

ECPPS District Plan

Renaissance Place

STAR Assessment:

- All year for K and 1st semester first grade – Students begin taking STAR assessment when they can read 100 words from the “The 150 Most Frequent Words” list attached OR have achieved a mClass/Reading 3D TRC level G and mastered the word recognition list with a C18 or higher.
- First grade students, starting in the third nine weeks and ALL students in grades 2 – 5 should take the STAR assessment at the beginning of EACH nine weeks. It is an option for students to take the STAR assessment again before the EOG assessment in order to have data for the STAR Student Performance Report. (Predict success for Reading EOG) See your school’s Renaissance Place administrator for the Screening/Intervention Benchmark dates for your school.

ZPD:

- Use the STAR assessment as a guideline to set students’ ZPD. Gifted students’ ZPD made be much higher than their current grade level. Please keep in mind that not all books may be content appropriate. Use the “Interest Level” as a guide in what is appropriate. (LG = lower grades K-3; MG = middle grades 4-8; UG= upper grades 9-12 and is NOT appropriate reading for the elementary level) Also, gifted students’ ZPD bottom number (range level) should be set at their current grade level. There is some great literature that is appropriate for their age, grade level, or interest level that they should be able to read.
- Should I change the students ZPD when a new STAR assessment is taken? 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 goals, that’s fine. But base any adjustments you make on a student’s performance with AR.

Setting Goals:

Setting goals with students is one of the most powerful components of Accelerated Reader. Goals must not be imposed upon students, however, but developed with them. When you establish goals with students, you give them the opportunity to reflect upon their abilities and what they want to achieve. As a result, they “own” their goals and feel a sense of control and purpose.

Students will need a record of their goals so that they don’t forget them. Students should record their goals for average percent correct, points, and book level on their Student Reading Plan. *(See report included in this packet)* Students are also able to check this information under the Progress tab when they log into Renaissance Place.

- Minimum Average Book Level Goal – Book level goal should be .2 above lowest range level of their ZPD.
- Points Goal –. The new goal setting page in AR will automatically set goals based on the last STAR test. These can be adjusted as necessary. Teachers may also use <http://arggoal.renlearn.com/> to set point goals. K-2 teachers should only use the amount of time allotted during the day when setting goals. 3-5 teachers can use their judgment on if time for “take home reading” should be included. (Ask school’s principal for each school’s expectation for this topic) **Minimum** time to be provided at school for AR is 15 minutes daily. (more time is suggested for students in grade 3-5)
- Minimum Average % Correct Goal – All students’ goal should be 85%
- Reader Certification Goal – Setting this goal is optional but is recommended (See section in this packet that explains the variety of certifications available.)
- Additional Goals – Nonfiction books will be required to apart of the students’ goals for grades 2 – 5. The following guidelines are the district’s expectations for those grades: Grades 2-3: 2 nonfiction books per nine weeks; Grades 4-5: 3 nonfiction books per nine weeks. The College and Career Readiness Report tracks F/NF % for students and predicts readiness; one of the goals in our evaluation tool.

Setting appropriate goals is more of an art than a science. Always use your best judgment, staying with or deviating from the suggestions on the Goal-Setting Chart as needed. ***The important thing is that goals 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 goal proves unattainable despite a student's best efforts, adjust it, *even in the middle of a marking period*. However, students' point goals should **NOT** be increased just because they have met their point goals for that nine weeks.

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, "Read To" and "Read With" activities need not be dropped. In fact, reading to students of all ages is a highly motivating way to introduce students to interesting books, model good reading behaviors, and promote discussion. Reading with students is an effective remedial technique and helps support students as they move into more difficult material.

Accelerated Reader supports all three types of reading practice. **When you activate a preference in the software, students are asked if the book they are about to take quiz on was to or with them or if they read it independently.**

Here are some examples:

**Read To: A book was read to the student by the teacher, parent, another student, or on tape/CD. AR test can be read to the student.*

**Read With: A student read a book with another student, a parent, or a teacher. On an AR test, some words can be read to the student, but not the whole assessment.*

Read Independently: A student read a book to the teacher, another student, a parent, a stuffed animal, or to themselves. On an AR test, the student must take the test independently.

(*Books that are Read To or Read With may be retested on in 6 months as a Read Independently. This is especially helpful for struggling readers.)

Reader Certificates

Reader certification is a motivational system embedded in Accelerated Reader software that you may want to try once you are comfortable setting other AR goals. Students "certify" at different levels by meeting specific requirements related to the quantity, quality, and difficulty of their reading practice. Each level represents a significant stage in a student's reading development. Certification goals help students with transitions, such as moving from picture books to chapter books, and encourage them to broaden their reading experiences. (See *Criteria for Accelerated Reader Certification Levels sheet included in this packet*)

Assessments:

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 computers. The routine that you set up will depend on how many computers you have in your room and whether there is typically a wait time to use them. In lower-grade classrooms, for example, computers are usually in heavy demand since beginning readers tend to read many short books.

- Instruct students to come to you before quizzing and show you their reading log. You review the student's reading history with the book he's ready to quiz on and check to see if it's reasonable. If the student must go out of the room to quiz, initial the log or otherwise indicate on the log that it's okay for him to take a quiz. Tell

students that they must not take the book with them when they quiz, just their log.

- ***At NO time will ANY student be allowed to take a “practice” test for any AR book.*** The Teacher Preview feature for tests are a resource for teachers ONLY!!!!
- Students in grades 2 – 5 are ***required*** to take a Vocabulary and/or a Literacy Skills if available. The Literacy Skills assessments provides specific information about what types of questions students have/have not mastered. This is a GREAT resource for guiding small group instruction.

Other information:

- Home Connect letters need to go home with each student as soon as they begin taking AR test. These letters can be printed from the Renaissance Place website.

Keep an Eye on the Dashboard

The Renaissance Dashboard, like the dashboard in a car, gives you key information at a glance. After you log in to Renaissance Place, click on Open Your Dashboard, and the Summary screen will appear. It shows:

- **Success Index**, or the percent of students who averaged 85 percent or higher on Reading Practice quizzes
- **Participation**, which is the percent of students who took at least one Reading Practice Quiz within the last 30 days
- **Engaged Time**, which is an estimate of the number of minutes per day that students were actively engaged in reading practice
- **Totals** for the number of books and number of words read during the specified timeframe

The dashboard displays real data, which changes automatically as students quiz. If you click on a metric, a new screen pops up that provides options for viewing details. District administrators can view data by school, grade, and subgroup.

Principals can view data by grade, teacher, and subgroup for their school. Teachers can view data for their class and their school as a whole.

Student Routines and Responsibilities

When AR is implemented effectively, there's a lot going on at once. Students are reading, quizzing, and selecting books. You are reviewing logs and reports, guiding book selection, and keeping an eye on students taking quizzes. Efficient student routines not only maximize 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, reteach 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 his or her Accelerated Reader paperwork. This includes:
 1. Student Reading Log
 2. TOPS Reports
 3. Any motivational charts or graphs that students use

If students are in the same classroom all day, pass out AR folders (or have a helper pass them out) as part of the morning routine. That way, no minutes are wasted when AR time comes around.

Alternatively, instead of passing folders out every morning, have students keep their folders in a certain corner of their desk. (Even if you have multiple classes throughout the day, students can still keep folders in the desks.

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Use folders of different colors for different classes.) Students can log any additional reading they do outside of AR time—when they’re finished with an assignment, for example.

Reading Practice

Emphasize with students that AR time is a time for reading quietly, which can be done during the silent reading time during the 90-minute block. Teach students the following routine:

1. Get out your reading log and AR book.
2. Record the beginning page for the day’s reading on the log, and leaves the log open on your desk. (If students are reading somewhere else in the room, instruct them to have their logs with them.)
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.

Some teachers like to signal the start of AR time by having students do a special AR chant. Other teachers say something like, “It’s AR time. You have one minute to sit down, get your folder out, jot down the date and page, and get your nose in your book.” If the teacher sees a student is not settling down, she approaches the student quietly and gives a gentle warning, “Jill, 15 seconds left.” After a while, the teacher need only say, “It’s AR time,” and students know what to do.

Teacher Routines

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

Interacting with Students

Taking Status of the Class during AR time is your most important routine. Don’t plan any other activity—no grading 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! In the meantime, we suggest you use the Status of the Class Record Sheet that is included in this packet. 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 Fridays. Look to see which students have an average below 85 percent or a diagnostic code. Highlight their names, and talk to them first on the following Monday during Status of the Class. Check off their names as you speak with them. Some teachers take notes on the Diagnostic Report and save the report in their gradebook until the end of the marking period.

In addition, many teachers view the Diagnostic Report onscreen 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 an additional way to closely monitor students’ day-to-day work.

Alternatively, if you have the Renaissance Place version of AR, you can look at the Class Record Book onscreen every day before taking Status of the Class. This screen 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 recognize their own success.

Whatever you do to celebrate achievement, make sure it takes into account individual differences and goals, and does not create competitive situations in which only the more able readers are praised.

The 150 Most Frequent Words
(In order of frequency)

the	which	called	as	some	used
of	their	just	with	so	me
and	said	where	his	these	man
a	if	most	they	would	too
to	do	know	at	other	any
in	into	get	be	its	day
is	has	through	this	who	same
you	more	back	from	now	right
that	her	much	I	people	look
it	two	before	have	my	think
he	like	also	or	made	such
for	him	around	by	over	here
was	see	another	one	did	take
on	time	came	had	down	why
are	could	come	not	only	things
but	no	work	will	way	help
what	make	three	each	find	put
all	than	word	about	use	years
were	first	must	how	may	different
when	been	because	up	water	away
we	long	does	out	go	again
there	little	part	them	good	off
can	very	even	then	new	went
an	after	place	she	write	old
yours	words	well	many	our	number
____/25	____/25	____/25	____/25	____/25	____/25

Student need to know 100 of these words before taking a STAR quiz. Students should be able to take a STAR independently BEFORE being able to take AR quizzes.