

Accelerated Reading Program Gratton School District

Introduction to Accelerated Reader

The Accelerated Reading Program is used to reinforce reading skills and strategies. The program consists of leveled books, available and labeled in the Gratton library, and web based comprehension tests that students may access.

Students in K-2 are at the beginning stages of developing reading skills. These skills include letter sounds, sight words, sounding out words with simple patterns, comprehension, context, syntax and fluency. Students develop and acquire these skills at different rates over the span of 3 years. Due to this fact, teachers in K, 1, and 2 will use a series of assessments to decide when a student is ready to join the Accelerated Reading Program.

Students normally have a variety of reading skills and strategies as well as a firm comfort level developed by third grade. The Accelerated Reading Program is one vehicle Gratton School District uses to deliver appropriate, relevant and needed practice for each student to continue to develop and perfect those reading skills and strategies until sixth grade.

Junior high level students have generally reached a level of mastery with reading skills and strategies. The reading curriculum in seventh and eighth grades incorporates a series of assigned novels, read throughout the year. Tests can also be taken on the novels assigned.

All classroom instructors have various incentives and reward programs when students earn points. A second through eighth grade reward program consisting of participation in a field trip is also in place. Each classroom teacher may modify the program and its use in their class; however, all classrooms follow district wide guidelines and procedures.

Guidelines and Procedures

1. A parent access letter should be sent out to each parent at the beginning of the school year in grades 3-8. An access letter should be sent in grades K-2 for each individual student who begins the program. The access letter explains how to log on to the website and view information about points, tests taken, titles read and scores.
2. All instructors should use the “Goal Setting Chart” provided by Accelerated Reader along with a student conference to set point goals. Instructors should modify goals based on the amount of weeks in the current trimester. Goals should be based on reading 30 minutes per day. The plan should be sent home for parent input and signature.
3. Each student should take the STAR Reading Level Assessment that accompanies the Accelerated Reading Program. The assessment gives a Zone of Proximal Reading Development students should be reading within to promote maximum development. Students are encouraged to read within this zone. Instructors may wish to use other forms of reading level evaluation as well. Each classroom recognizes the importance of student choice and that from time to time particular books of interest may not fall within the individual zone. Each instructor may choose to create incentives to encourage students to read within their zone.
4. The district recognizes that occasionally classrooms may have a student who needs to be further challenged through the Accelerated Reading Program. In those cases, an Honor’s Reading List should be assigned with optional projects included. By the same token, the district recognizes that classrooms may have students below grade level. In those cases, goals should be modified appropriately.
5. Attaining Accelerated Reader goals are a factor on each student’s report card. Goals may be graded individually, or within the subject of reading. All goal progress will be reported on the report card.
6. At the end of each year, goals and end of year STAR Reading Assessment level should be sent for each student to the next grade level teacher.

Goal-Setting Best Practices

Understanding ZPD and Goals

The software uses a student's first STAR Reading™ score of the year to estimate a zone of proximal development (ZPD) and to recommend appropriate reading practice goals. These are based on research data and are individualized for each student. *If you do not have STAR Reading, use one of the Goal-Setting Charts in Resources.*

ZPD

The ZPD is the optimal level of difficulty for independent reading practice. The software estimates a ZPD based on a student's STAR score. Allow students to read throughout the entire zone. "Stair-stepping" students through their ZPD (three books at 2.0, three books at 2.1, and so on) is not supported by research and can turn students off to reading. Label books with their reading level so that students can easily find ones within their ZPD.

Average-Percent-Correct Goal

The most important goal for all students is to average at least 85 percent on quizzes. This indicates a student is reading with a high level of comprehension, which accelerates reading growth. Averages of 90 percent are associated with even greater gains.

Point Goal

Point goals indicate how much reading students are expected to do. The software provides point goals that are appropriate for each student's reading ability, the amount of time that you schedule for daily reading practice, and the length of the marking period. In this way, point goals are individualized, fair, and realistic. We do not recommend giving all students the same point goal. If a student is frequently absent or if you are not able to schedule reading practice for part of the marking period, lower your students' point goals.

Book-Level Goal

The book-level goal helps ensure students read at a level appropriate for them as individuals. It represents a minimum level of difficulty. Goals are set at the low end of students' ZPDs to encourage them to read freely throughout an appropriate range.

The Goal-Setting Process

Setting goals for reading practice motivates students, differentiates an essential component of an effective reading program, and leads to greater skill development. Follow these steps to set and adjust goals:

1. **Review the ZPD and goals provided by the software.** Do they seem realistic for each student—ambitious, yet attainable?
2. **Set initial book-level goals at the low end of each student's ZPD.**
3. **Meet briefly with students one-on-one.** Your objective is for students to take ownership of their goals. Have a conversation in which you and the student talk about how their reading is going and what they would like to accomplish. Make sure students record their goals on their Student Reading Log or a Student Reading Plan. (Click Resources under the Accelerated Reader™ tab on the Renaissance Place™ Home page for reproducible forms.) Show students how to keep track of their progress by viewing the TOPS Report that appears after every quiz.
4. **Each marking period, check the data, adjust goals if needed, and confer.** Goals automatically carry over from one marking period to the next. However, as the year goes on, your students will change and you will learn more about their capabilities. Reflect that information in their reading practice goals. Before adjusting goals, review any new STAR Reading scores. Have students' scores gone up significantly? Use the AR Diagnostic Report to review Accelerated Reader data. Compare what students have achieved against their goals. Best practices for adjusting goals are described on the next page.
5. **Recognize students who meet their goals.** Offering recognition based on meeting individualized goals means all students have an equal chance at success. Simple acknowledgments, like posting the names of students who meet their goals on a class bulletin board, are highly motivating.

Best Practices for Adjusting Reading Practice Goals

Common Situations	Best Practices
Student is averaging 85 percent on Reading Practice Quizzes.	<ul style="list-style-type: none"> ▪ Raise the average-percent-correct goal incrementally to 90 percent.
Student is averaging close to 100% on Reading Practice Quizzes.	<ul style="list-style-type: none"> ▪ Raise the top end of the ZPD and increase the book-level goal. ▪ Avoid raising the point goal at the same time. If you keep point expectations the same, the student will feel more comfortable taking on a challenging book.
Student is unable to maintain an average of 85% on quizzes.	<ul style="list-style-type: none"> ▪ First have the student try shorter books within the ZPD. ▪ If the student still struggles, lower the low end of the ZPD, the book-level goal, and the point goal. ▪ Evaluate the student's reading skills and strategies, and provide support as needed.
Student is unable to meet a point goal.	<ul style="list-style-type: none"> ▪ Make sure the student is staying on task. ▪ Provide easy access to the library so the student doesn't have to wait to find a new book. ▪ If the student is an English language learner, you may need to lower the point goal. ELLs often read more slowly than native speakers.
Student is a high-ability reader.	<ul style="list-style-type: none"> ▪ Don't prohibit the student from reading relatively easy books that are appropriate for his or her grade in school but encourage the student to read harder books as well. For example, a 4th-grader who is reading at a 7th-grade level will likely want to read the same books her friends are reading. Allow her to do so while encouraging her to also tackle books that will help her reading skills develop. ▪ Use the Goal-Setting Chart on the next page to identify a point goal that is more in line with the student's grade in school rather than the GE score. ▪ Emphasize wide reading in a variety of genres.
Student's STAR score has gone up.	<ul style="list-style-type: none"> ▪ If the student has been consistently scoring 90 or 100 percent on AR quizzes, raise the top end of the student's ZPD and boost the book-level goal while keeping the point goal stable. ▪ If the student is averaging below 85 percent on AR quizzes despite showing gains on STAR Reading, find out why. Has the student been reading books above his ZPD? After finishing a book, has the student waited more than 24 hours before taking a quiz? Does the student lack the comprehension strategies needed for longer texts?
Student's STAR score has gone down.	<ul style="list-style-type: none"> ▪ If the student has been doing well on quizzes and meeting goals, maintain the goals for the next marking period. STAR scores sometimes fluctuate due to differences in testing conditions.

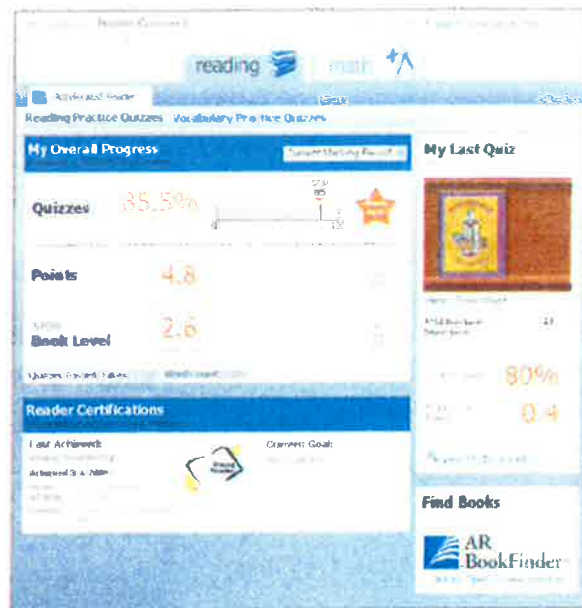
What is Renaissance Home Connect™?

Renaissance Home Connect is... Connecting Parents and Extending Practice

Renaissance **Home** Connect improves the school-to-home connection by allowing parents and students to log in to a Web site and view the student's reading and math practice and progress towards goals. Access to online results promotes discussion between parents and students, which motivates students and can make reading and math practice even more effective.

In addition, parents can specify up to six email addresses to receive automatic updates in English or Spanish on their student's math and reading progress.

Renaissance Home Connect is accessible to all Accelerated Reader Enterprise, Accelerated Math Enterprise, and MathFacts in a Flash customers.



Two steps are required to get Renaissance Home Connect up and running:

1. An administrator clicks **Set Up Renaissance Home Connect** and **Activate Schools** on the Renaissance Place Real Time Home page and follows the instructions.
2. Once activated, teachers click **Reports** on the Renaissance Place Real Time Home page and print the Informational Letter in English or Spanish to be sent home with the student. If you are a teacher reading this, your administrator has already activated Renaissance Home Connect.

See Short Videos about Renaissance Home Connect

[General Information](#)

[Renaissance Home Connect Reading Tutorial](#)

[Renaissance Home Connect Math Tutorial](#)

Resources

Information about Renaissance Home Connect

[Renaissance Home Connect FAQ](#)

[Renaissance Home Connect Research](#)

Get Renaissance Home Connect Up and Running

[Setting up Renaissance Home Connect](#)

[A Parent's Guide to Renaissance Home Connect \(English\)](#)

[A Parent's Guide to Renaissance Home Connect \(Spanish\)](#)



See What Your Students See for Accelerated Reader

Information is shown only for products used in the student's classroom.

My Overall Progress

Renaissance Home Connect gives parents and students a snapshot of the student's Accelerated Reader progress, including average percent correct on quizzes, number of points earned, and ATOS book level.



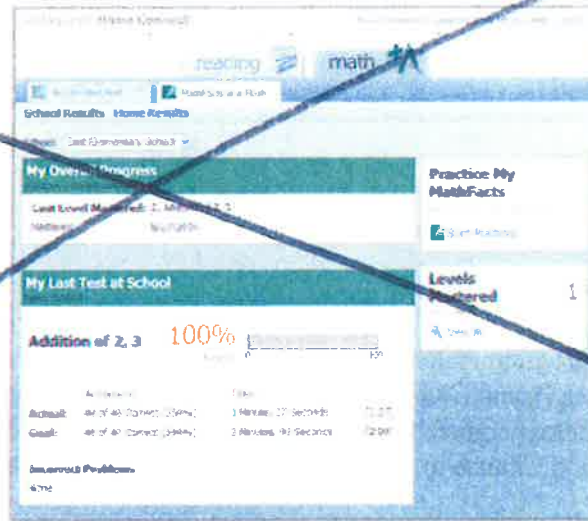
My Bookshelf

Parents and students can see all the books the student has read. Clicking a book shows details about it such as book level, word count, points, and more.



MathFacts in a Flash

If students use MathFacts in a Flash, they can practice from home and parents and students can view the student's progress.



Connecting Parents through Email

Parents can receive automatically generated emails (in English or Spanish) about their student's progress in reading and math when they take an Accelerated Reader quiz, take an Accelerated Math test, or complete a MathFacts level!



Renaissance Learning P.O. Box 8036 Wisconsin Rapids, WI 54494-8036 www.renaissance.com

Renaissance Home Connect™

Sample Letter

Chance Bennett
Accelerated Reader, 1st Grade
Gratton Elementary School

Monday, October 15, 2012

Dear Parent or Guardian:

Chance uses a software program called Renaissance Place at school. This program has a special feature called Renaissance Home Connect, which Chance and you can access outside of school from any computer with an Internet connection. Renaissance Home Connect is fun and easy to use. It allows the teacher, you and Chance to share information about Chance's progress in Accelerated Reader.

You can view Renaissance Home Connect from any computer with an Internet connection using these browsers:

- Internet Explorer® 7.x-9.x
- Firefox® 4.x or later
- Safari™ 3.x-5.1

To log in to Renaissance Home Connect

Website: <https://Hosted81.renlearn.com/1566452/HomeConnect>

User Name: **cbenn**

Password: **CB**

If you'd like to receive emails showing your student's quiz or test results, click the Email Setup link in Renaissance Home Connect and follow the directions. To be sure these emails reach your inbox, add homeconnectautodelivery@renlearnrp.com to your address book.

If you have questions about Renaissance Home Connect, please call your student's school.

Thank you.

Goal-Setting Chart

If you have Accelerated Reader and STAR Reading Real Time, the software will automatically recommend a ZPD and point goal for each student. Otherwise use the chart and guidelines below. Base goals on each student's reading level and the amount of daily reading practice that you provide.

Identify ZPDs

Identify each student's grade-equivalent (GE) score with a standardized assessment or estimate a GE based on the student's past performance. The corresponding ZPD is a recommended book-level range for the student. If books in that range seem too hard or easy for a student, choose a new range or create a wider one that better matches the student's abilities.

Set Goals

Average-Percent-Correct Goal—The most important goal for all students is to average 85 percent or higher on Reading Practice Quizzes. Meeting this goal has significant impact on reading growth. Averages of 90% and higher are associated with even greater gains. If a student struggles to maintain the minimum average, talk to the student and find out why. Then decide on a strategy that will lead to success.

Point Goal—The chart shows the number of points students are expected to earn based on GE and time spent reading. These are estimates. Set goals that are realistic for individual students.

Grade-Equivalent Score	Suggested ZPD	60 Min. Daily Practice		45 Min. Daily Practice		35 Min. Daily Practice		30 Min. Daily Practice		25 Min. Daily Practice		20 Min. Daily Practice		15 Min. Daily Practice									
		Points per 6 Weeks	Points per 9 Weeks	Points per 6 Weeks	Points per 9 Weeks	Points per 6 Weeks	Points per 9 Weeks	Points per 6 Weeks	Points per 9 Weeks	Points per 6 Weeks	Points per 9 Weeks	Points per 6 Weeks	Points per 9 Weeks	Points per 6 Weeks	Points per 9 Weeks								
Emergent Reader		17	10	15	13	75	113	10	58	88	88	09	50	75	07	42	63	06	33	50	04	25	38
1.0	1.0-2.0	17	10	15	13	75	113	10	58	88	88	09	50	75	07	42	63	06	33	50	04	25	38
1.5	1.5-2.5	19	11	17	14	83	128	11	64	99	10	55	85	08	46	71	06	37	57	05	28	43	
2.0	2.0-3.0	21	13	19	16	98	143	12	76	111	11	65	95	09	54	79	07	43	63	05	33	48	
2.5	2.3-3.3	23	14	21	18	105	158	13	82	123	12	70	105	10	58	88	08	47	70	06	35	53	
3.0	2.6-3.6	25	15	23	19	113	173	15	88	134	13	75	115	11	63	96	08	50	77	06	38	58	
3.5	2.8-4.0	27	16	24	20	120	180	16	93	140	14	80	120	11	67	100	09	53	80	07	40	60	
4.0	3.0-4.5	28	17	25	21	128	188	16	99	146	14	85	125	12	71	104	09	57	83	07	43	63	
4.5	3.2-5.0	32	19	29	24	143	218	19	111	169	16	95	145	13	79	121	10	63	97	08	48	73	
5.0	3.4-5.4	35	21	32	27	158	240	20	123	187	18	105	160	15	88	133	12	70	107	09	53	80	
5.5	3.7-5.7	39	23	35	29	173	263	23	134	204	20	115	175	16	96	146	13	77	117	10	58	88	
6.0	4.0-6.1	42	25	39	33	188	293	25	146	228	21	125	195	18	104	163	14	83	130	11	63	98	
6.5	4.2-6.5	46	28	41	34	210	308	27	163	239	23	140	205	19	107	171	15	93	137	12	70	103	
7.0	4.3-7.0	49	29	44	37	218	330	29	169	257	25	145	220	20	121	183	16	97	147	12	73	110	
7.5	4.4-7.5	53	32	48	40	240	360	31	187	280	27	160	240	22	133	200	18	107	160	13	80	120	
8.0	4.5-8.0	56	34	50	42	255	375	33	198	292	28	170	250	23	142	208	19	113	167	14	85	125	
9.0	4.6-9.0	63	38	57	48	285	428	37	222	333	32	190	285	26	158	238	21	127	190	16	95	143	
10.0	4.7-10.0	69	41	63	52	308	465	40	239	362	35	205	310	29	171	258	23	137	207	17	103	155	
11.0	4.8-11.0	76	46	68	57	345	510	44	268	397	38	230	340	31	192	283	25	153	227	19	115	170	
12.0	4.9-12.0	83	50	75	63	375	563	48	292	438	42	250	375	35	208	313	28	167	250	21	125	188	

Here is a simple process for setting goals with students:

1. Meet briefly with each student at the beginning of the marking period. Review the ZPD and goals provided by the software. If you are partway through the school year, also have a copy of the student's Student Record Report so you can see what the student has done so far.
2. Have a brief conversation with each student. Talk about how the student's reading is going and what the student would like to accomplish.
3. If necessary, edit the goals in the software and add a book-level goal. Make sure students record their goals and keep the information in their reading folder.

Student Reading Plan

Student Pennera Robinson Grade 5 Teacher Ms. Hubert

Grade-Equivalent Score/Test Date 9 9.0 9.1 9.1

School Year 2005-2006 Beginning ZPD 4-3-7.0

Marking Period	Goal	Actual
1	<u>85</u>	<u>88.9</u>
2	<u>85</u>	
3		
4		
5		
6		

Marking Period	Goal	Actual
1	<u>14.5</u>	<u>14.0</u>
2	<u>14.5</u>	
3		
4		
5		
6		

Marking Period	Goal	Actual
1	<u>4.3</u>	<u>4.6</u>
2	<u>4.3</u>	
3		
4		
5		
6		

Marking Period	Req	Std	Ric	1-3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
1													
2													
3													
4													
5													
6													

*To calculate the number of books to read, use the formula: (Goal - Actual) x 100 = % to go. Then divide the % by the number of marking periods.

Marking Period	Goal	Actual
1		
2		
3		
4		
5		
6		

Marking Period	Student Signature & Date	Teacher Signature & Date	Parent Signature & Date
1	<u>Pennera Robinson 9/8</u>	<u>Ms. Hubert 9/8</u>	<u>J. Johnson 9/8</u>
2			
3			
4			
5			
6			

*Grade-Equivalent Score (ES) = Reading Score (RS) - (Imaginary) Basal (IB) + (Actual) Reading Score (AS) - (IB) + (Reading) Basal (RB)
 ES = (90 - 100) + (100 - 100) + (100 - 100) + (100 - 100) = 90
 Reading Level (RL) = Grade Equivalent Score (ES) + 0.50

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Don't Be Afraid to Adjust Goals

Although goals automatically carry over from one marking period to the next, as the year goes on, your students will change and you will learn more about their capabilities. Reflect that information in their reading practice goals. You'll find, however, that goal setting is more of an art than a science. You'll need to use your judgment, staying with or deviating from the goals suggested by the software. The important thing is that goals be personal and attainable. As you consider them, balance the need to encourage effort and achieve growth with the need to keep your students' reading experiences successful and pleasurable. A summary of best practices for adjusting goals is on the next page.