

## Troubleshooting Codes Guide

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

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