or if they are eager to tackle a difficult book that really interests them. There is no research to support "stair-stepping" book levels, that is, telling students to read a certain number of books at a specific level before moving on to the next level.

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

## Don't emphasise points over comprehension

### **Students 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 students' averages drop below 80 per cent, 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.

# 7. Make success visible

## Summary:

- Use the reading log and the Pupil Record and TOPS reports to make success visible to students.
- Have students chart their progress.
- Create class bulletin boards and school displays that highlight achievements.

Whenever we attempt something new or challenging, we need reinforcement to keep going. No matter what the endeavour, if you find yourself thinking, "I'm not getting anywhere," you're likely to give up. The same holds true for our students. They can read and read, but if they don't see the progress they're making with reading, they become discouraged or indifferent and resist reading altogether.



## Student Record Report

Printed Wednesday, 29 July 2015 12:52:02

1 of 13

---

School: Renaissance Learning Academy

Reporting Period: 07/04/2015 - 06/06/2015  
(Summer 1)

**Report Options**  
 Reporting Parameter Group: All Demographics [Default]  
 Sort By: Date taken  
 Quiz Type: All  
 Group By: Class  
 Filter Student Quizzes: No

**Student Record report**

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

**Allen, Sarah**  
 Year: 7

Class: Year 8  
 Teacher: J Bell

**Reading Practice**

Date	Quiz Information				Questions			Points		ATOS BL
	No.	Title	F/NF	TWI	Corr.	Poss.	% Earned	Poss.		
13/05/2015	209879	10 Experiments Your Teacher Never Told You About: Gravity	NF	I	5	5	100.0	0.5	0.5	3.8
05/05/2015	203297	Captain Underpants and the Perilous Plot of Professor Poopypants	F	I	10	10	100.0	1.0	1.0	4.7
01/05/2015	207013	I Am Too Absolutely Small for School	F	T	5	5	100.0	0.5	0.5	3.2
29/04/2015	207575	Star of Kazan, The	F	I	8	10	80.0	12.8	16.0	6.1
29/04/2015	207131	Journey to the Centre of the Earth	F	I	6	10	60.0	0.6	1.0	4.2
28/04/2015	218425	Squash and a Squeeze, A	F	T	5	5	100.0	0.5	0.5	2.8
10/04/2015	206985	Dusk	F	I	9	10	90.0	5.4	6.0	4.2
07/04/2015	208729	Elmer	F	I	5	5	100.0	0.5	0.5	3.2
07/04/2015	205541	Trampoline, The	F	I	5	5	100.0	0.5	0.5	1.0
07/04/2015	205543	Yellow Canary, The	F	I	5	5	100.0	0.5	0.5	1.3
07/04/2015	205500	Hot Stuff	F	I	4	5	80.0	0.4	0.5	1.7
07/04/2015	205535	Rainbow Wall, The	F	I	5	5	100.0	0.5	0.5	1.5
Quizzes Passed/Taken: 12/12					92.5			23.7	28.0	5.3 <sup>a</sup>

**Vocabulary Practice**

There are no quizzes for this student during this reporting period.

**Literacy Skills**

There are no quizzes for this student during this reporting period.

**Alun-Jones, Emily**  
 Year: 7

Class: Year 8  
 Teacher: J Bell

**Reading Practice**

There are no quizzes for this student during this reporting period.

## Use the Reading Log, Student Record and TOPS reports

**A reading log, as described earlier, helps students see how much reading they are doing every day and is a concrete reminder of how many books they have read.**

You can also periodically print a Student Record Report, or students can print the report themselves. This report lists each book a student has read and the student's quiz score. See the example on previous page. The TOPS Report (see page 15) tells the student how they did on the quiz just taken, and thus provides immediate reinforcement for good work. In addition, it shows the student how much progress they have made toward their target. One of the most important attributes of the TOPS Report is that the student sees it after every quiz. This frequent, objective, feedback reinforces effort and keeps students motivated. See the appendix for instructions on how to print the TOPS and Pupil Record reports.

## Have students chart their progress

**Some students love to make their progress visual by plotting it on a graph.**

Give students 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 student his or her line of data.

## Have students “collect” success

**Give students a sheet of paper divided into squares like a Bingo chart.**

Every time a student scores between 85 and 100 per cent on a quiz, give them a sticker to put in one of the squares. Let students know that when the chart is full, they will get a prize. A book makes for a great prize! Some teachers acquire a collection of free books from book suppliers and let students choose which one they want.

## Create a class bulletin board

**Effective AR teachers establish a special place in their classroom where they display and celebrate student achievement.**

The best visuals show progress toward individual 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 per cent of the marking period has gone by, list the names of the students who have achieved 25 per cent of their point targets in the “25% of target” section. When 50 per cent of the marking period has gone by, move the names of the students who have reached 50 per cent 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” or “100 Per cent Club.” List the names of students who achieve an average of at least 90 per cent on AR quizzes and update the list weekly.

## Establish a school display

**Many schools highlight student achievement with a “Reading Wall of Fame.” This is displayed prominently in a central area where it will draw the attention of students, parents and visitors.**

Like the classroom bulletin board described above, it celebrates the work of students who meet their individual 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 students school-wide who have an average greater than 85 per cent on AR quizzes.

## 8. Spread the joy of reading

### Summary:

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

Books are magical. They have the power to teach, to move and to enthrall. They transport us to faraway places, ignite our imaginations and challenge our minds. However, many students 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 evoke an emotional or intellectual response.

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

### Reading to students

**There is no better way to acquaint students with the pleasures of reading than to read to them and we recommend you do so regularly.**

For primary age students, listening to books read aloud is, of course, one of the first steps in learning to read, but even secondary school students love this activity. When you read aloud to students, you introduce them to books they might not yet be able to read independently, expose them to new genres and authors, and build their desire to enhance their skills. Good books “sell” reading. Reading aloud also enables you to teach and model comprehension strategies, such as 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 students' interest in books.**

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

### Book discussions and literature circles

**Whole-class and small-group discussions about favourite books and authors promote a reading culture.**

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

## 9. Student routines and responsibilities

### Summary:

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

When Accelerated Reader is implemented effectively, there's a lot going on at once. Students are reading, quizzing and selecting books. You are reviewing reading logs and reports, guiding book selection and keeping an eye on students taking quizzes. Efficient student 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 students 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 student a folder in which to keep their AR paperwork. This includes:**

- Pupil Reading Log
- TOPS Reports
- Any motivational charts or graphs that students use.

If students are in the same classroom all day, pass out AR folders as part of the morning routine. Students can log any additional reading they do outside of AR time when they're finished with an assignment.

### Reading practice

**Emphasise to students that "AR time" is a time for reading quietly. Teach students the following routine:**

1. Get out your reading log and AR book.
2. Record the opening page for the day's reading on the log.
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.

### Taking quizzes

**Students must follow an established procedure before taking a quiz.**

You want to make sure that students have read the books they want to quiz on and have equal and timely access to a computer, Tablet, iPad, iPhone or iPod Touch. The routine that you set up will depend on how many devices or computers you have in your room and whether there is typical waiting time to use them. In Lower-Year classrooms, for example, computers or devices are usually in heavy demand since new or beginning readers tend to read a large number of short books.

## Taking quizzes continued

- Instruct students to come to you before quizzing and show you their reading log. You view the student's reading history with the book they are ready to quiz on and check to see if it's reasonable. Tell students that they must not take the book with them when they quiz, just their log.
- If students are quizzing in your room, develop a system for using the computer Tablet, iPad, iPhone or iPod Touch. Some teachers ask students to write their name in a special area on the board. After a student quizzes, they erase their name and the next person on the list can go to the computer.
- After a student quizzes, they bring their TOPS Report to you. You immediately review the quiz results with the student, sign the report and briefly discuss their next book choice.
- The student records the quiz results on their reading log and puts the TOPS Report in their folder.
- The student selects their next book right away, or as soon as possible.

## Taking TOPS reports home

Besides providing the student with instant feedback, the TOPS Report is a communication tool between school and home.

We recommend that TOPS Reports are sent home in a separate school-to-home folder – not in the Accelerated Reader folder – that may contain other student work for parents to see. (Some teachers send work home daily; others do it once a week.) The reports don't need to come back.

You can access the data they contain at any time from other AR reports.

# 10. Teacher routines

## Summary:

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

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

## Interacting with students

**Taking Status of the Class during Accelerated Reader (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 students in half an hour. It may take time, however, to build up this competency! If you keep track of the students you see every day you will be sure no one is neglected. Even good readers benefit from a few words of support every couple of days.

## Running reports and reviewing data

**Pick a day on which you will run the Diagnostic Report each week. Many teachers choose to do this on a Friday.**

Identify students who have an average below 85 per cent 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 another way to closely monitor students' day-to-day work. Alternatively, you can look at the Class Record Book on-screen every day before taking Status of the Class, which also alerts you to students 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 students 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 per cent

**High marks on quizzes are associated with the greatest reading gains.**

Reinforce perfect marks with one of the following, or any other small acknowledgment:

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

## Recognise progress towards 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 giving certificates or blue ribbons to students who averaged at least 85 per cent and met their point target for the marking period. Add an extra acknowledgment for students who averaged 90 per cent or higher.

# When you're ready

## Set additional targets

### Summary:

- Set individual targets for Book Level and Average Percent Correct, as well as for points.
- Adjust targets anytime to keep students' reading experiences successful and pleasurable.
- Set targets with students, not for students.
- Aim to achieve Renaissance Certification

Accelerated Reader enables you to enter three targets in the software for each student. We've already discussed the importance of making the point target a personalised target related to a student'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 student's progress toward targets on the TOPS, Diagnostic and Target History reports.

## Average-percent-correct target

**The minimum target for all students must be 85 per cent. Ninety per cent is an even better target.**

However, students might not be able to reach this higher average until they are used to taking quizzes and have incorporated comprehension strategies. So that students don't get discouraged, you may want to initially set Average-Percent Correct targets at 85. When students have met that target, you can slowly raise it. The software allows you to set a target for individual students at any value from 85 to 90 per cent.

## Book-level target

**The purpose of this target is to ensure students read at a level appropriate for them as individuals. While it's tempting to set the same target for every student, our research tells us that this is not an effective practice.**

What research does show is that wide reading of books that students 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. The student must have completed a STAR Reading test within the current academic year.
2. Set the Book Level target at the low end of the ZPD. For example, if a student's ZPD is 4.0 to 6.1, set their book level target at 4.0.
3. Encourage the student to read throughout their ZPD. Their average Book Level will then exceed their target. If a student 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 student to read one or two books during the marking period that are higher in their ZPD.

## Book level target and additional STAR test

**You may test students with STAR Reading a number of times during the school year to check progress.**

If you do, two questions may come up: When a student'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 necessarily. The best indicator of what a student is able to read is how the student does with daily reading, as measured by AR quizzes. If a new STAR test prompts you to take a look at students' ZPDs and targets, that's fine – but base any adjustments you make on a student's performance with AR.

## Set targets with students, not for students

**Setting targets with students is one of the most powerful components of AR. Targets must not be imposed upon students, however, but developed with them.**

When you establish targets with students, 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. Students will need a record of their targets so that they don’t forget them. Have students write their targets on their reading log and keep the log in their AR folder. Here is a simple target setting process:

- Meet briefly with each student at the beginning of each marking period. Have the student’s ZPD from STAR Reading. If you are partway through the school year, also have a copy of the student’s Pupil Record Report so you can see what the student has done so far.
- Have a conversation with the student, and decide on personalised, realistic targets. Record the targets and give the student a copy.
- 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 students’ reading experiences successful and pleasurable. If a target proves unattainable despite a student’s best efforts, adjust it, even in the middle of a marking period.

## Become a Model Class, School, or Project Manager

**One of the best ways to get the most from AR is to enrol in our Customer Certification programme. Certification marks you as a skilled professional who understands and implements best practices.**

It lets you - and the rest of the world - know that you are doing things right. Certification is also a great way to focus your students’ energy and help them achieve even greater gains. You can certify as a Model Class, School or Project Manager, 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: [renlearn.co.uk/customercertification](https://renlearn.co.uk/customercertification)

# Enhance practice and analyse data more deeply

## Summary:

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

AR 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 – it is books.

## Expand your book collection

**Book circulation rises at least fourfold in the first year, and very often more. As students get excited about reading, you'll find yourself needing more books, at more levels, to suit a variety of interests.**

It's a great problem to have, and one you must solve in order to keep students involved and excited. Here are some ideas for securing more books for your library and/or classroom collection:

- Talk to the school's parent group about fundraising activities.
- Become a book scavenger! Pick up books at car boot sales and charity shops.
- 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 student data, but don't hesitate to explore the other reports available. See the appendix for instructions on viewing and printing them.

## Student Record Report

**This report summarises a student's reading activity for any period of time that you indicate - one week, a marking period, or an entire school year, for example.**

It lists book titles, their reading level, 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 Student Record Report is invaluable for diagnosing problems. If a student has a diagnostic code on the Diagnostic Report, for example, you can view the Student Record Report to analyse details about the student's reading activity.

Ask yourself:

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

# TWI Report

If you have students taking quizzes on books that someone has read to or with them, you will find the TWI Report useful.

It tells you how each student is doing with these two kinds of reading practice, as well as with independent reading. Then, when students select a quiz to take, the software will ask them if the book was read to or with them, or if they read it independently.



## TWI Report

1 of 9

Printed Wednesday, 29 July 2015 12:56:42

School: Renaissance Learning Academy

Reporting Period: 07/04/2015 - 06/06/2015  
(Summer 1)

### Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Class

Filter Student Quizzes: No

### Allen, Sarah

Class: Year 8

Teacher: Bell, J

	Read To			Read With			Read Independently		
	Fiction	Non-Fiction	Overall	Fiction	Non-Fiction	Overall	Fiction	Non-Fiction	Overall
Avg % Correct	100	-	100	-	-	-	90	100	91
% Points	100	-	100	-	-	-	83	100	84
Points	1.0	-	1.0	-	-	-	22.2	0.5	22.7
Avg ATOS BL	3.0	-	3.0	-	-	-	5.3	3.8	5.3
Passed/Taken	2/2	-	2/2	-	-	-	9/9	1/1	10/10
Total Quizzes Passed/Taken: 12/12 (100%)									

### Alun-Jones, Emily

Class: Year 8

Teacher: Bell, J

	Read To			Read With			Read Independently		
	Fiction	Non-Fiction	Overall	Fiction	Non-Fiction	Overall	Fiction	Non-Fiction	Overall
Avg % Correct	-	-	-	-	-	-	-	-	-
% Points	-	-	-	-	-	-	-	-	-
Points	-	-	-	-	-	-	-	-	-
Avg ATOS BL	-	-	-	-	-	-	-	-	-
Passed/Taken	-	-	-	-	-	-	-	-	-
Total Quizzes Passed/Taken: -									

### Ashman, Sam

Class: Year 8

Teacher: Bell, J

	Read To			Read With			Read Independently		
	Fiction	Non-Fiction	Overall	Fiction	Non-Fiction	Overall	Fiction	Non-Fiction	Overall
Avg % Correct	100	-	100	-	-	-	96	-	96
% Points	100	-	100	-	-	-	95	-	95
Points	1.0	-	1.0	-	-	-	42.1	-	42.1
Avg ATOS BL	3.2	-	3.2	-	-	-	5.8	-	5.8
Passed/Taken	2/2	-	2/2	-	-	-	5/5	-	5/5
Total Quizzes Passed/Taken: 7/7 (100%)									

### Baird, Debbie

Class: Year 8

Teacher: Bell, J

	Read To			Read With			Read Independently		
	Fiction	Non-Fiction	Overall	Fiction	Non-Fiction	Overall	Fiction	Non-Fiction	Overall
Avg % Correct	-	-	-	-	-	-	-	-	-
% Points	-	-	-	-	-	-	-	-	-
Points	-	-	-	-	-	-	-	-	-
Avg ATOS BL	-	-	-	-	-	-	-	-	-
Passed/Taken	-	-	-	-	-	-	-	-	-
Total Quizzes Passed/Taken: -									

## 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 students, sign up for one of our customer events or contact us for further professional development.

### Vocabulary Practice (VP) Quizzes

**Vocabulary Practice (VP) Quizzes reinforce key vocabulary words in the books students choose for independent reading. This ensures that words for study are personalised and meaningful.**

The process goes like this: The student selects a book within their ZPD that they are interested in reading as part of their on-going reading practice. The student 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 student reads the book and reviews the words. After taking and passing the Reading Practice Quiz, the student takes the Vocabulary Practice Quiz. A TOPS Report gives the student and teacher immediate feedback on how the student did.

### Literacy Skills (LS) Quizzes

**Literacy Skills Quizzes help you measure your students' 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 students for national tests. Other teachers have students take quizzes on books they are reading independently so they can monitor comprehension skills and plan instruction.

### Recorded Voice (RV) Quizzes

**Recorded Voice (RV) Quizzes are for beginning and emergent readers. They are also well suited for those who speak English as an Additional Language.**

Recorded Voice Quizzes feature a professionally recorded narrator who reads quiz questions and answer choices as they appear on screen. Because students hear the words as they appear on the screen, they can take the quizzes independently, saving teachers' time. Each student takes these quizzes after reading independently, with another person, or aloud in class. The purpose of these quizzes is to determine whether a student has read a book, to measure their literal comprehension of the book, and to motivate the student to read independently.

Additionally, the quizzes provide feedback necessary for monitoring and managing student 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 student takes a quiz.

# Appendix: Instructions for common software tasks

## Using STAR Assessments

Log into STAR Reading as a Teacher/Administrator, locate pre-test instructions and enter and admin password

1. On the **Welcome** page, click **Teacher/Administrator**.
2. Enter your user name and password.
3. On the Renaissance Place Home Page, click on **STAR Reading**, then select **Resources** to access the **Pre-test Instructions**.
4. Choose **STAR Reading**, click **Preferences** and select **Testing Password**. Tick the box to turn on or off the Testing Password or enter a new admin password. Click **Save**.

Log into STAR Early Literacy as a Teacher/Administrator, locate demonstration video, and enter an admin password

1. On the Welcome page, click **Teacher/Administrator**.
2. Enter your user name and password.
3. On the Renaissance Place Home Page, select **STAR Early Literacy** and click **Preferences**. Choose a class and click **Testing Options**. Select the options to show demonstration video. Click **Save**.
4. In **STAR Early Literacy Preferences**, click **Testing Password**. Tick the box to turn on or off the Testing Password or enter a new admin password. Click **Save**.

Identify student's user names and passwords

1. On the Renaissance Place Home Page, select **Users**, then choose **View Students**.
2. Search for students and view the **Passwords** tab in the results.
3. Either **Print** the page or **View** it as a PDF.

Log into STAR Reading or STAR Early Literacy as a student and take a test

1. On the Welcome page, click **Student**.
2. Enter a user name and password.
3. Select either the **STAR Reading** or **STAR Early Literacy** apps to begin the test.
4. Stop the test at any time using the **Stop Test** button.

View and customise STAR Reports

1. On the Renaissance Place Home Page, select **STAR Reading** and click **Reports**.
2. Click the name of the report you wish to view or print.
3. Select options and click **View Report**. View then print if needed.

# Working with AR Reading Practice quizzes

## Identify students' user names and passwords

1. On the Renaissance Place Home Page, select **Users**, then choose **View Students**.
2. Search for students and view the **Passwords** tab in the results.
3. Either **Print** the page or **View** it as a PDF.

## Log in to AR as a student and take a Reading Practice quiz

1. On the Welcome page, click **Student**.
2. Enter a username and password.
3. Select the **Accelerated Reader** app.
4. In the **Find a Book** box, enter a title, author or quiz number and click **Search**.
5. Click on **Take Quiz** in the results page.
6. To exit or pause the quiz click on **Stop Quiz**, make the selection and then enter the authorisation password.

## Edit quiz information and preview a quiz

1. Log in as a teacher/administrator, select **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**.

## Setting targets

### Select a marking period

1. On the Renaissance Place Home page, select **Accelerated Reader** and click **Record Books and Targets**.
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 student targets

1. On the Renaissance Place Home page, select **Accelerated Reader** and click **Record Books and Targets**.
2. Click **Reading Practice Targets**.
3. In the **Reading Practice Targets Record Book**, calculate and/or edit **Targets**.
4. Click **Save**.

## Set the Preference for Printing the TOPS Report

For those with Administrator access:

1. Select **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. Select **Accelerated Reader**, click on **Record Books and Targets**, and then choose **Reading Practice Quizzes**.
2. Select your class.
3. Click a student's name on the list.
4. Choose a quiz and click **TOPS**.
5. **Print** the TOPS Report.



# Share your success with Accelerated Reader™

We love hearing your stories of success with Accelerated Reader - whether it's news of a once-reluctant reader who now can't put their book down or details of whole school success in improved exam performance - we want to know!

Even if you have just completed the training process or started STAR testing, we welcome your comments and quotes (from you and your students), which will appear throughout our literature and the pages of our website.

More detailed stories of success\* make great articles for our electronic and printed Newsletters - and for every story you submit we will send your school a goodie-bag of incentives that you can reward your students with.

**Anytime you have something to share with us, simply email it to: [success@renlearn.co.uk](mailto:success@renlearn.co.uk)**



**Accelerated™**  
Reader



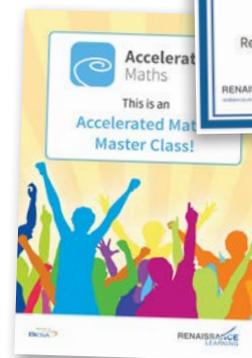
## Renaissance Certification

Renaissance Certification guides successful implementation of Accelerated Reader and Accelerated Maths™ (AM™) in classrooms and schools using the programmes.

Classes and schools can certify first for Model then Master status, acknowledging their success in implementing AR or AM effectively using proven best practices. Renaissance Model Certification identifies and rewards your ability to help students focus on the common goal of improving proficiency in reading and maths. In addition, AR project managers are also able to attain Model and Master status for their role in running AR.

Those earning certification receive a letter to their Head Teacher, and a printed certificate to mark their achievement. A range of free resources (such as student incentives, posters and discounts) are also available.

**To learn more and apply for Renaissance Certification, please visit: [renlearn.co.uk/certification](http://renlearn.co.uk/certification)**



\* Please note that you will be given final approval of any testimonial or information you supply to us before it appears on the Renaissance Learning website ([renlearn.co.uk](http://renlearn.co.uk)) or in any printed material.