

# 5

## Manage Each Student's Reading Practice

Accelerated Reader gathers data, but you must act on that data if students are to achieve maximum reading growth. Always keep an eye on reading practice and apply thoughtful direction.

### Have students keep a daily log

A 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 log is also motivational. It makes students' reading visual and helps them see how much they have accomplished.

We have designed Student Reading Logs in English and Spanish that you can print from the software, or you can print and copy one of the reproducible forms that are in the [appendix](#).



**Accelerated Reader** Student Reading Log—With Goals

Name: MARTIN LUCERO ZPD: 4-5-8-0 Class: MRS. SCHEEL

Goals: Average Percent Correct 90% Points 2-5 Average Book Level 4-5

Quiz No.	Title	Book Level	Points	FRF	Date	Pages Read		Teacher Review % Correct	Teacher Notes
						Begin - End	Total		
8066	THE FOXMAN	4-9	5	F	11/9	1 - 9	9	ES	
					11/10	10 - 26	17	ES	I'm glad you're reading at home
						27 - 49	45		
					11/15	70-86	17		
					11/14	87-109	25	ES	
					11/15	110-119	10	100%	Excellent!
6070	HARRY HOUDINI	6-9	5	NF	11/16	1-18	18	ES	Looks interesting!
					11/17	19-51	25		

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

- **The student's name and ZPD.** Students must know their ZPD in order to select appropriate books. Having the ZPD on the log also makes it easy for you to see if the books students are reading fall within their ZPD.
- **Information about the book,** which includes the title, quiz number, book level, and point value, and a designation of fiction or nonfiction. This information helps you monitor a student's book choices and determine if one or the other type of literature is harder for the student to read.
- **The date and the number of pages read that day.** This allows you to monitor the pace as well as the frequency of students' practice. High numbers also alert you to students who may be rushing through—or not reading—books because they are focused on earning a large number of points. A student can record how many pages he read in school and out of school by splitting the box for pages read in half.
- **Personalized point goal.** Having this near at hand reminds students of what they're aiming for.

## Check in one-on-one at key moments

While other programs 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. Because you are checking each student's "status"—that is, what the student is doing during that particular reading practice period—we sometimes refer to this check-in procedure as Status of the Class. To get the most out of Accelerated Reader, check in with students every day. Not only is it the best way to monitor students' practice, it is tremendously motivating. Many students say that having the teacher talk to them routinely about the books they are reading is their favorite part of Accelerated Reader.

**Check-in procedure.** We recommend that you require 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. Then begin circulating around the room. Give students a way to get your attention if they are ready to take a quiz or have finished a quiz. Some teachers ask students to simply come up to them and wait quietly. Other teachers give students green and red cards. Displaying the green card means "I'm ready to take a quiz." Displaying the red card means "I need the teacher's attention."



To maximize reading time, here is a good order in which to meet with students and recommendations for what to do.

1. Talk to students who are ready to take a quiz. Check the reading log to make sure a student has indeed read the book he wants to quiz on.
2. Then confer briefly with students who have taken a quiz and are ready to choose their next book. Have students show you their TOPS Report. (If a TOPS Report does not print automatically, turn on the preference. See the [software manual](#) for instructions.) This report tells you and the student how he did on the quiz he just finished and summarizes what he has accomplished so far in the marking period. Use the data to talk about the student's next book choice.
3. Finally, check in with students who are reading. If a student is just starting a book, check to see if the book level is within the student's 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 he thinks the book will be about. If a student is continuing a book she has already started, check the student's reading log to see if she is reading steadily. Ask if she is enjoying her book. Can she give you a brief update on what's happening in the story? What does she think will happen next?

**Teaching the TOPS.** The TOPS Report is a highly motivational piece of paper. Students love getting immediate and objective feedback. They must be taught how to interpret that feedback, however. Before students begin taking AR quizzes, project an example of the TOPS Report and go over it as a class.

**Accelerated Reader**  
**Reading Practice TOPS Report**  
**for Matthew Bosley**  
 Printed November 5, 2012 1:02 PM

School: Oakwood Elementary School  
 Class: Grade 4 (Adams)      Grade: 4  
 Teacher: Mrs. M. Adams

What I Read	How I Did
Allosaurus (Dinosaurs) by Michael P. Goecke ATOS BL®: 2.7 Quiz Number: 55459      F/NF: Nonfiction Quiz Date: 11/5/2012 1:01 PM      Word Count: 600 Interest Level: Lower Grades (LG) TWI: Read Independently	Correct: 5 of 5      Percent Correct: 100% ●●●●● <i>Terrific, Matthew!</i> Points Earned: 0.5 of 0.5

**My Progress in Marking Period 2**  
 10/11/2012 - 11/21/2012 (46% Complete)

<b>Average Percent Correct: 96.0%</b> 	<b>Points Earned: 4.2</b> 
<b>Average ATOS BL: 2.8</b> 	<b>Marking Period Totals</b> Quizzes Passed: 5 Quizzes Taken: 5 Words Read: 26,732

**My School Year Summary**  
 9/4/2012 - 6/14/2013 (24% Complete)

Average Percent Correct: 91.7%	Quizzes Passed: 12	Last Certification: Super Reader
Points Earned: 9.9	Quizzes Taken: 12	Date Achieved: 10/11/2012
Average ATOS BL: 2.9	Total Words Read: 69,335	Certification Goal: Super Reader (2)

Monitor \_\_\_\_\_ Teacher \_\_\_\_\_  
 Comments: \_\_\_\_\_

\*ATOS BL: ATOS Book Level

If you don't print the TOPS Report, you need to monitor practice in another way. One option is to have students use a version of the reading log titled "Student Reading Log—With Goals and Progress." This log includes space for recording progress data. Students can get this data by clicking Progress on their home page. Have students check to see if they are on track to meet their point goal by visually comparing the current marking period bar to the points bar. Ask them to write "Y" for "Yes" or "N" for "No" in the "On Track?" column of their log. Have students show you the log with this information immediately after they quiz so you can keep an eye on how they are doing and confer about their next book choice.

**Accelerated Reader**  
Student Reading Log—With Goals and Progress

Name: Matthew Bosley ZPD: 2.6-3.6 Class: Ms. Adams  
Goals: Average Percent Correct 85% Points 7.6 Average Book Level 2.6

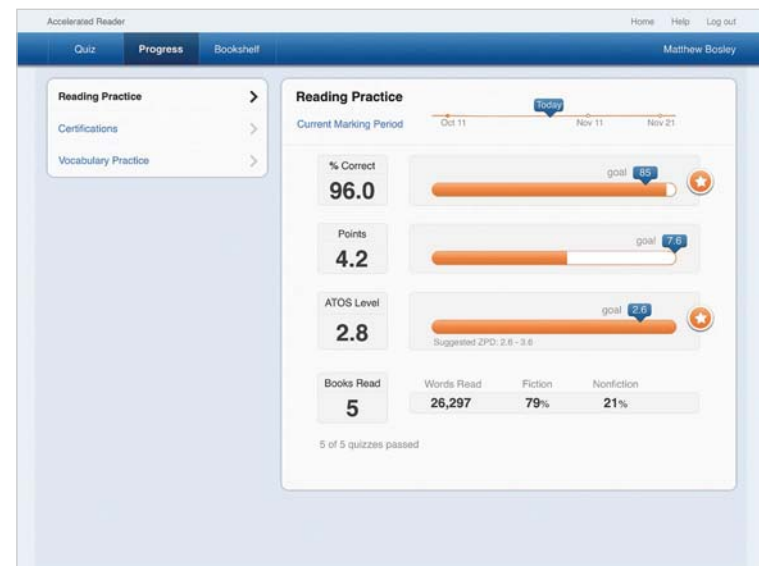
BOOK I'M READING NOW						MY PROGRESS				
Quiz No.	Title	Book Level	Points	Date	Pages Read	Teacher Review % Correct	Avg % Correct	Points	On Track? Yes/No	Avg Book Level
					Begin - End					
105257	The Real Thing	2.6	.5	10/25	1-5	5				
				10/26	6-11	6				
				10/29	12-17	5				
				10/30	18-23	6				
				10/31	24-26	3	100%	93.3%	3.7	Y
55459	Allosaurus	2.7	.5	11/1	1-6	6				
				11/2	7-14	8				
				11/14	15-21	7				
				11/15	22-24	3	100%	96.0%	4.2	Y

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## Promote self-directed learning

When we're pressed for time, we often fall into the habit of telling students what to do because it's faster than waiting for them to think for themselves. But if you use daily check-in as an opportunity to foster self-directed learning, you will save time in the long run. 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 meet with students, strive to help them reflect on their own behaviors and abilities and model the kind of thinking you would like them to take on. Suggestions are on the next page.



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 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. You could try it, knowing you might not pass the quiz. Or I could pair you up with Bobby and you could read this together. Another option is to wait a couple of months. Which would you like to do?”
“I want you to stop reading all of these half-point and one-point baby books. Find something worth two points.”	“Let’s find books that will make you stronger as a reader. The other girls are really enjoying _____. Why don’t you take a look at those and the other two-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

Once a week, review the Diagnostic Report to see each student’s overall performance. In addition to data about each student’s progress toward goals, the Diagnostic Report displays a diagnostic code to alert you to students who likely need your help.

We recommend that you set the reporting period from the beginning of the marking period to the current date. You can also sort the report by average percent correct. As you gain experience with Accelerated Reader, you will be able to analyze the Diagnostic Report in depth. However, if you are new to the program, we suggest you focus on a couple of pieces of data: the average percent correct and percent of point goal earned. Confer with each student who has a diagnostic code, analyze the problem, and work together on a solution.

**Diagnostic Report—Reading Practice**

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School: Pine Hill Middle School Reporting Period: 09/04/2012–11/07/2012 (1st Quarter)

**Report Options**  
 Reporting Parameter Group: All Demographics [Default]  
 Quiz Language: Report on both English and Spanish quizzes  
 Group By: Class  
 Filter Student Quizzes: No

**Class: 7th Hour Reading**  
 Teacher: Jones, K.

Student	Diag. Codes	RP Quizzes		% Correct		Points					Engaged Time Per Day	Book Level			Certification Working Toward	
		Passed	Taken	Goal	Avg.	Goal	Earned	% of Goal	% Read Indep.	% Fiction		ATOS BL	ATOS 2000	Goal		Avg.
Atkinson, Rebecca		7	7	85	92.9	19.7	17.0	86.3	100	100	27.6	4.0	4.2	619	650	Star
Curtis, Jason		6	6	90	96.7	30.0	33.0	110.0	100	100	27.1	4.7	5.1	731	800	Achieved
Frisch, Dena		8	9	85	87.8	21.1	18.5	87.7	100	87	27.4	4.2	4.5	650	701	Star(2)
Johnson, Tim		5	5	90	96.0	23.6	28.6	121.2	100	100	39.8	4.4	5.1	681	800	Star
Lao, Jose		5	5	90	98.0	28.5	31.0	108.8	100	100	33.6	4.6	5.0	720	720	Achieved
Mackowski, Gregory		6	6	90	95.0	23.2	23.0	99.1	100	100	32.0	4.4	4.7	681	681	Achieved
O'Rourke, Sean	B %	7	8	85	77.5*	21.1	16.5	78.2	100	100	24.5	4.2	4.2	650	650	Advanced(3)
Reyes, Christina		5	5	90	98.0	23.2	27.0	116.4	100	100	37.6	4.4	4.8	681	681	Star(2)
Saitz, Madeline	B %	6	7	85	75.7*	20.3	15.0	73.9	100	100	24.4	4.2	4.4	650	681	Advanced
Waldenmaier, Dean		5	5	90	96.0	23.2	26.0	112.1	100	100	36.2	4.4	4.8	681	750	Achieved
Average		6	6	88	91.4				100	99	31.0	4.4	4.7	674	711	

**Diagnostic Code Summary**

Number of Students	Percent of Students	Diag. Code	Description
0	0	A	No quizzes taken during period
2	2	B	Low average percent correct (70% to 75%)
0	0	C	Very low average percent correct (below 70%)
0	0	D	Low points earned - less than 1/3 median points (1/3 median = 12.3 points)
0	0	E	Low percent correct with above median points (median = 24.5 points)
0	0	F	Very low percent correct with above median points (median = 24.5 points)
2	10	%	Average percent correct below 85%

**Class Summary**

Number of Students	10
Total Quizzes	
Passed	60
Taken	63
Total Points	
Goal	210.7
Earned	209.6
Percent Read Independently	100%
Percent Fiction / Nonfiction	99% / 1%

\* Trouble value  
 \* 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.

**Average percent correct below 85 percent.**

The most significant gains in reading ability are associated with high averages on AR quizzes. If a student's average drops below 85 percent, that is a red flag. Consider these questions when a student's average is low, along with actions to take in response.

Below 85%? Questions to Consider	Actions
<p>Is the student reading within his ZPD? Does the student know his ZPD?</p>	<p>Get the student's suggested ZPD from STAR Reading. Explain what the ZPD means, and have the student record it on his log. Teach the student how to check if a book level is within his ZPD.</p>
<p>Does the student understand the importance of good comprehension or is he focused on points? Have you and the student established a personalized point goal? When every student has the same goal, many attempt to read more difficult books than they can handle, or rush through books without really understanding them.</p>	<p>Go to the Edit Reading Practice Goals page in the software to set a personalized point goal for each of your students. See <a href="#">Chapter 3</a> for more information.</p>
<p>Has the student been reading books within his ZPD but still scoring low?</p>	<p>Teach the student a simple review strategy, such as reviewing the table of contents or briefly retelling the story to a classmate before quizzing.  If the student still scores low, widen the ZPD to include easier books, and ask the student to select the next few books from the new low end. Watch quiz results to see how he does.</p>
<p>Is the student an English language learner struggling with unfamiliar vocabulary and subject matter?</p>	<p>Help him find books on subjects with which he is 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 ZPD to include easier books or help the student select another book with more familiar vocabulary.</p>
<p>Is the student moving from picture books to chapter books? Is the student choosing very long books and having trouble remembering what he has read? Does the student need help with comprehension strategies?</p>	<p>Teach simple comprehension strategies, such as visualization ("make a movie in your head"), previewing before reading, and summarizing after reading. The latter can be done mentally, with a partner, or in a reading journal. Also teach students to slow down or reread when they come to something in a book they don't understand. Check in with these students daily and help them practice the strategies you teach.</p>



**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 for a student's point total to be low. To understand the problem, ask yourself the following questions, and then take action.

Low Points? Questions to Consider	Actions
Has the student been in class for the entire marking period, or did she enroll partway through?  Has she been absent frequently?  Does the software “think” the marking period is longer than it is because breaks have not been identified in the school calendar?	Adjust her point goal to reflect her time in school.
Does the student know how many points she is expected to earn?	Set the student's personalized point goal. Make sure she writes her goal on her reading log. See <a href="#">Chapter 3</a> for more information.
Does she know her ZPD, and is she choosing books within it? Or is she earning few points because her books are too hard and she's doing poorly on quizzes?	Check to see that the student knows her ZPD and has it with her when she selects books. If she has been scoring low on books within her range, experiment with widening the ZPD by dropping the low end.
Is she in the middle of a very long book? The software doesn't “know” that a student has read a book until she takes the quiz.	Wait to see how the student does on the quiz.
Is she reading more slowly than average because she is an English language learner?	Make sure the books the student is reading are not too hard. If the book level seems okay, lower her point goal to one that is achievable.
Is the student finding books that interest her? Does the library have a collection that covers a wide range of subjects at all levels of difficulty?	Make sure the student is checking out the books that are suggested as “Top Book Ideas for You” on the Reading tab in the software. If she still can't find anything, talk with her about her interests. What does she like to do with family? With friends? On her own? If you have trouble finding suitable books in the school library, talk with your principal and librarian about how to increase the collection.
Is the student an unmotivated reader?	AR can help you employ two powerful motivators: good books and success. 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 her and celebrate what she has done, she will become more confident, and her motivation and skills will grow.

