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## **A Computer Based Reading Program for Elementary Students**

Wendy L. Clark

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A COMPUTER BASED READING PROGRAM  
FOR ELEMENTARY STUDENTS

by

Wendy L. Clark

May, 1998

The purpose of this project was to develop a plan for teachers, media specialists and administrators to use in implementing the Accelerated Reader Program, a computerized reading management program. Research on the benefits of this program was studied.

A handbook was created that includes information and processes for the set up, management and use of incentives for the Accelerated Reader Program. This information is presented both for implementation in the individual classrooms as well as school wide.

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## CHAPTER ONE

### BACKGROUND OF THE PROJECT

#### Introduction

Reading is the single most important life skill that students take with them from school. The ability to read and understand what is being read is essential to being an informed and fully participating citizen in a democratic society (“Results from the NAEP”, 1996). Motivation is the key to reading. Students who are motivated to read learn to enjoy reading and to develop critical thinking skills (Turner & Paris, 1995).

With the availability of a great variety of reading materials these days, why is it so many students aren’t motivated to read for enjoyment or otherwise? Some of the strongest competitors to reading printed text include television, single parent homes, video, two working parents and very little time provided for individual reading in school. A study done by the National Assessment of Educational Progress (NAEP) sponsored by the Department of Education in 1992 found that 60% of nine-year-olds watched 3 hours or more of television each day (cited in White & Dewitz, 1996). In the same study, the NAEP found that fewer than 50% of children

aged nine reported reading for fun at all. This number steadily declined as they got older. With all of the factors in the home environment taking their toll on home reading time, it is now time for the schools to take serious measures to increase and improve reading opportunities.

### Purpose of the Project

The author proposes to implement the Accelerated Reader Program at Kirkwood Elementary school in the Toppenish School District in Washington. The Accelerated Reader Program is a computerized reading comprehension program that, when used in conjunction with Sustained Silent Reading, has been shown to increase reading achievement. In recent research completed by the Institute for Academic Excellence, schools having the Accelerated Reader Program saw gains in virtually all grades tested, specifically in reading, writing, math, social studies and science (Paul, VanderZee, Rue, & Swanson, 1996). When the Accelerated Reader Program was used with increased Silent Sustained Reading time and incentives, the gains were even greater (Paul, 1993). These improvements can help to close the gap between the lower achieving and higher achieving readers, as well as create a lifelong love of reading which

will improve writing, math and evaluative, critical thinking skills.

### Significance of the Project

Students in the Toppenish School District have experienced a steady decline or minimal gain on standardized test scores over the past few years. According to the Washington State Learning Assistance Program Allocation for 1997-98, 57.85% of the Toppenish fourth grade students scored in the lowest quartile of the CTBS test (Toppenish School District, 1997). Also, the recently released statistics on the Washington Assessment of Student Learning (1997) showed that a mere 13.2% of the 304 enrolled fourth graders in Toppenish met or exceeded the standards for reading (Office of the Superintendent of Public Instruction, 1997). Many of these students are learning English as a second language and display little motivation to read for enjoyment or learning. This is reflected in the test scores. In order to address these concerns, the author has created a guide to implement the Accelerated Reader Program at Kirkwood Elementary to supplement the reading program for kindergarten through fifth grade students.

### Limitations of the Project

The guide will contain information and procedures for implementation and operation of the Accelerated Reader Program in an elementary only setting. It does not, however, provide funding possibilities or ideas.

### Definition of Terms

In order to better understand the project, the following terms are defined:

Accelerated Reader Program: A computerized reading enrichment program where students read books and then take individualized tests on the computer to earn points (Peak & Dewalt, 1993).

Constructivism: Knowledge “constructed” or made meaningful when the learner relates new information to prior knowledge or existing knowledge.

Essential Academic Learnings: Sets of higher academic standards for basic skills that will create higher order thinking and problem solving skills (Washington Commission on Student Learning, 1995).

Sustained Silent Reading: An uninterrupted time usually lasting



from ten to fifteen minutes in which students read self-selected materials (Melton, 1993).

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### Overview of the Remainder of the Project

Chapter Two is a review of related literature on the Accelerated Reader Program which includes the use of technology and the Sustained Silent Reading model. Chapter Three describes the procedures used in designing the implementation guide. Chapter Four is the Accelerated Reader Implementation Guide. Chapter Five concludes the project and contains a summary, conclusion and recommendations by the author.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### Introduction

The focus of this project is to design a handbook to implement the Accelerated Reader Program in conjunction with Sustained Silent Reading in an elementary school. This chapter has been organized around the following topics: introduction, reading motivation and achievement, Accelerated Reader Program and Sustained Silent Reading, technology and schools, teachers and technology, and summary.

#### Reading Motivation and Achievement

A connection between students' amounts of reading for fun and overall academic achievement was determined in two separate National Assessment for Educational Progress reports from 1992 and 1994 (cited in White & Dewitz, 1996). Both studies took reports from fourth, eighth and twelfth grade students nationally and found that "at all three grades, students who more frequently read for fun on their own time had higher average proficiencies" (quoted in White & Dewitz, 1996, p.2). Comparisons of the data from both studies

showed a decline in reading motivation in that students in the twelfth grade in 1994 were "reading for fun less frequently than their 1992 counterparts" ("Results from the NAEP", 1996). While the data for the fourth and eighth grade students remained the same in 1992 and 1994, White and Dewitz (1996) reported that 12% of all fourth grade students read for fun only once or twice weekly with between 12% and 13% never reading for fun.

While reading for fun had decreased, the following reports show data that television viewing had increased. National Center for Education Statistics (1993) used data from the NAEP reports from 1977 to 1990 to report that between 1982 and 1990 students at the ages of nine, thirteen and seventeen watched more television. The percentage of students that watched up to two hours per night declined, and the percentage that watched three to five hours daily rose (National Center for Education Statistics, 1993). The 1994 NAEP report showed that those students who reported less than four hours of television watching per night had higher average reading proficiencies than the students who reported watching more television ("Results from the NAEP", 1996). Students in the 1994 NAEP study who reported watching two to three hours or less each day showed significantly higher academic proficiencies especially in

the higher grades (cited in White & Dewitz, 1996).

Another aspect of the home environment's impact on literacy included the amount and variety of reading materials available in the home. National Center for Education Statistics (1993) concluded that fewer books, newspapers, magazines and encyclopedias were available in students' home in 1990 than in 1977. Students that "reported having a greater array of literacy materials in their homes displayed higher average reading achievement" (Results from the NAEP, 1996, p.4).

One of the most significant findings in the 1994 NAEP Reading Assessment report was that "the average reading proficiency of twelfth-grade students declined significantly from 1992 to 1994" (Results from the NAEP, 1996, p.2). It also showed that the most significant declines were prevalent among the lower performing students and Hispanic students in grade four (Results from the NAEP, 1996).

Goodlad (1984) timed the amount of accountable reading where students had to perform an activity to show comprehension in schools around the country. He found that in the elementary grades, only 6% of the entire day was devoted to accountable reading with 3% devoted at the middle school level and 2% devoted at the

secondary level. In no schools did Goodlad or his researchers find more than 8 minutes of accountable reading per day (Goodlad, 1984).

As indicated in the above research findings, reading motivation and achievement continued to be a problem.

The school and the home do not exist as independent influences on students' reading development. Each supports and reinforces the other. The classroom teacher has a considerable influence on students' outside reading habits (Anderson, Wilson, and Fielding, 1988) through modeling, sharing of books and authors, and providing time for sustained silent reading. When a classroom teacher sets high expectations for outside reading or when school administrators seek parental involvement, parents can support the school by expressing genuine interest in their children's reading and studying, and by helping students set aside time to read. (quoted in White & Dewitz, 1996)

#### Accelerated Reader Program and Sustained Silent Reading

The theory of reading practice states that the more students practice reading, the better readers they will become (Paul, 1993). This theory was tested in a 1992 National Reading Study of 4,498

students. The study used points accumulated by students on the Accelerated Reader Program as an indicator of amount of reading done and concluded that there was a strong correlation between reading practice and reading comprehension scores on standardized comprehension tests (Paul, 1993). Students that earned 100 Accelerated Reader points gained an average of 1.7 years reading ability in one year while students that earned 25 points gained 1.2 years reading growth on standardized tests (Paul, 1993). Another result provided by Paul (1993) was that an additional hour of reading daily produced an average of two years reading growth. It was also noted that lower achieving students gained the most reading growth, over 2.5 years.

The theory of reading practice was again confirmed in the 1993 National Study of Literature-Based Reading (NSLBR) (Paul, 1993). Again, both low and high achieving students showed gains in reading ability after an increase in reading practice. Paul (1993) found students who fell in the bottom quartile on standardized achievement tests that earned 100 Accelerated Reader points showed an average of 13% improvement in percentile rank in reading and an average of 12% improvement in math.

Literature-based reading causes very significant improvements

in reading scores. Predicted reading improvement was from 1.3 percentile to 26.9 percentile gain, per 100 points' worth of reading. Literature-based reading also causes very significant improvement in math scores. Predicted math improvement was from 1.9% to 11.7% per 100 points' worth of reading. The reading fallout rate with respect to math is very high at 68%. Even higher fallout rates would be predicted with respect to other academic areas because math is the most theoretical and least reading intensive skill. (Paul, 1993, p.14)

Stimmel and Star (1996), a teacher and media specialist from Liberty Elementary School in Midway, Georgia, reported a 58% increase in book circulation at the media center in their school after adoption of the Accelerated Reader Program. The media center was specifically arranged to emphasize and accommodate readers and testers using the Accelerated Reader Program. Stimmel and Star concluded that students were reading more due to the encouragement and participation in the Accelerated Reader Program.

At Richardson Elementary School in Dimmitt, Texas, Koch (1996) reported that her students' scores on state-wide standardized tests increased by 11% in reading and by 30% in math. Students in her room read for an hour a day and earned an average of 98.6

Accelerated Reader points throughout the school year.

Gains were also seen by Peak and Dewalt (1993) in a quantitative study comparing two junior-senior high schools that were similar in demographics and basic curriculum. The only difference in the language arts curriculum was the use of the Accelerated Reader Program. Cherryville Junior-Senior High School (CJSHS) and Grier Junior-Senior High School (GJHS) in Gaston County, North Carolina were the two schools compared in the study. The Children's Assistance Trust (CAT) reading scores were used from the third, sixth and eighth grade tests.

It was observed that students at CJSHS who had participated in the Accelerated Reader Program for five consecutive years had a mean score of 727 (third grade), 780 (sixth grade), and 797 (eighth grade) respectively. From the third to sixth grade, students averaged an 18 point gain each year, and from the sixth to eighth grade, there was an 8.5 point yearly gain.

Students at GJHS who had not participated in the program had mean scores of 736 (third grade), 767 ( sixth grade), and 775 (eighth grade). CJSHS students showed a 10.3 point gain each year for the first three years observed and a 4.0 point yearly gain from the sixth to eighth grade. (Peak & Dewalt, 1993, p.8)



As Turner (1993) pointed out, the Accelerated Reader Program can also be a highly motivating experience for students. In a study done on a reading program that involved the Accelerated Reader Program and Sustained Silent Reading, Turner (1993) showed that 82% of the sixth, seventh and eighth grade underachievers that were involved in the Accelerated Reader Program improved their reading comprehension scores on the Comprehensive Test of Basic Skills (CTBS). It was also noted that "some of the identified underachievers in reading excelled as high scorers in the total student population involved in Accelerated Reader" (Turner, 1993, p.82).

Another study that found students motivated by the Accelerated Reader Program was conducted by Peak and Dewalt (1993). Comments and opinions were collected by students at CJSHS that had participated in the Program over the course of several years.

Students at CJSHS believed that the major advantages of the AR method were: that it helped increase their overall vocabulary, they read more and better books, they did not have to write conventional book reports, the system was fair and accurate, and they had immediate reinforcement. The only noted disadvantage was that the choice of books remaining by the

ninth-grade year was limited because they had read many beforehand. (Peak & Dewalt, 1993, p.9)

A controlled study done by Kornelley (1993) showed the impact of using Sustained Silent Reading upon the amount students read, their reading skills, and attitudes toward reading. The treatment group received 10 minutes of Sustained Silent Reading daily while the control group did not participate. After 18 weeks, reading improvement was measured at 1.9 grade levels for the treatment group and .5 for the control group (Kornelley, 1993).

Sustained Silent Reading has been shown to be an effective method of reading for learning disabled students (Melton, 1993). Two groups were compared that consisted of third and fourth grade learning disabled students with the experimental group having 10 minutes of Sustained Silent Reading each day. At the end of six months, "a significant level of change was noted in the experimental group for reading words in context and comprehension of reading material at the implicit and explicit level" (Melton, 1993, p.19).

Dyson (1991) used Sustained Silent Reading as an integral part of her reading program in conjunction with reading sheets on which students recorded the pages read each period. She noted that it took less than 10 minutes each day to individually check on the students'

sheets as to how they had been progressing with their book. It was used more as an independent reading experience rather than a leisure reading or pleasure reading experience .

In a study done by McKnight (1992), fifth grade students participated in both the Accelerated Reader Program and Sustained Silent Reading. Out of the 17 students, "fourteen students were recorded on the sustained silent reading observation survey as exhibiting very good behavior during 20 minutes of sustained silent reading" (McKnight, 1992, p.37). McKnight (1992) also noted that the students were eager to use Sustained Silent Reading time to read their Accelerated Reader books so that they could test on them immediately.

### Technology and Schools

The business of teaching and learning has evolved rapidly over the years just as the business of manufacturing and marketing. Technology has allowed this evolution to occur rapidly. The world moves a little faster as a result. Schools are beginning to realize the technological movement and are changing the way business is done.

In 1968, Bill Gates and Paul Allen discovered the computer at their elementary school in Seattle. In his book, The Road Ahead,

Gates, recalled how the Mother's Club raised funds from rummage sales to purchase a terminal and buy computer time for the students. From here, Gates visualized the future of the computer and his story has been well documented.

What remains intriguing is the fact that the technological boom, for the public at large, began in school. Not only was the school the setting for this explosion of technology but parents, who were concerned with their childrens' education, were leading the way.

Nichols and Frazier (1992) implemented a study to determine the effectiveness of computer use with low achieving, at-risk students, as well as enhancing the education of high achieving learners. Though they were unable to conclude that teacher use of computer technology improved learning, they did find that computers can be used to meet specific objectives more effectively. Also, the study suggested that the shift in instructional methods takes time from teachers' regular assignments.

In an interview with longtime Stanford professor of education, Harrison Tyler, Hiatt (1994) asked his views on the role of technology in the educational process. After recounting the technological advances of the past and how they affected education, Tyler commented on the computers having great promise in

education if educators can learn to use them correctly. "Information is what is put into the computer, but knowledge is how one uses that information" (quoted in Hiatt, 1994).

The computer can store vast amounts of information but if teachers cannot access the information, or have no knowledge on how to access information, the computer does not help them with teaching.

Hughes and Reising (1996) report that a major computer manufacturing company was quick to pursue the educational market. The idea behind such action was to entice parents to purchase the same type of computer for home use. Of course this strategy did not pay off as well as the Apple Corporation had hoped, but never the less, the computer was thrust into the schools and technology was given a chance. Gates (1995) suggests that the schools remain on the cutting edge as far as teaching technology.

### Teachers and Technology

Hawes (1988) found computer use among teachers to be increasing as training and availability become more common. Her research was used to serve as a foundation to subsequent reports on the evolution of computer use by teachers in the elementary setting.

There are several views about how much teachers should actually know about the computer in order to use it in the classroom for learning purposes. Constructivist learning theory suggests that teachers may not need a solid background in technology. Students take their place as active learners through combining ideas cooperatively and reflecting on their work to reach understanding. Teachers become facilitators of the processes. They encourage idea generation but do not necessarily need the technological knowledge to model via direct instruction (Strommen & Lincoln, 1992; Nicaise & Barnes, 1996).

There are several creative and effective ways computers are being used in education. Van Dusen and Worthen (1995) provide insight on the newest computer assisted learning systems in the educational field. Their findings suggest that integrated learning systems, provided by computers, increase student motivation and enhance individualized instruction. Teachers are using computers to teach and reinforce valuable skills throughout the curriculum. Teachers are teaching students how to use the computer to access information and apply writing skills. Students are teaching each other ways to incorporate technology in their learning. The computer is being used in a variety of problem solving modes.

One factor determining teacher use of the computer is the availability of training. A survey by McCormack (1995) of preservice teachers at Nova Southeastern University in Fort Lauderdale, FL, found more than eighty percent of those surveyed were uncomfortable with computers and did not expect to use computer technology when they began teaching. This survey led to dramatic changes in the education department. The results of those changes produced preservice teachers who were increasingly becoming comfortable with computer technology and use.

Tenth Planet Explorations, Inc., (1995) reported that US teachers supported computer use in the classroom. Their 1995 nationwide survey of over 1,000 K-6 elementary teachers indicated, overwhelmingly, that teachers are now, more than ever, using computers in the classroom. Ninety-four percent of those surveyed believed computers were powerful motivators for improving learning. Eighty-one percent use the computer at school and 66% use the computer for direct instruction of students. According to Cheryl Vedoe, CEO and President of Tenth Planet, "teachers are ready and willing to use computers in their classrooms" (Tenth Planet, 1995).

The problem really doesn't seem to be in getting the teachers to use the new technology. The Tenth Planet survey found that

seventy-six percent of those surveyed had at least one computer in their classroom, while thirty-six percent have two or more computers. With the average class size at 24 students, the survey points out that it is unrealistic to expect quality computer use in a one computer classroom.

The Tenth Planet survey revealed that there was a significant amount of training happening and that the teachers were satisfied with the results of their training. Over half of those surveyed rated themselves as comfortable users. However, nine percent rated themselves as sophisticated users.

According to Whitehead (1993), elementary schools are implementing computer technology too slowly when compared to the middle and high schools. The classroom elementary teacher is not learning ways to integrate computer technology to accommodate various student learning styles.

While it is evident that computer technology has moved rapidly from a specialized almost secretive environment to an all encompassing everyday feature, educational researchers like Whitehead (1993), suggest that the educational world has been slow to implement the technology. But the current trend seems to indicate that elementary teachers are increasing the pace as far as



computer knowledge and ultimate use, in the classroom. In a survey taken by Tenth Planet Explorations, Inc., (1995) fifty-five percent of all elementary teachers surveyed described their level of expertise as being comfortable with their knowledge.

### Summary

The Accelerated Reader Program has been shown to have positive effects on students' reading abilities and attitudes. Students who use the Accelerated Reader Program tended to read more books. The program has been assessed as a highly motivating tool in getting students to read more and better books and to improve critical-thinking and reading skills. Researchers suggest using the Accelerated Reader Program in conjunction with sustained silent reading.

While the population continues to be bombarded with technological innovations the debate over use of these innovations in our public schools will continue. Educators will have to gain more knowledge about computers and they will have to use them in some aspect of their daily routine with students.

## CHAPTER THREE

### PROCEDURES

The author first became interested in the Accelerated Reader Program through attending a workshop in January of 1996. Information and testimonials shared from several other schools prompted further research into the success rates of the program, particularly with populations that have low reading scores on academic achievement tests. The reading scores for the students in the author's school district are, in fact, quite low.

After finding research that supported the effects the Accelerated Reader Program had upon student reading levels, the author recommended the program be purchased to be used as a supplementary reading curriculum schoolwide. Once accepted by the administration and staff, a plan was developed to put the program into practice. The author created a handbook to guide the implementation of the program in individual classrooms as well as schoolwide.

It was the author's goal to raise student reading ability levels as well as their motivation for and interest in a variety of reading materials. In so doing, the students would be exposed to several

hundred books of various reading levels and genres. The wide variety of reading material enriches student reading comprehension and vocabulary. These are two of the skills the author wanted to address.

The procedure for this project consisted of the following steps. First a background of the project was written. This included reasons for the significance and purpose of the project, limitations it would have, definition of terms and an overview of the remainder of the project. The information for this section came from periodicals such as professional journals, government produced research studies, and other graduate research studies.

A review of literature was then completed to support the use of the Accelerated Reader Program as an aid in raising student reading ability levels. Several resources were obtained for this research including professional journals, government produced research studies, research firms and trade books.

Lastly, a handbook was compiled through information and ideas from such sources as the above mentioned research, Accelerated Reader Program inservices and newsletters, and conversations with other teachers and students who had used the program in their school. In using this handbook, educators will be

able to implement the Accelerated Reader Program in order to provide enrichment and improvement in the reading ability of their students.

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## CHAPTER FOUR

### THE PROJECT

The author developed a handbook that can be used by general and special education teachers, administrators and media specialists. The handbook contains implementation procedures and strategies for the Accelerated Reader Program, a computerized reading comprehension program. These strategies target the kindergarten through fifth grade student population. It is the author's opinion that the strategies and suggested techniques can be adapted for use with older students as well.

The handbook is divided into two major sections. These are Accelerated Reader in the Classroom and Accelerated Reader School-Wide. Included in each section there are strategies and procedures for set-up, management of the program and the use of incentives. Set up information and computer generated materials include a synopsis of each, an example, and an instruction sheet directing the user through the process step by step. A reference section is enclosed to conclude the handbook. The handbook is found in Appendix A.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

After implementation, the author felt that the Accelerated Reader Program was, indeed, beneficial to students. Once the Background of the Project was completed, the author felt that it would be worthwhile to assist others in the implementation process for both an individual classroom and school wide.

The author then created a Review of Literature of the benefits of the Accelerated Reader Program in conjunction with Sustained Silent Reading, along with technology in the classroom. The author gathered data found in professional journals, other practicum and doctoral studies, books, newsletters and government publications.

Once these data were collected, the author used it to create the following handbook to guide other educators in implementing the Accelerated Reader Program. It includes easy to follow instructions on setting up the software, as well as ideas for managing the program and providing incentives for reading.

### Conclusions

Reading is the single most important life skill that students take with them from school. Therefore, it is of utmost importance that teachers have a variety of ways to provide accountable reading opportunities to their students that are also proven to help increase reading achievement. To make the most impact on the student, it must be done in a way that is interesting and motivating for the student. By improving students' abilities to read, they have also increased the achievement in all other areas of the curriculum as well.

Implementing a computerized reading management program that does the vast majority of the work will not intrude upon the teacher's time with the students. However, as with any addition to the school day, it will need some management. When done correctly, it will provide the teacher more opportunities to individualize students' reading selections and levels. By creating successful reading experiences, teachers have helped students achieve a lifelong love of reading.

### Recommendations

The author recommends that the handbook be used by

classroom teachers, reading specialists, administrators and media specialists to implement or improve upon their Accelerated Reader Program. The materials in the handbook may be modified as the user sees fit in order to meet their needs and those of their students.

The author will use the information gathered from this study to manage the Accelerated Reader Program with her classroom as well as school wide. Some changes that the author has already made in her classroom include lengthening the amount of Sustained Silent Reading time provided to her students as well as the use of Student Reading Logs. Other changes will include the implementation of Reader Certification Levels and a school wide reading goal.

The author will also encourage other classroom teachers, principals and media specialists to look into the effects of using the Accelerated Reader Program as well as Sustained Silent Reading to increase reading achievement levels of students. The information contained in the Review of Literature will be shared with district officials and the handbook will be available to all interested. It will be recommended to the administration in the district that research be done to examine the effects of using the Accelerated Reader Program to determine if the success rates match the research thus far. Finally, the author will continue to improve the management



and incentive techniques already in use and expand the handbook as needed.

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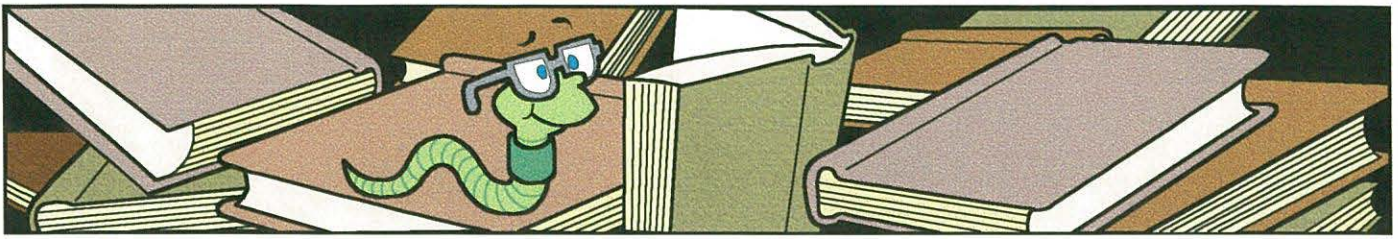
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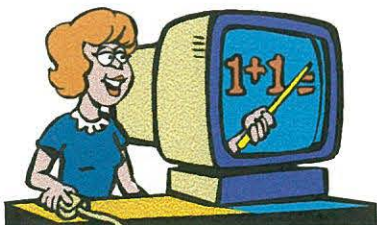
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# ACCELERATED READER



Please note: Content in this handbook has been redacted due to FERPA and copyright concerns.

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## **ACCELERATED READER SCHOOL-WIDE**

### **MANAGEMENT**

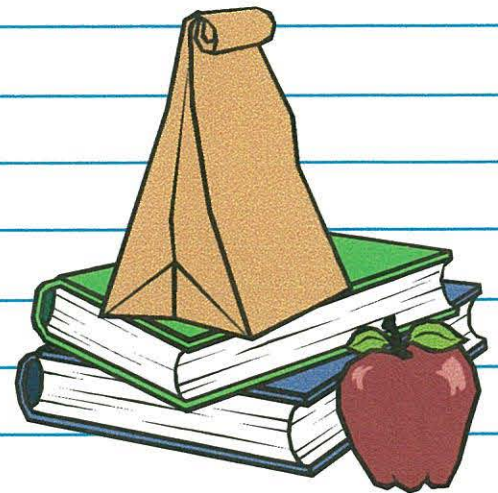
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# ACCELERATED READER IN THE CLASSROOM



# SET UP

---

- System Requirements
- Installing onto Mac
- Exporting/Importing
- Testing Procedures

# System Requirements

Before you can use the Accelerated Reader Program you need to install it on your stand-alone computer. The minimum requirements are as follows:

<b>Operating System</b>	System 6.07 or higher
<b>Memory</b>	1.5 MB free RAM
<b>Printer</b>	Optional
<b>Hard Drive</b>	10 to 25 megabytes free space

## Installing Onto Mac

If you are installing the Accelerated Reader Program on a stand-alone computer follow the installation instructions on the following pages.

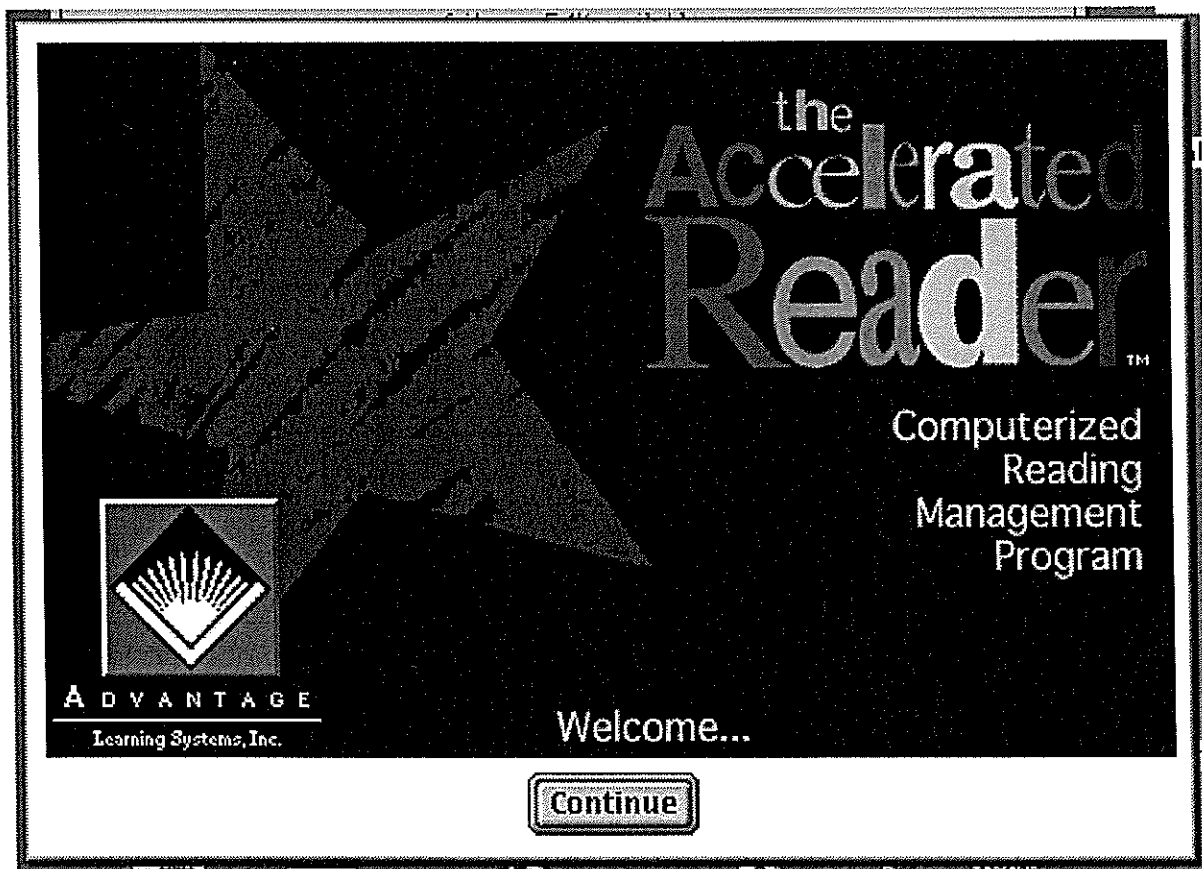
## Installing Accelerated Reader on Your Stand-Alone

1. Insert the Install Disk onto the floppy-disk drive of your computer. The Install Disk icon appears on your desktop. If the AR install window does not automatically open, double click the disk icon to open it.
2. Double click on the AR 4.0 Installer icon.



AR 4.0 Installer

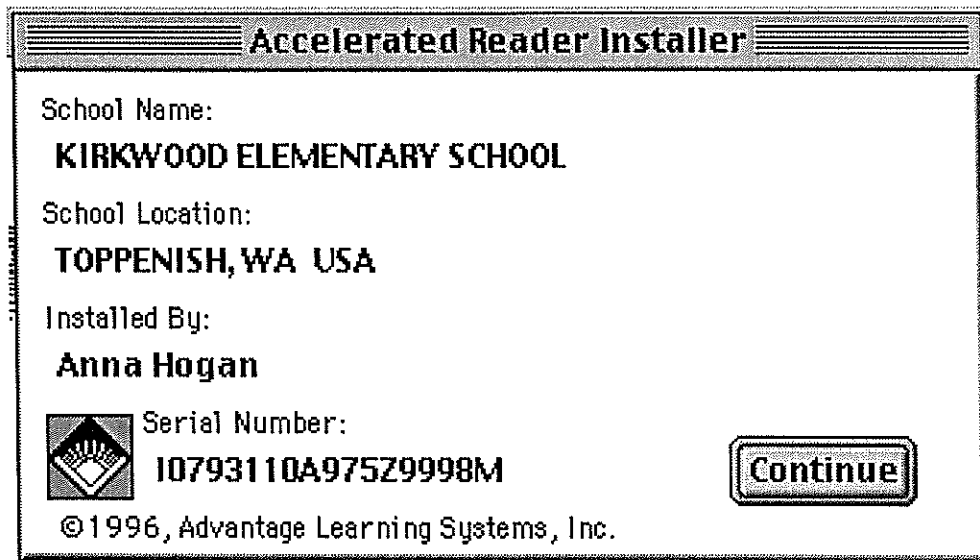
3. Click "Continue" on the next screen.



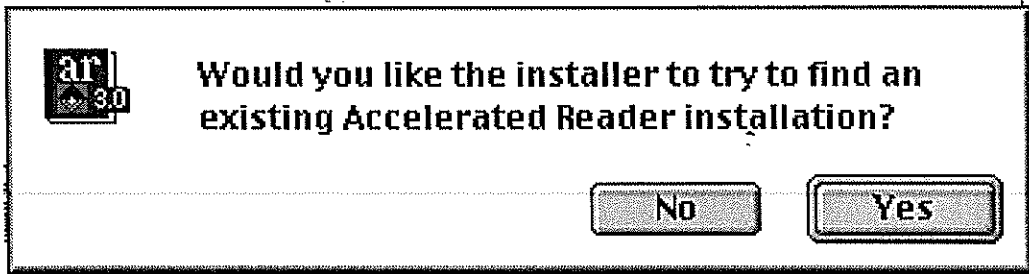
4. Read the AR 4.0 Installer screen, click "Continue".



5. Check the registration information to make sure it's correct, and click "Continue".



6. The next screen will ask if you want to locate existing AR installations, click "No".

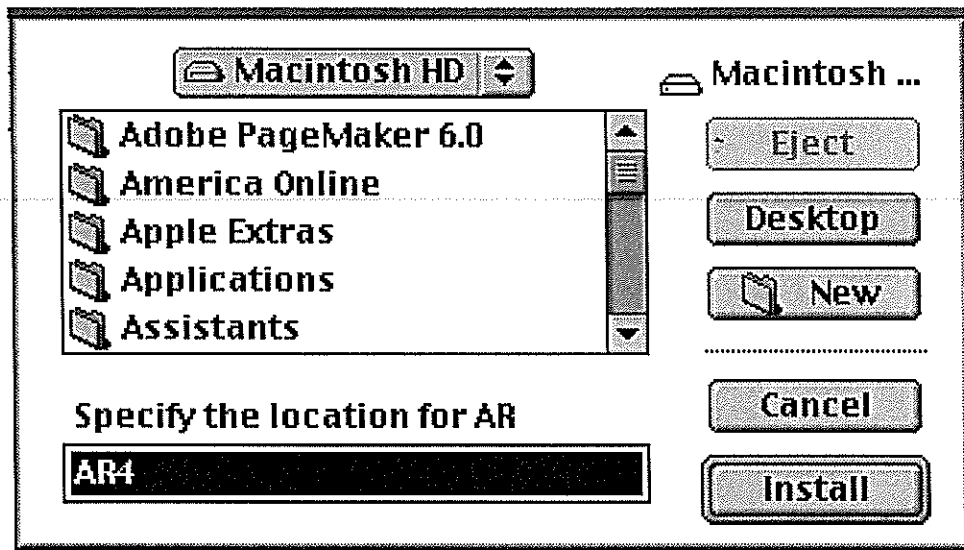


7. To install the complete AR 4.0 program, click "Install".

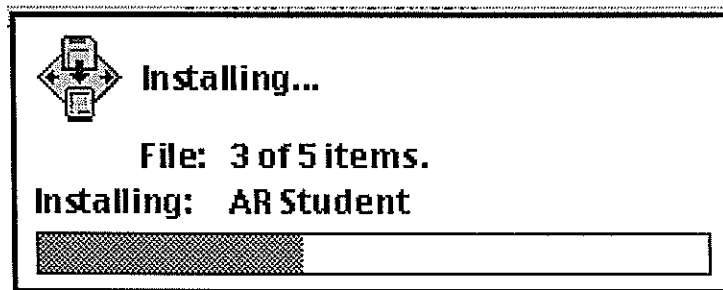




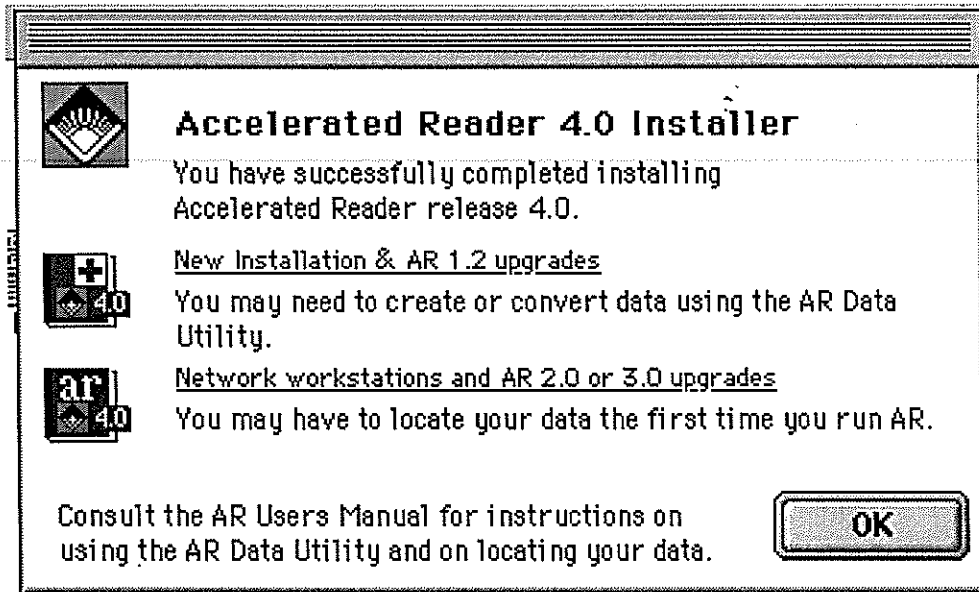
8. Choose in the file navigator where on your hard drive you want to install the AR 4.0 program and click "Install".



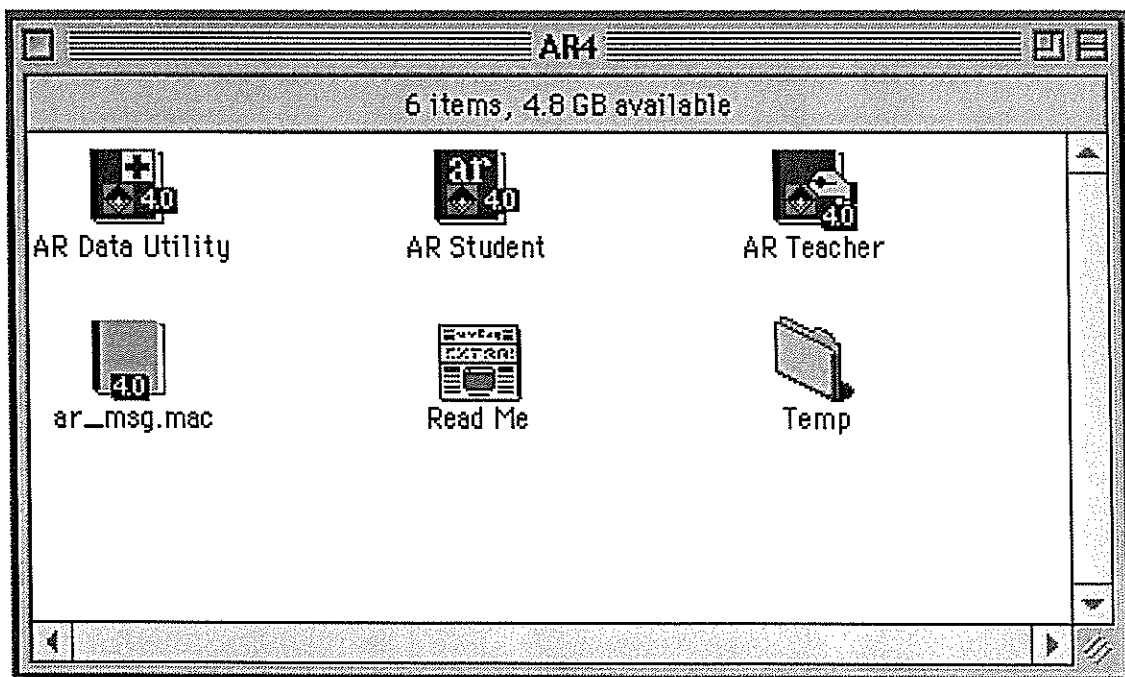
9. This window will appear to show the progress of the installation.



10. When the installation is finished, the installer reminds you to run the AR Data Utility program before running the AR Teacher or AR Students Programs, click "OK" to continue.

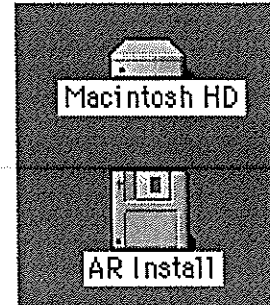


\* This is what the installer has installed.



## Running the Data Utility Program

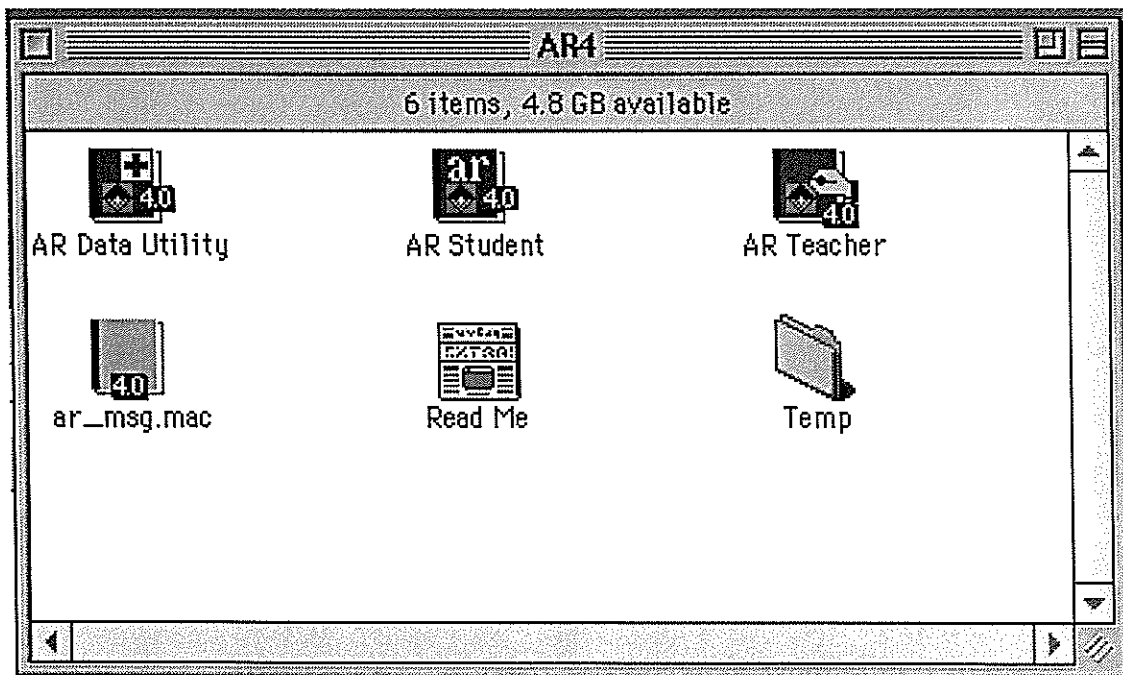
1. Open your hard drive by double clicking on the hard drive icon. Keep your AR Install Disk in the floppy disk drive.



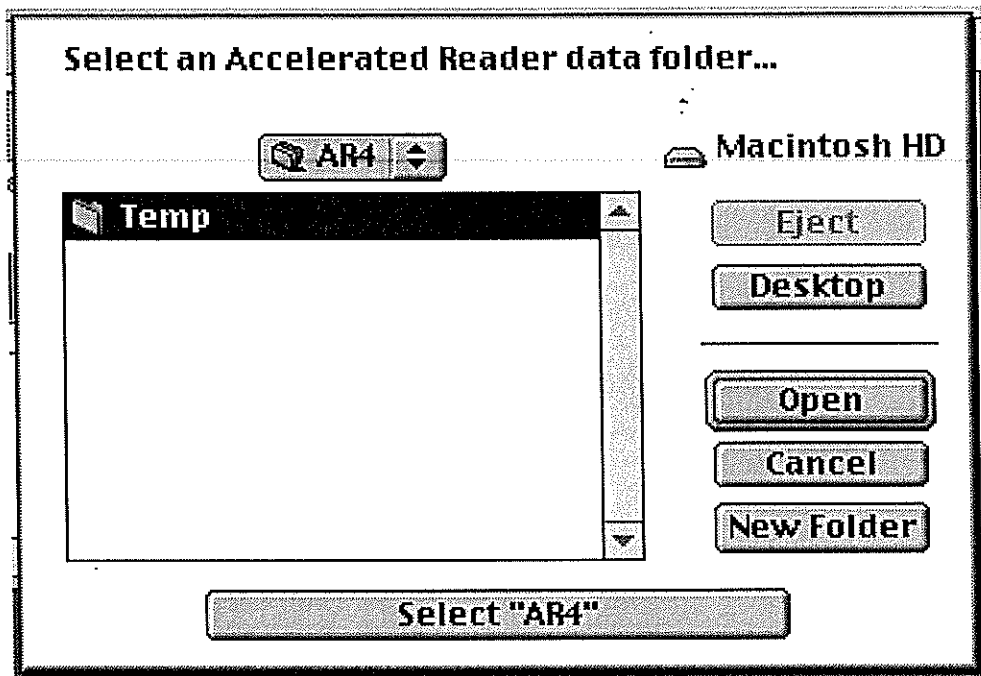
2. Locate and open the AR4 folder on your hard drive.



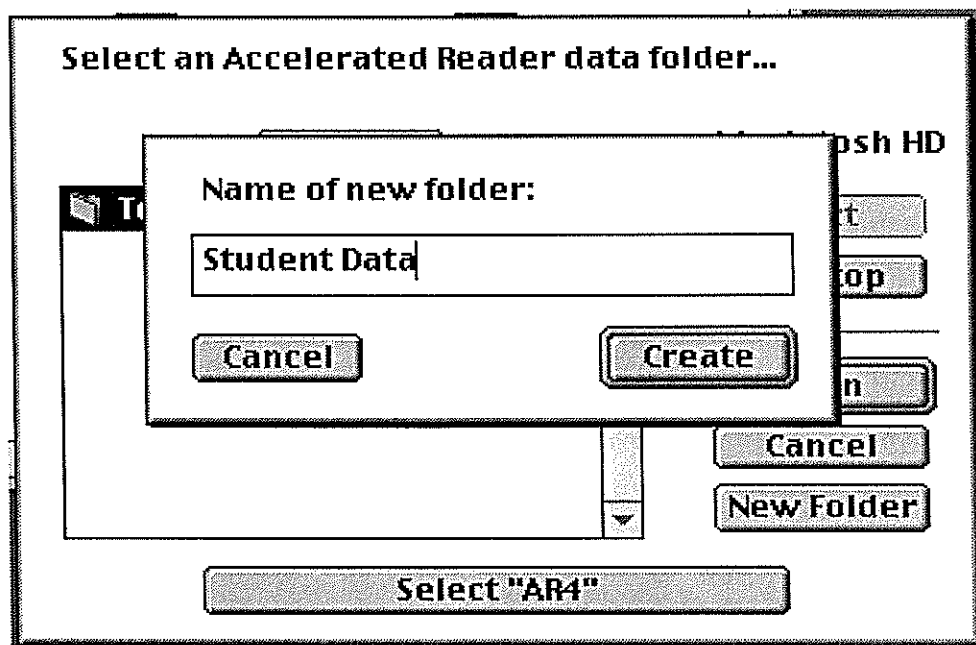
3. Double click on the AR Data Utility icon to start the data utility program.



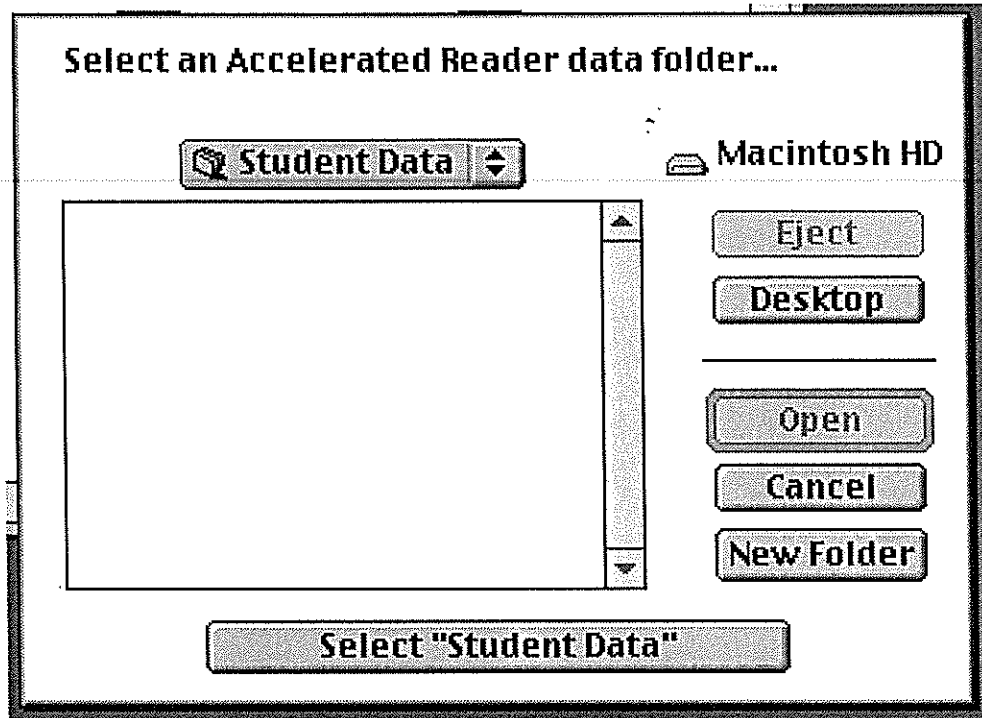
4. The data utility program asks you to select an AR data folder. Locate the AR4 folder on your hard drive. In the file navigator window, you should see AR4 at the top of the window and Temp in the list below. Click "New Folder".



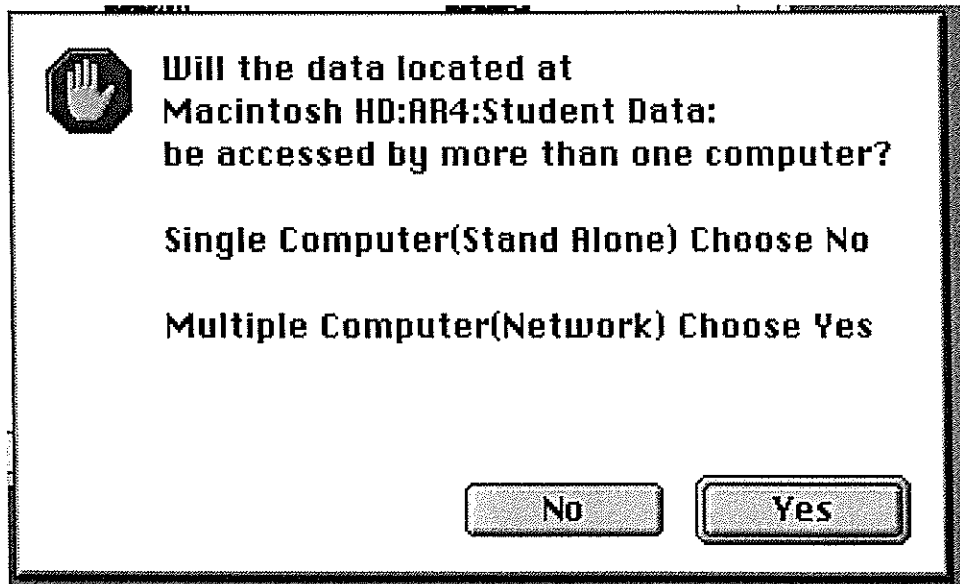
5. Type in a "student data", and click "Create".



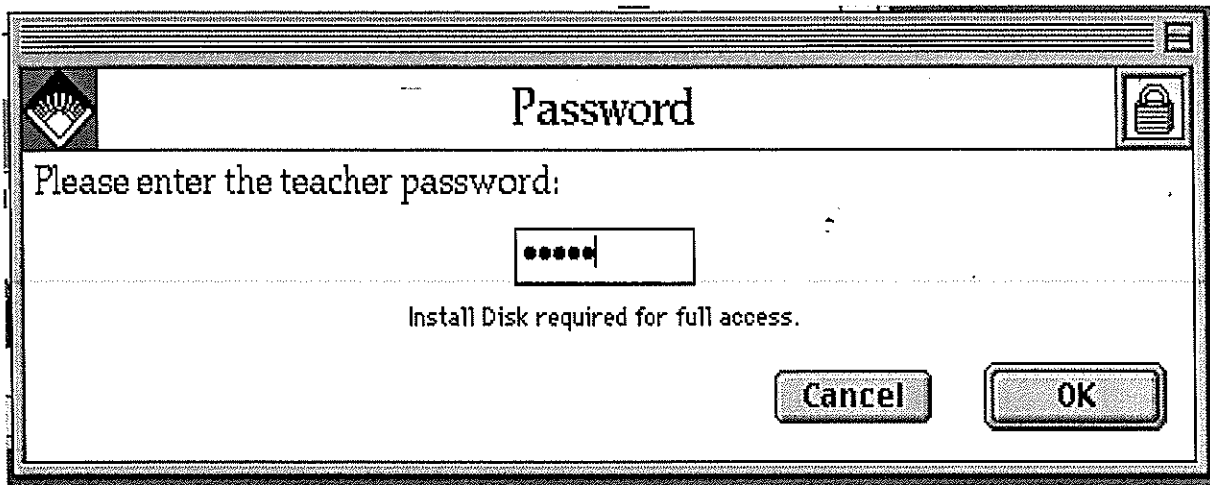
6. Click **“Select Student Data”** at the bottom of the file navigator. The data utility program will create the file necessary for the AR Teacher and AR Student Programs.



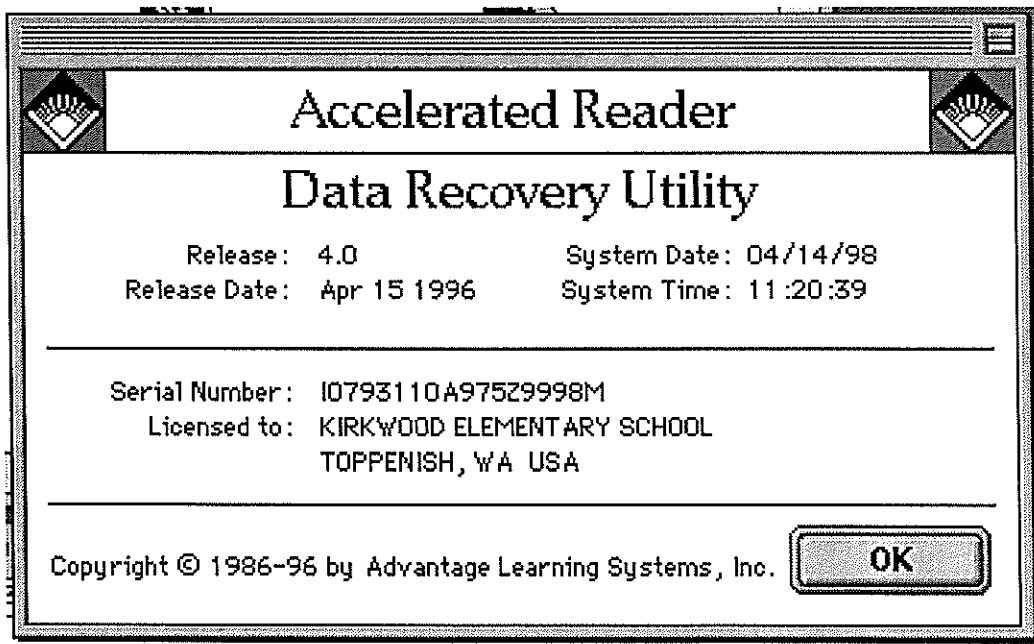
7. You will be asked if the data will be accessed by more than one computer, click **“No”**.



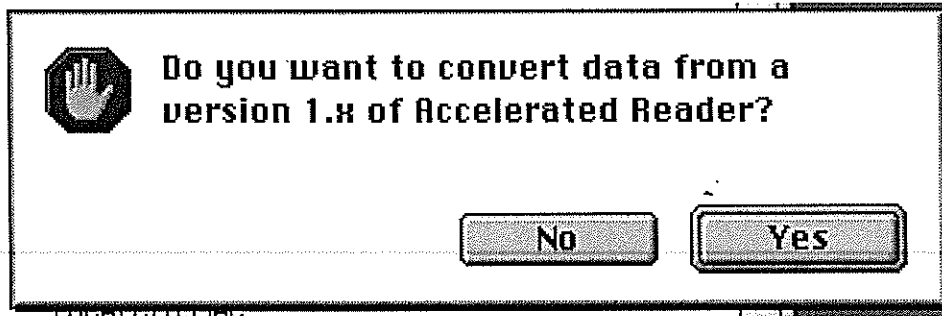
8. Enter the teacher password, **admin**, and click **“OK”**



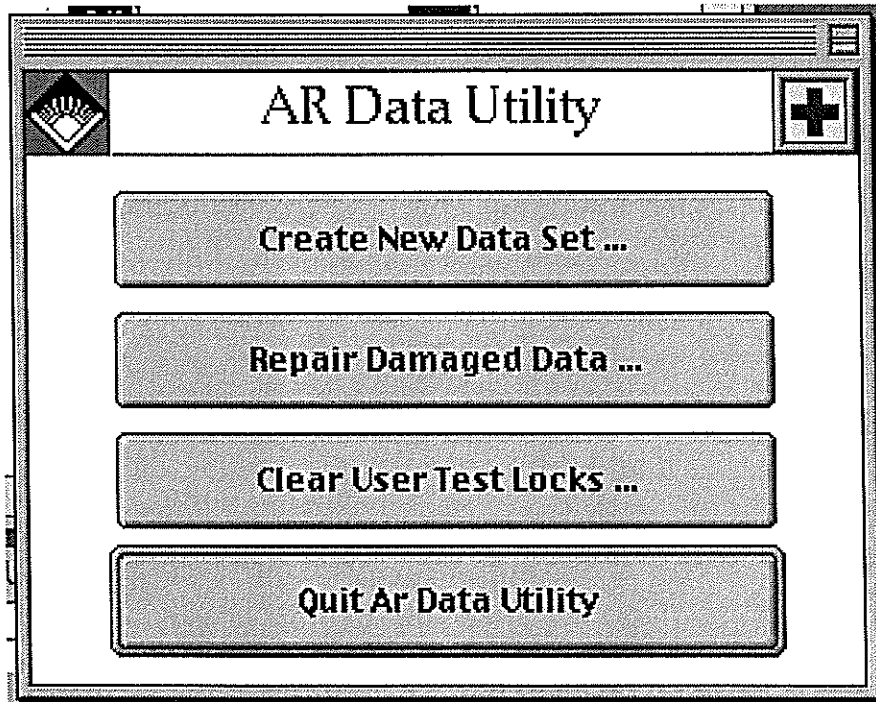
9. A verification screen will appear, click **“OK”** to continue.



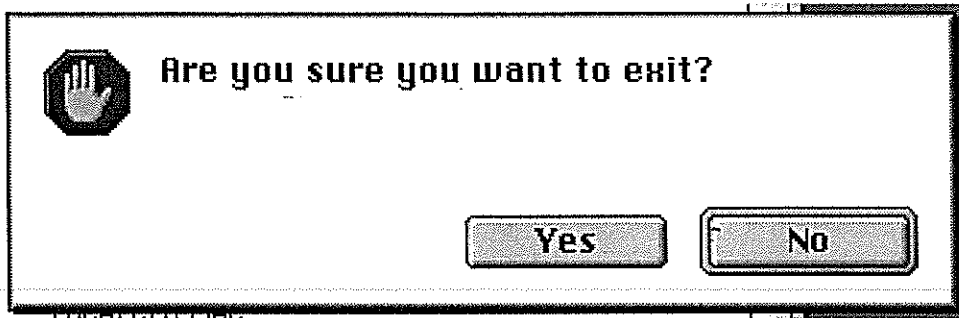
10. You will be asked if you want to convert data from a version 1.x of AR, click “No”.



11. When the utility is finished this window will appear, click “Quit AR Data Utility”.



12. To finish using the Data Utility, click "Yes".



\* You have now finished the program installation and may use the program.



## Exporting/Importing

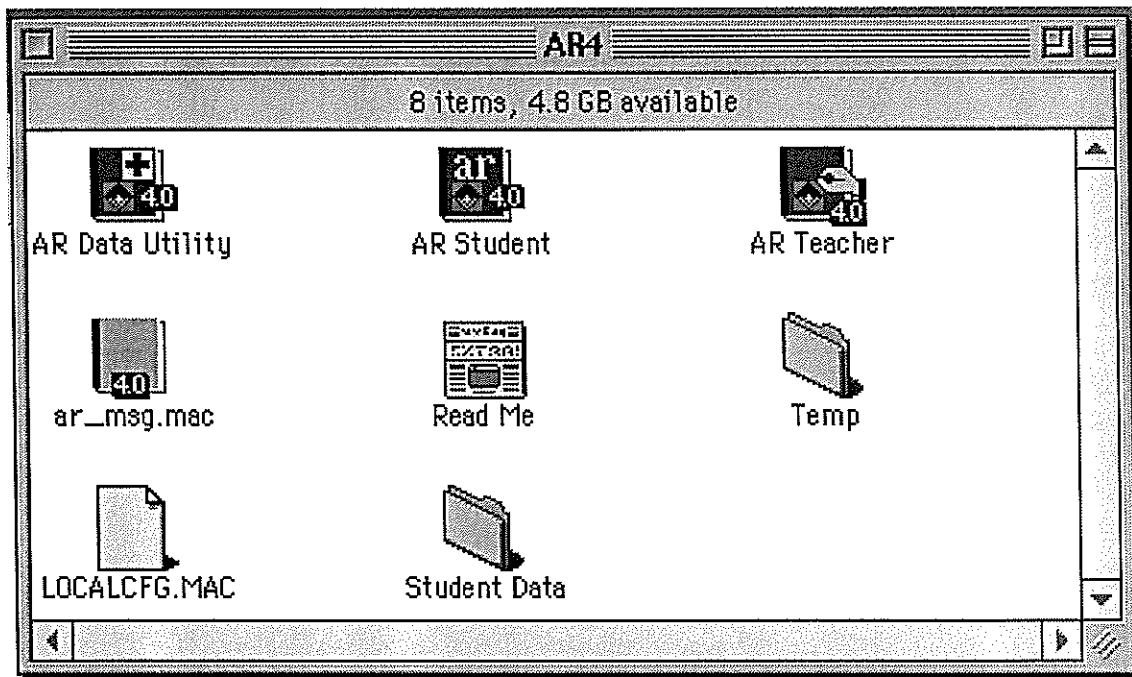
If you are transferring information from one computer to another, follow the instructions on the following pages.

## Exporting Student Information

1. Put a blank disk in floppy drive.
2. Open the hard drive and the **AR** folder on your Mac.



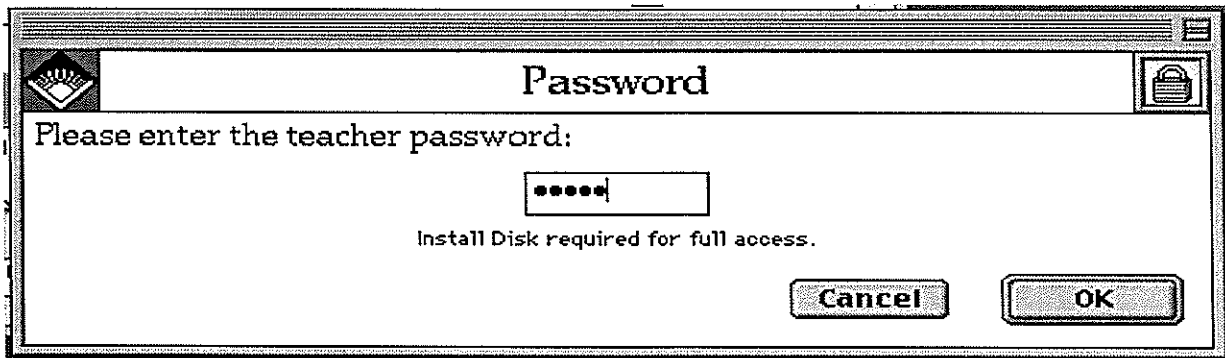
3. Double click on **AR Teacher** icon.



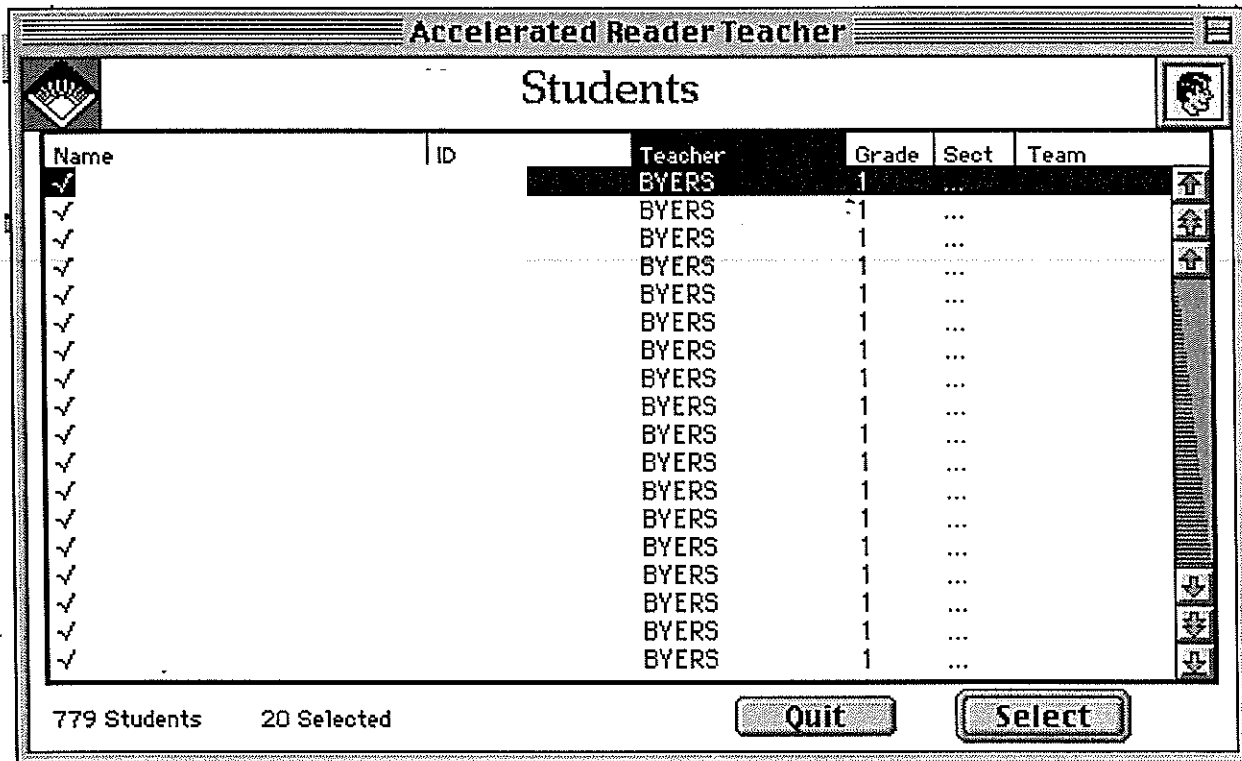
4. This screen will appear and quickly disappear.



4. Put in password: and click the "OK" button.

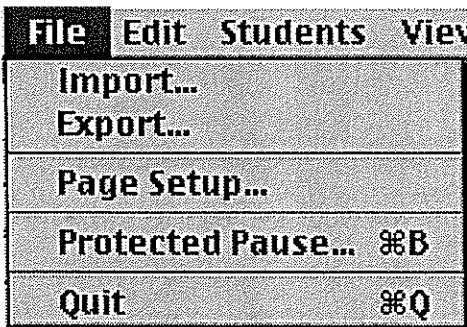


5. This screen will appear and should show all the student names.

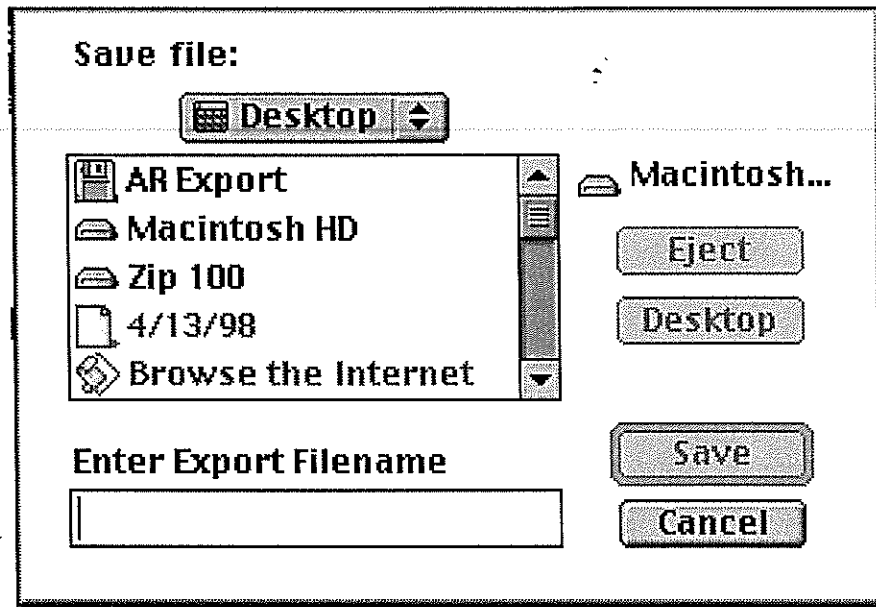


6. Select desired students
- To select one student, click on that student's name.
  - To select multiple students in a range, click on the student name in the range and the hold down the shift key and click on the last student name in the range.
  - To select all students hold down the apple key and press the letter "A" or Select All under the Edit menu.
- Then click on the **Select** button.

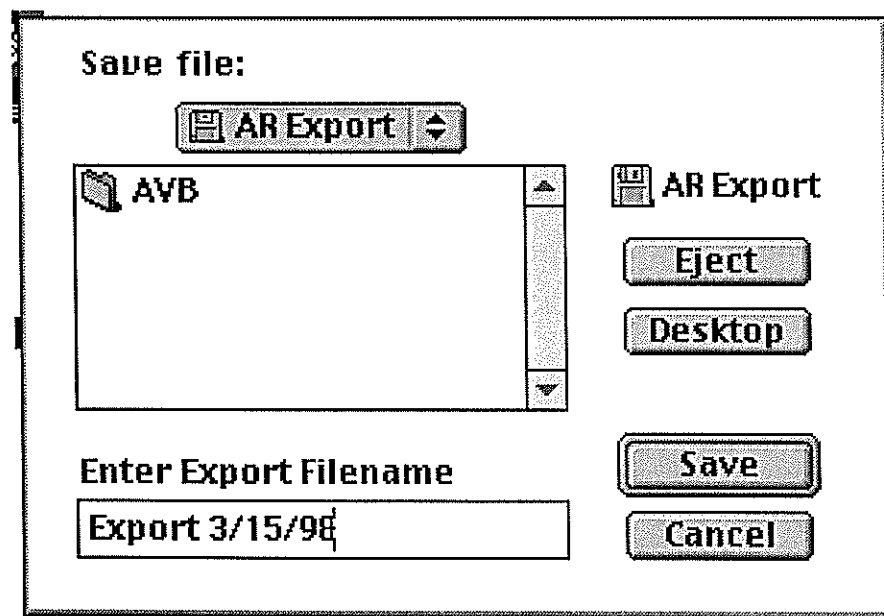
7. Go to the **File** menu click, hold and drag to **Export** and release.



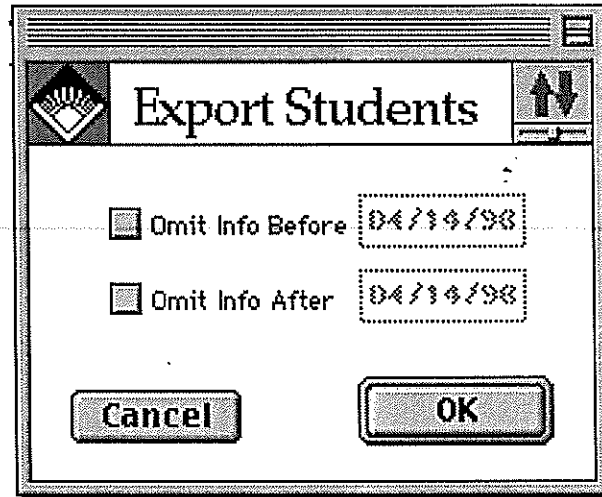
8. Click once on the **Desktop** button.
9. Double click on the Floppy Disk icon.



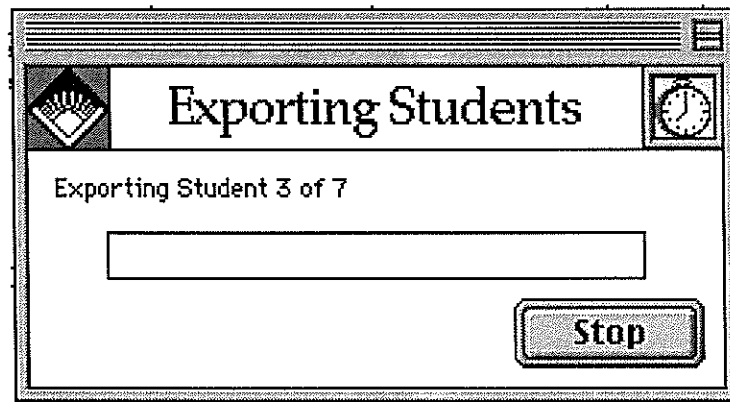
10. **Enter Export Filename:** Use your Last Name and Date as Shown. Then click the **Save** button.



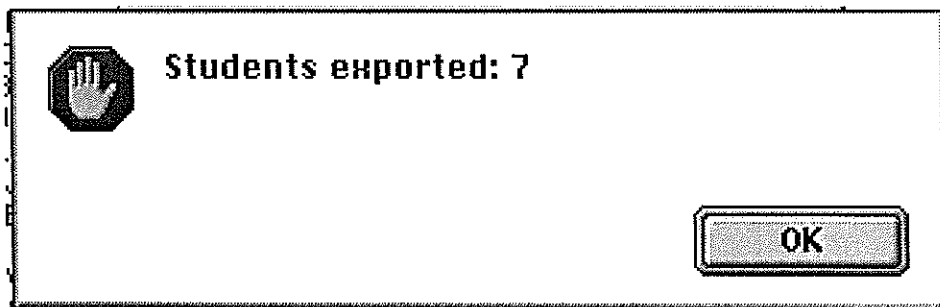
11. Select "Omit Info Before", then type in the last date you exported plus one day.



12. This dialog box will appear to show you the status of the exporting.



13. Click the OK button and you are done. Eject the floppy disk and you are finished exporting your information.

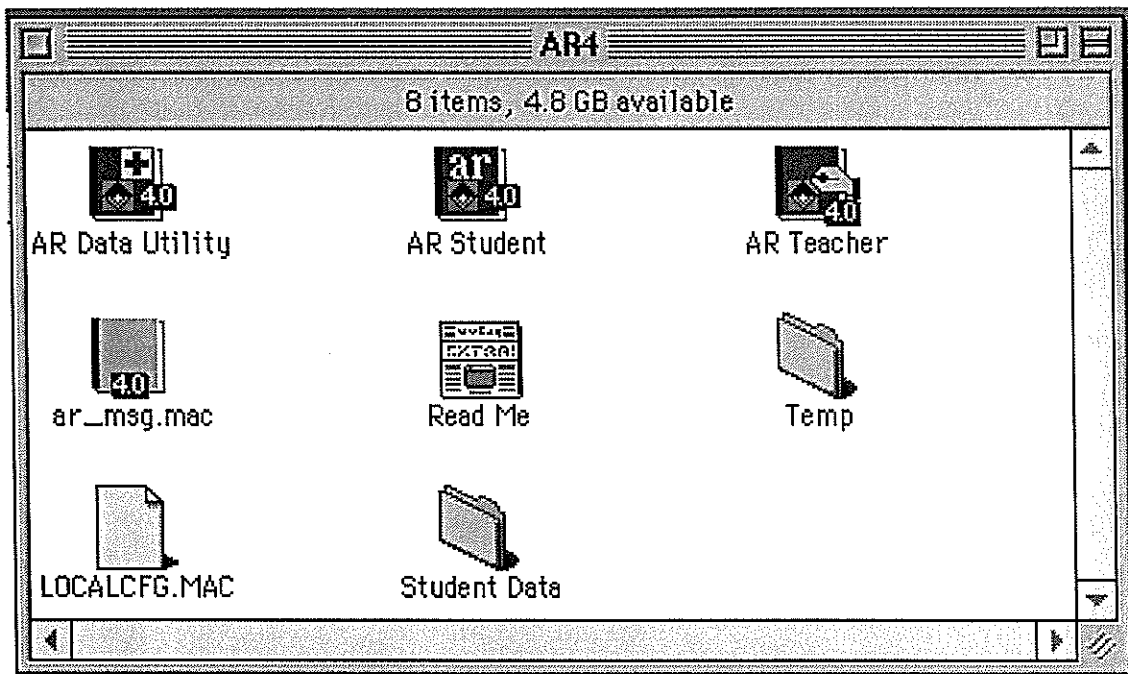


## Importing Student Information

1. Put disk in floppy drive.
2. Open the hard drive and the **AR** folder on your Mac.



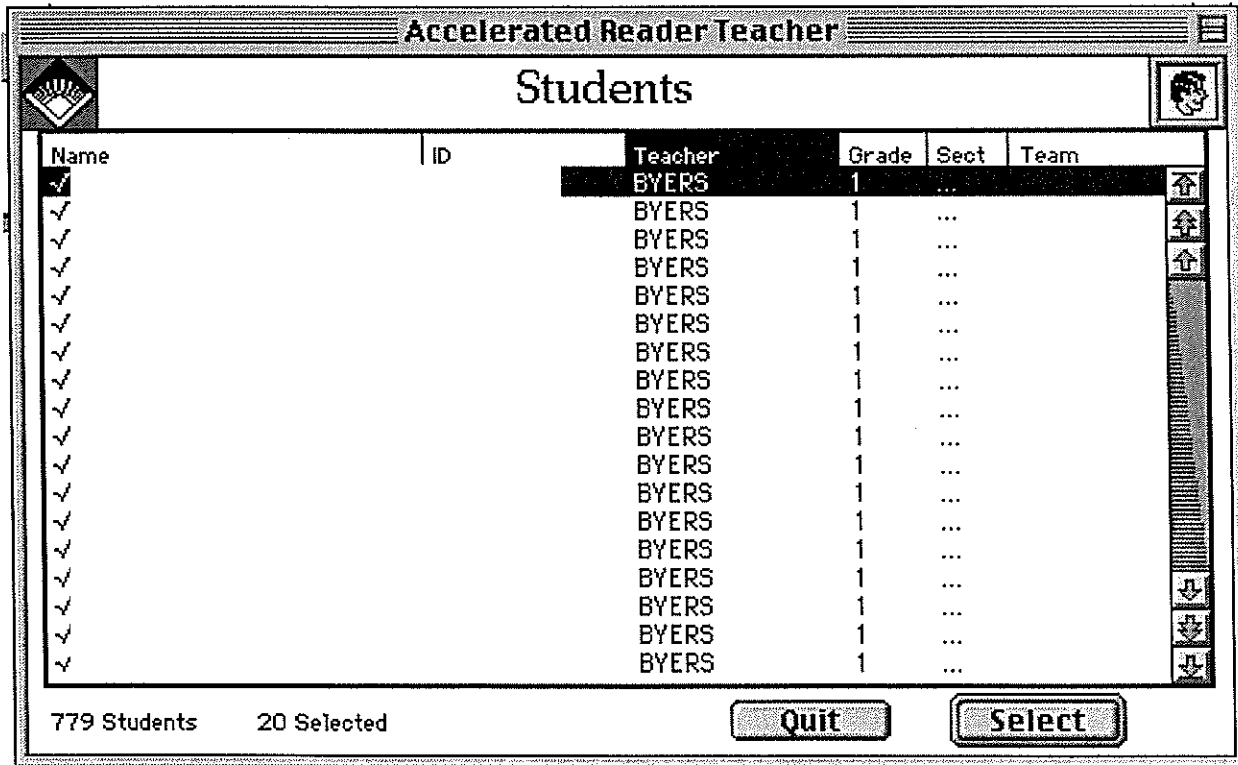
3. Double click on **AR Teacher** icon.



4. This screen will appear and quickly disappear.

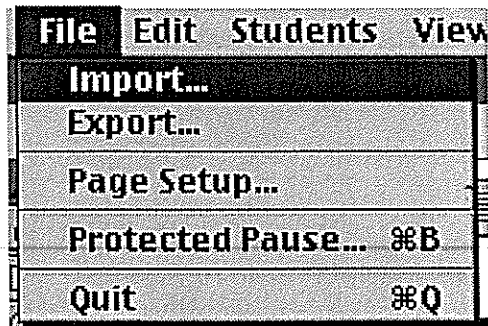


5. This screen will appear with student information in it.

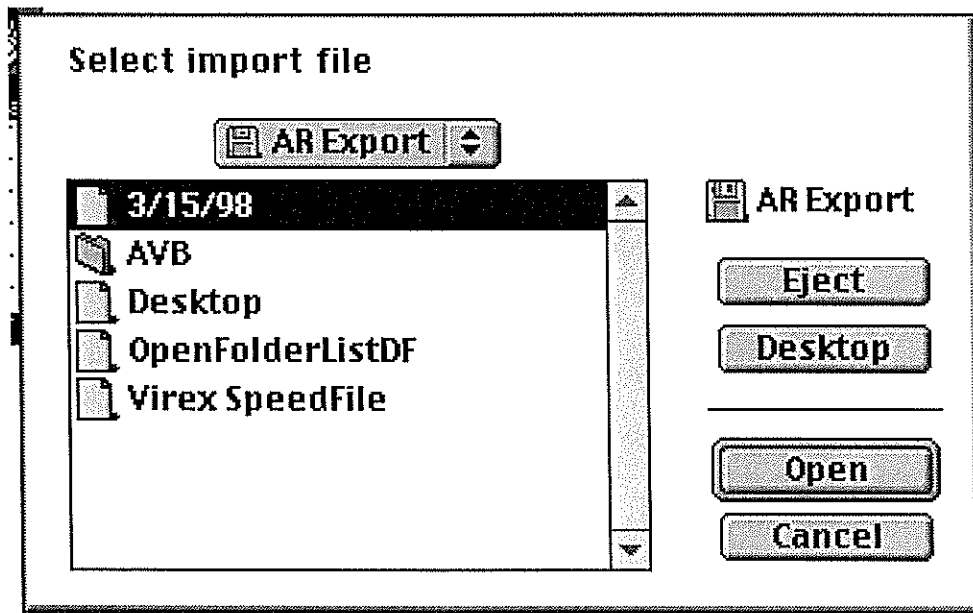




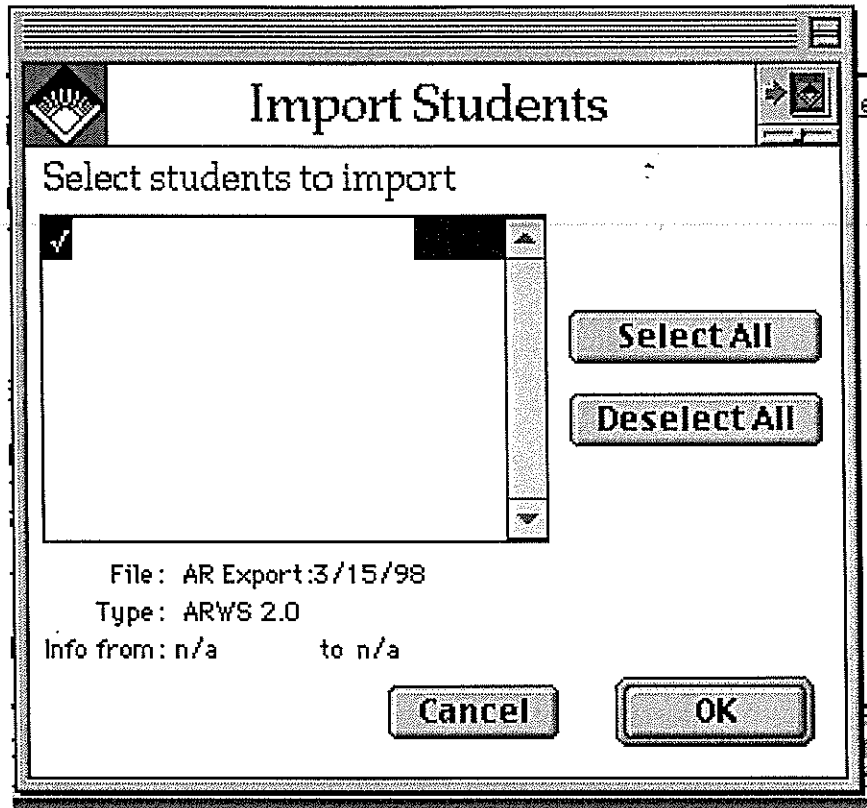
6. Go to the **File Menu**, Click, hold and drag to **Import** and release.



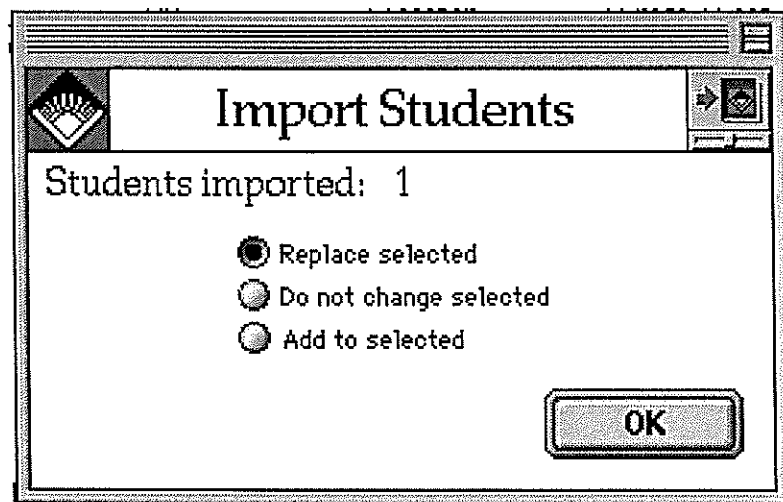
7. Click on the "Desktop" button once.
8. Double click on the floppy disk icon.
9. Double click on the desired importing file.



10. Click on the "Select All" button and then click the "OK" button.



11. Click on the "OK" button and your finished.



# Testing Procedures

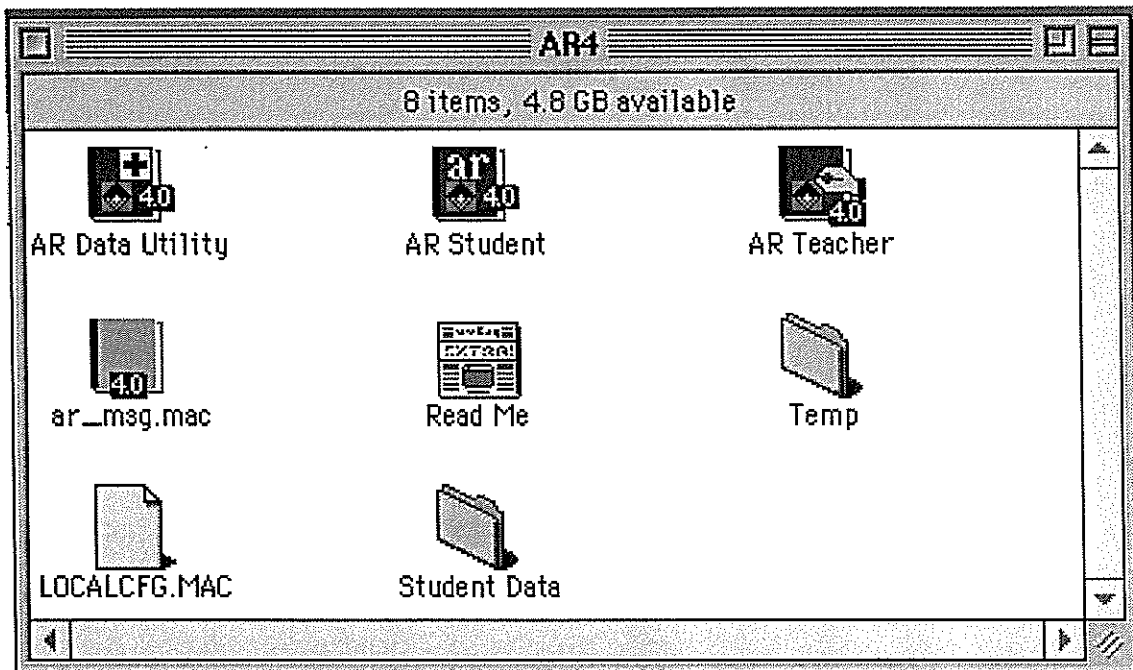
For students using the Accelerated Reader Program on a stand-alone computer follow the testing instructions on the following pages.

## Testing Procedures

1. Open the hard drive and the AR4 folder, by double clicking on the icons.



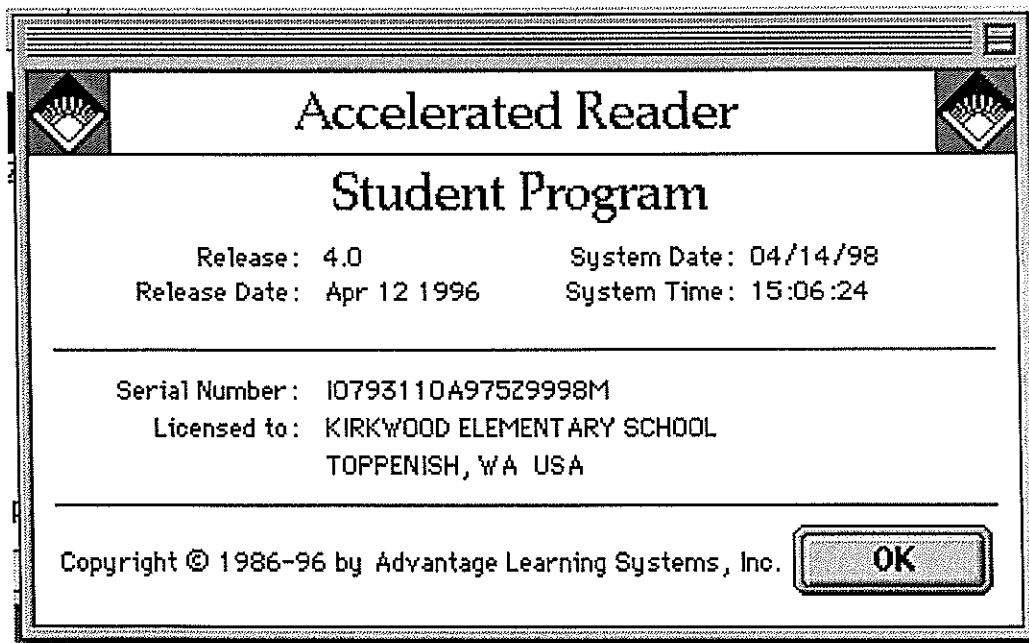
2. Open the AR Student program, by double clicking on the icon.



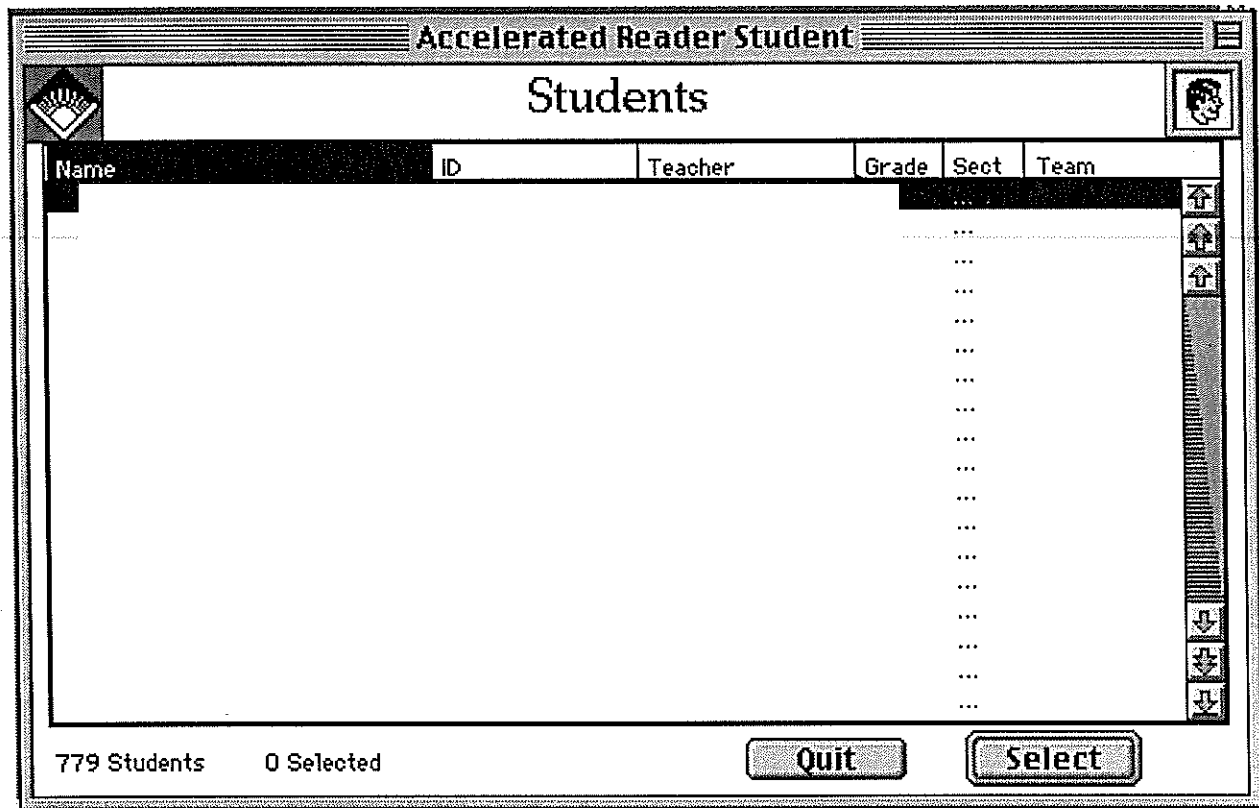
3. This screen will appear and quickly disappear.



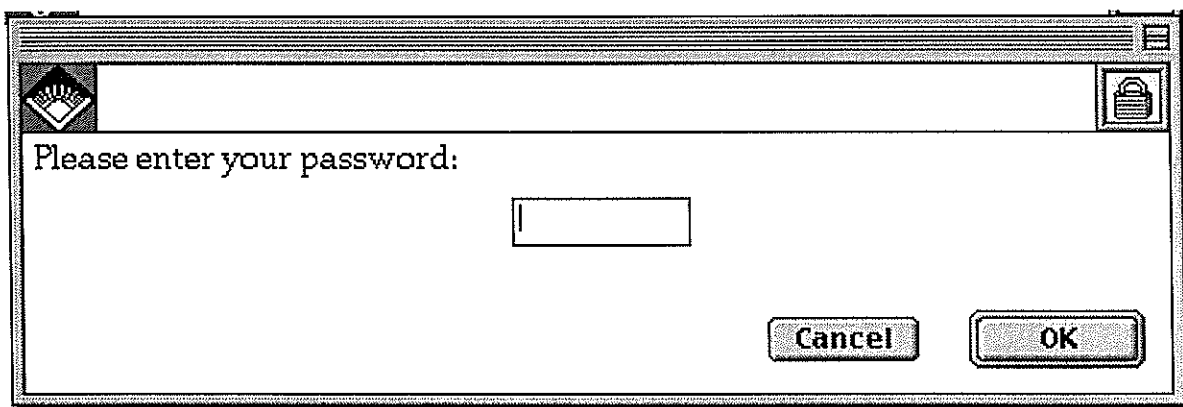
4. Click "OK" to continue.



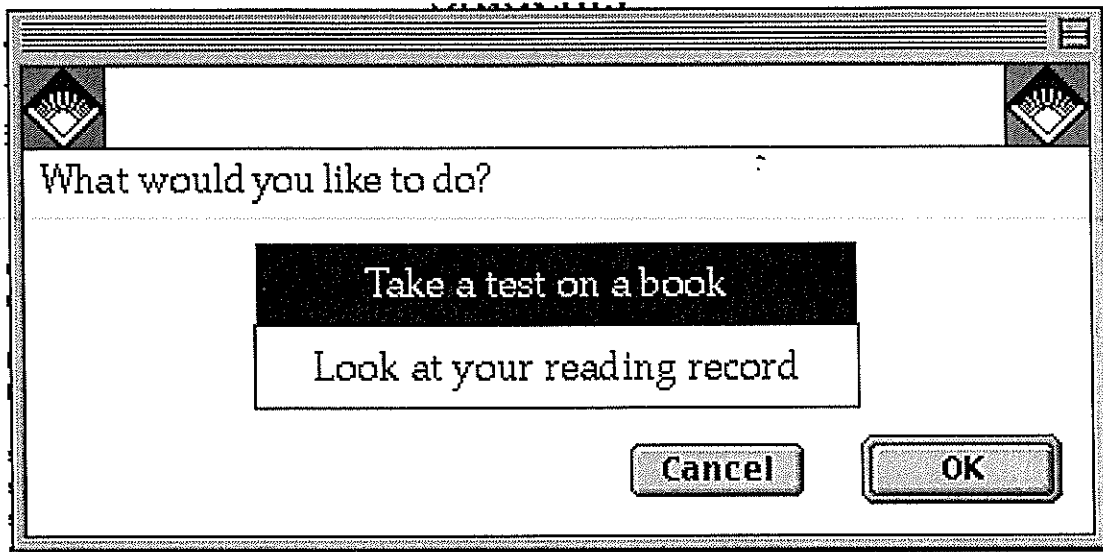
5. Select your name, by highlighting it and then click "Select".



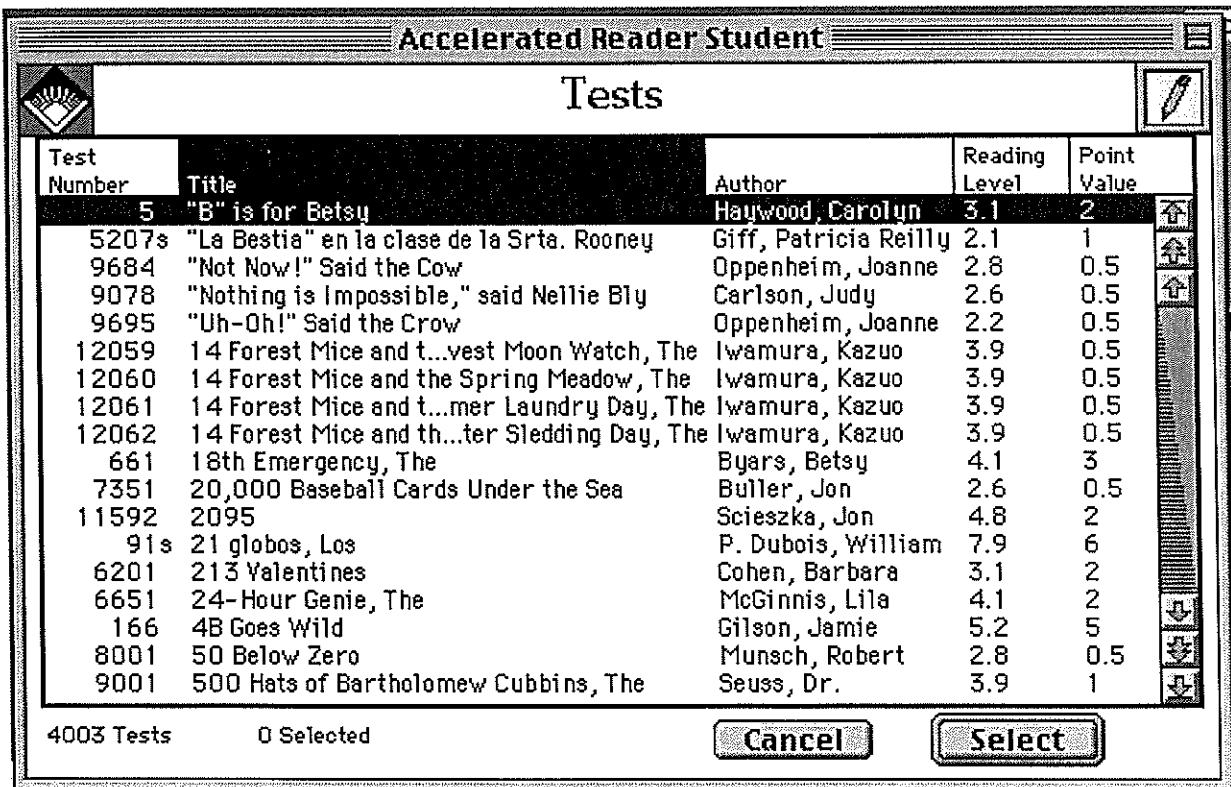
6. Enter the assigned password and click "OK".



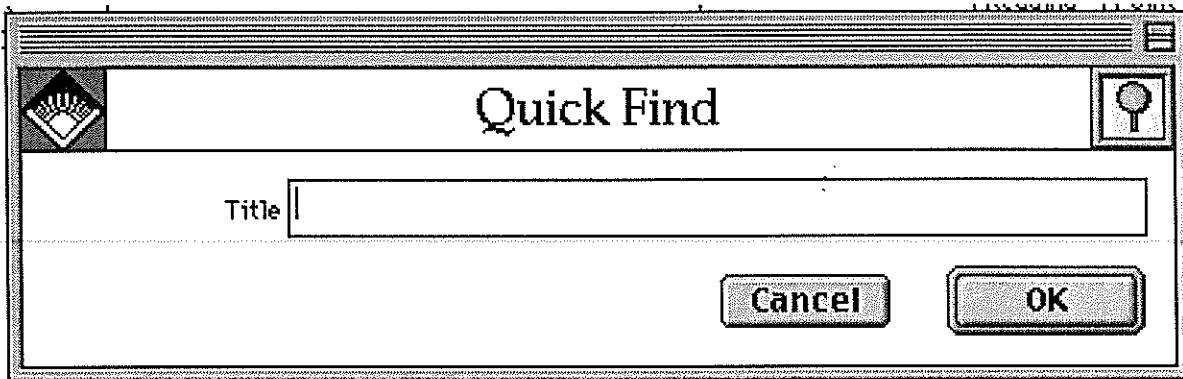
- Click on "Take a test on a book", and click "OK".



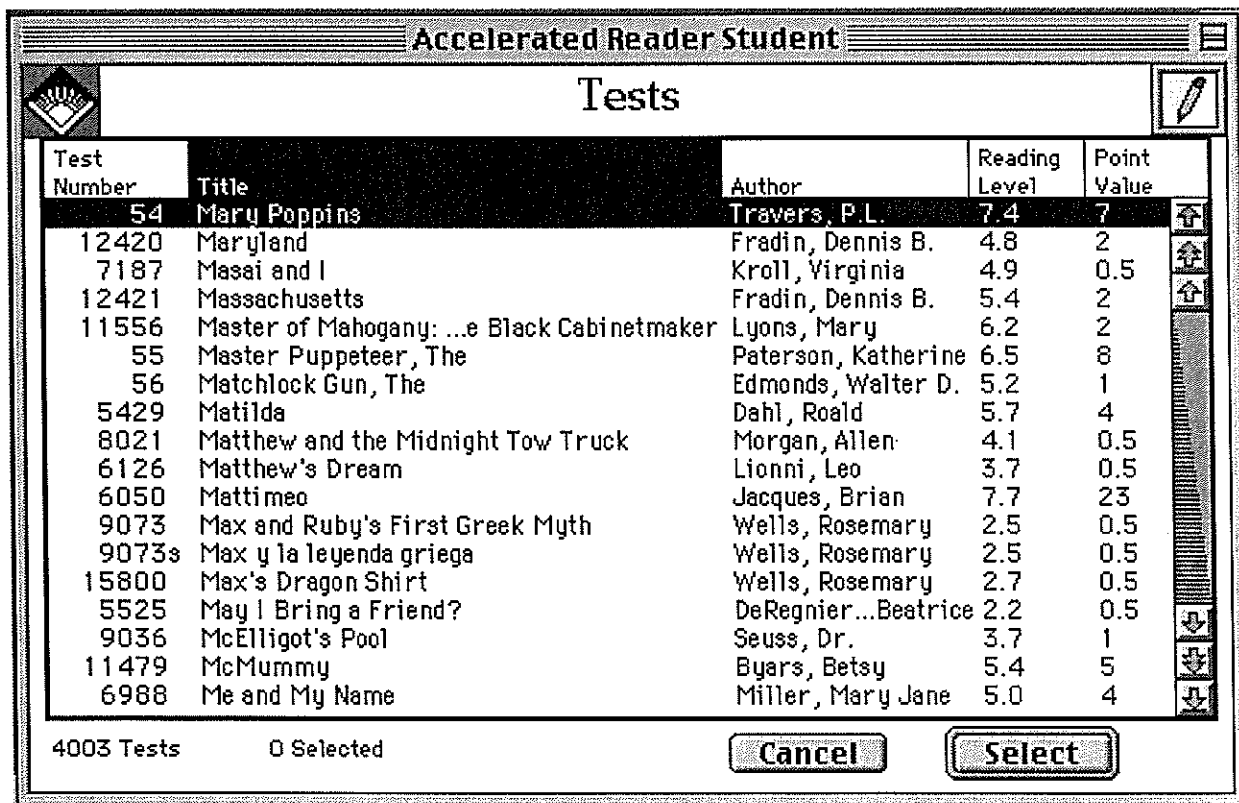
- The Test list will appear and you will need to select the book you are testing on.



9. You may use the Quick Find by typing the first letter or word in the Title, then click "OK".

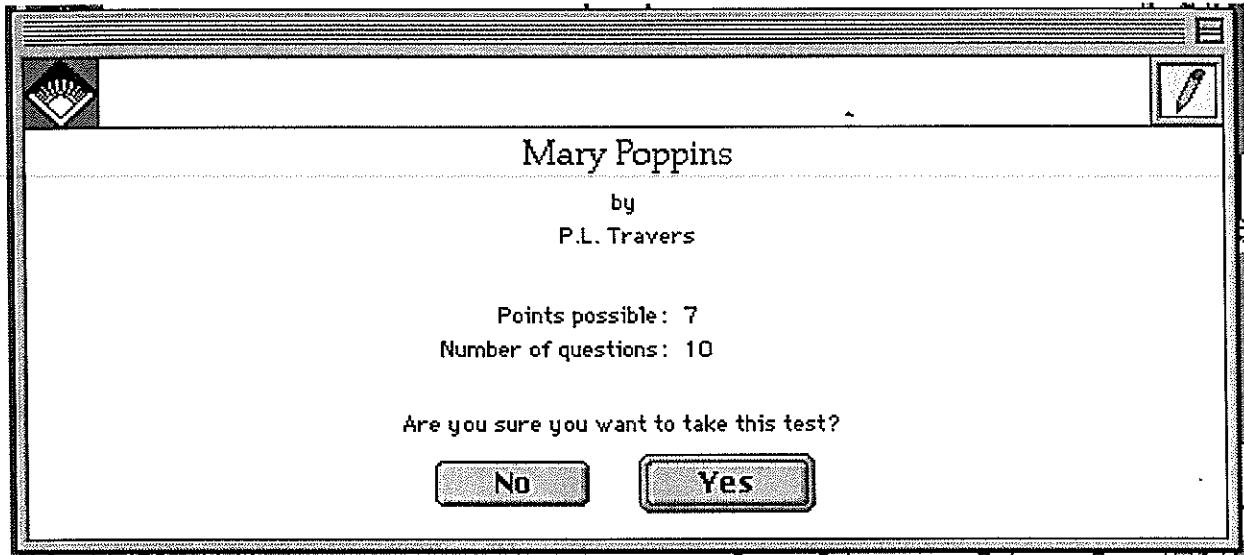


10. Highlight the book title and click "Select".

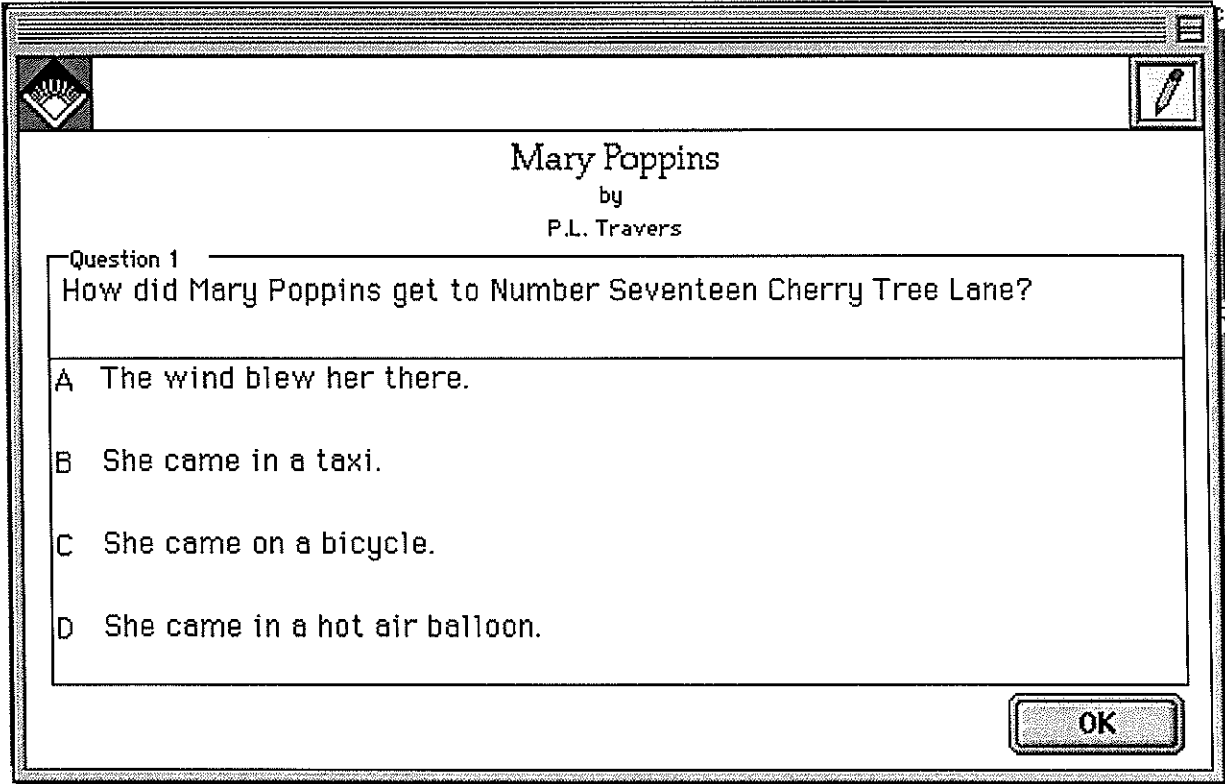




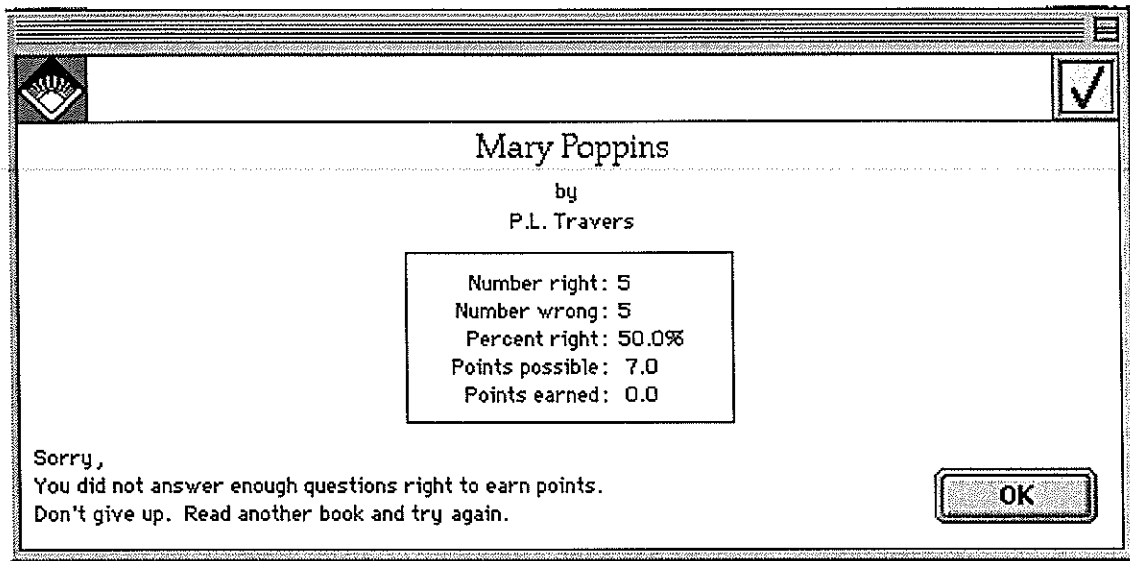
11. There will be a verification screen to make sure this is the right test, click “yes” to continue or “no” to return to the student name screen.



12. Answer each question and click “OK” to move on to the next question.



13. There will be a summary screen that will give a score for the test that you have just taken, click "OK" and the computer will be ready for the next student.



# CLASSROOM MANAGEMENT

- Key Reports
- Reading Logs
- Sign Up Sheets

# Key Reports

## TOPS

The TOPS report, an acronym for Three Opportunities to Praise a Student, is just that. It is a printout that students get after every test that they take. On it there is the score of the test the student just attempted given in a percentage format along with an information line at the top celebrating the success of the test or informing the parent and teacher that the student needs to chose another book and try again. The other pertinent information includes the title of the book, number of correct problems, reading and point levels of the book, and signature lines for the teacher and a monitor.

A monitor may be anyone that assisted the student while taking the test, such as an older student, parent volunteer, paraprofessional or librarian. The form is printed as two copies per page with a dashed line in the middle for separation. The top of the form is intended to go home with the student and the bottom portion stays in the classroom. Therefore, there is potential for the student to be praised up to three times with that printout by a monitor, teacher and parent.

The teacher can customize the setup so that the TOPS will print after successful testing attempts and/or after failed attempts at a test. The author recommends selecting the setup option that allows printing after every test, passed or failed, to use as a management and intervention tool.

04/23/98

Accelerated Reader  
TOPS Report  
LINCOLN ELEMENTARY SCHOOL - TOPPENISH, WA USA

Nice Work! has passed a test!

----- Student Info -----		----- Results -----	
First Name :		Test# :	6006
Last Name :		Title :	My Prairie Christmas
Grade :			
Section :		Reading Level :	3.6
Teacher :		Number Correct/Possible :	9 / 10 (90.0%)
Team :		Points Earned/Possible :	0.9 / 1.0

----- Totals Since 09/01/97 -----			
Test Passed/Taken :	49/59	Passed Percent :	83.1%
Average Percent Correct :	77.1%		
Points Earned :	38.8	(86.2% of 45.0 point goal)	
Points Used :	33.0		
Points available :	5.8		

Monitor Signature _____	Teacher Signature _____
Comments:	Comments:

----- (cut or tear on dotted line) -----  
 04/23/98 Accelerated Reader  
 TOPS Report  
 LINCOLN ELEMENTARY SCHOOL - TOPPENISH, WA USA

Dear Parent or Guardian,  
Nice Work! has passed a test!

----- Student Info -----		----- Results -----	
First Name :		Test# :	6006
Last Name :		Title :	My Prairie Christmas
Grade :			
Section :		Reading Level :	3.6
Teacher :		Number Correct/Possible :	9 / 10 (90.0%)
Team :		Points Earned/Possible :	0.9 / 1.0

----- Totals Since 09/01/97 -----  
 JAIME passed 49 out of 59 tests since 09/01/97 with an average of 77.1% correct. has earned 38.8 points, which is 86.2% of 's 45.0 point goal, and has used 33.0 points leaving 5.8 points available.

Monitor Signature _____	Teacher Signature _____
Comments:	Comments:

# Key Reports

## **At-Risk Report**

The At-Risk Report gives the teacher a quick, clear picture of which students are not performing well and categorizes each student's performance under six separate codes. These codes help the teacher in establishing a possible reason for particular students low achievement. The six categories are listed at the bottom of each At-Risk Report printout ranging from no tests taken during period to very low percent right with above median points.

Along with using the codes at the bottom of the report, the teacher can intervene using the suggestions as to possible reasons for each code. These are listed on the page following the sample report. The teacher should interview with students that repeatedly come up on the At-Risk Report under specific codes and ask the student why they believe they are not performing well. If the student does not provide any answers, the list of possible reasons for each code can be another tool for the teacher to use in her intervention with the student.

## At-Risk Report

LINCOLN ELEMENTARY SCHOOL - TOPPENISH, WA USA

rt Date: 09/01/97  
 End Date: 03/30/98  
 Sort Order: Last Name

Points Earned At Risk: 1/2 of median  
 \* = Trouble value  
 @ = Includes tests without reading levels

Student Name	At Risk Codes	Tests Pass	Tests Taken	Avg % Right	Points Earned	Points Possible	Avg Read Level
		37	50	71.4*	18.8*	30.5	2.0
		37	42	77.9*	31.2*	44.5	3.3
		16	84	35.5*	5.3*	58.0	1.6
		35	48	63.3*	13.1	25.5	1.7
		18	37	46.2*	6.3*	24.0	2.2
		21	43	49.8*	7.4*	22.5	2.2
		36	36	90.8	32.0	36.5	3.3
		52	53	90.8	42.1	47.0	3.5
		37	39	93.3	38.4	44.0	3.3
		25	26	87.7	18.6	22.5	3.0
Report Totals		314	458	70.7	213.2	355.0	2.6

## \*\*\* Summary \*\*\*

Median of points earned.....	18.7
Total number of students.....	10
Number of students at risk.....	6 (60.0%)

Cat	Stu	Description
A	0	No tests taken during period
B	2	Low average percent right
C	4	Very low average percent right
D	3	Low points earned
E	2	Low percent right with above median points
F	0	Very low percent right with above median points

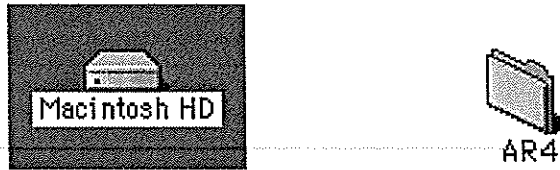


## At-Risk Report Codes

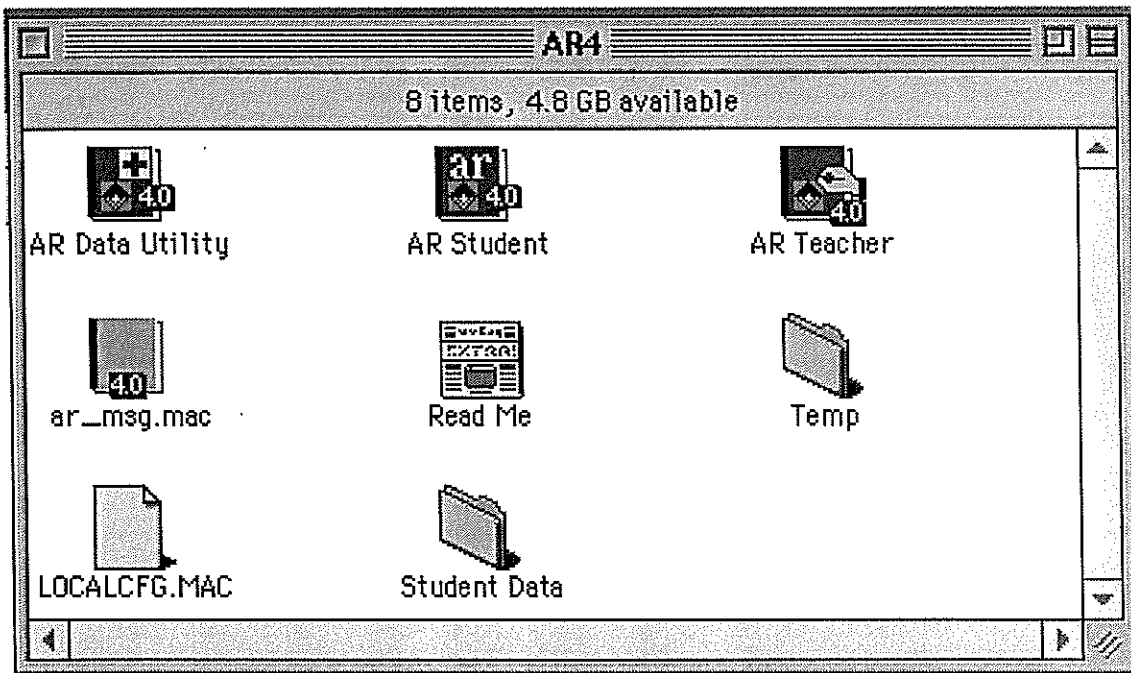
At-Risk Codes	Probable Meaning
A: No tests	Not reading or not present
B: Low average percent correct (70-79)	Too hard or too fast
C: Very low average percent correct (<70)	Guessing or too hard
D: Low points <sup>1</sup>	More TWI needed
E: Low percent correct, high points <sup>2</sup>	Pushing too hard for points
F: Very low percent correct, high points <sup>2</sup>	Guessing or cheating (review Student Record Report)
<small>1 "Low Points" = less than half the median points of the class 2 "High points" = above the median points of the class</small>	

## At Risk Report

1. Open the hard drive and the AR4 folder, by double clicking on the icons.



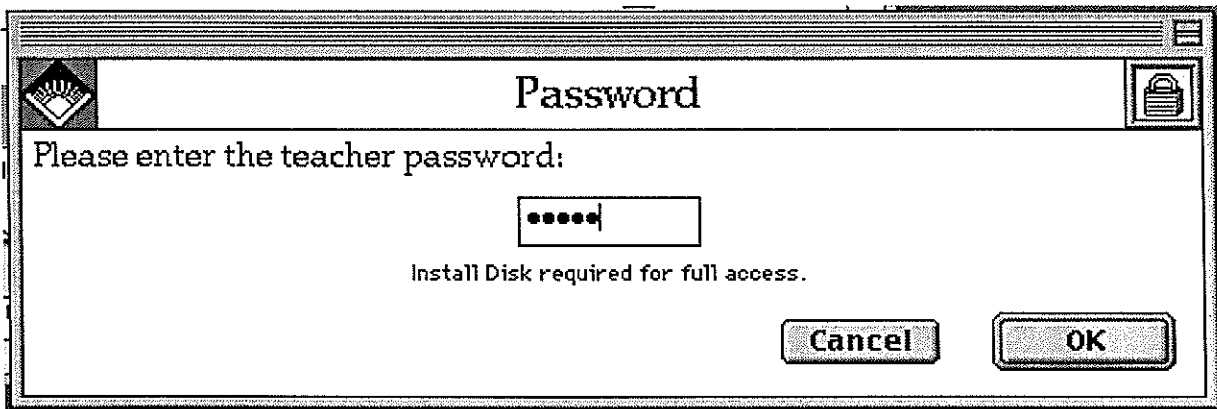
2. Open the AR Teacher program, by double clicking on the icon.



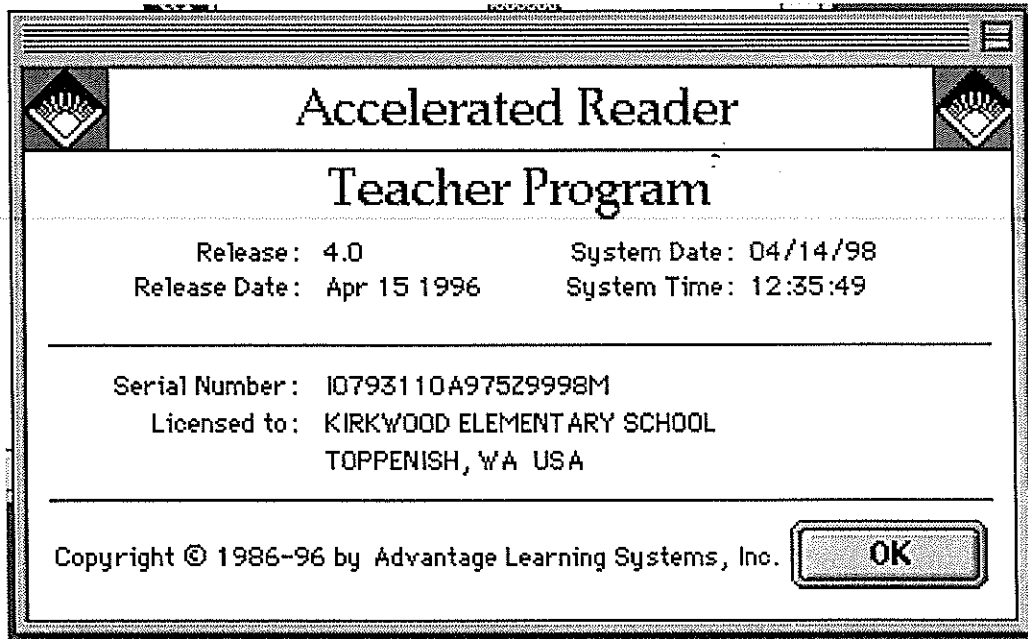
3. This screen will appear and quickly disappear.



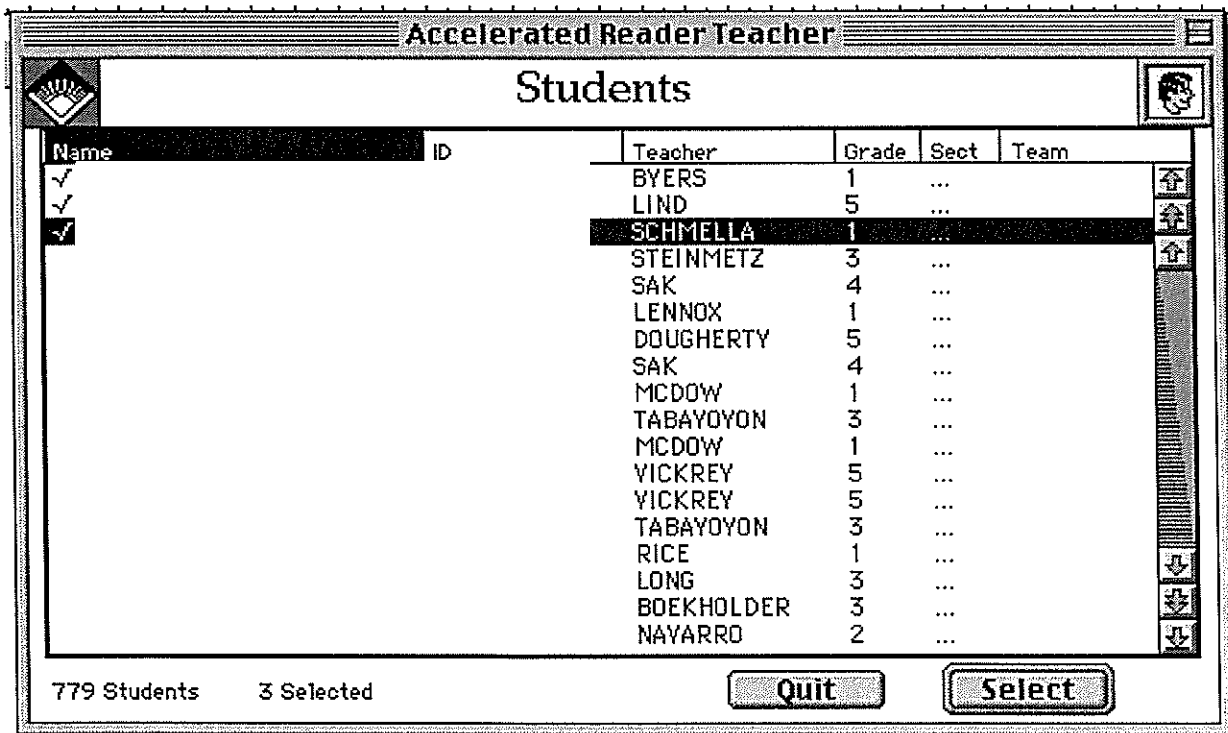
4. Put in password: and click the "OK" button.



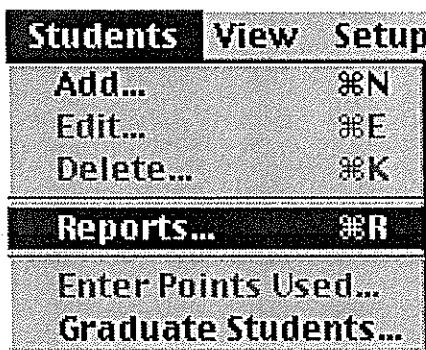
- Click "OK" to continue.



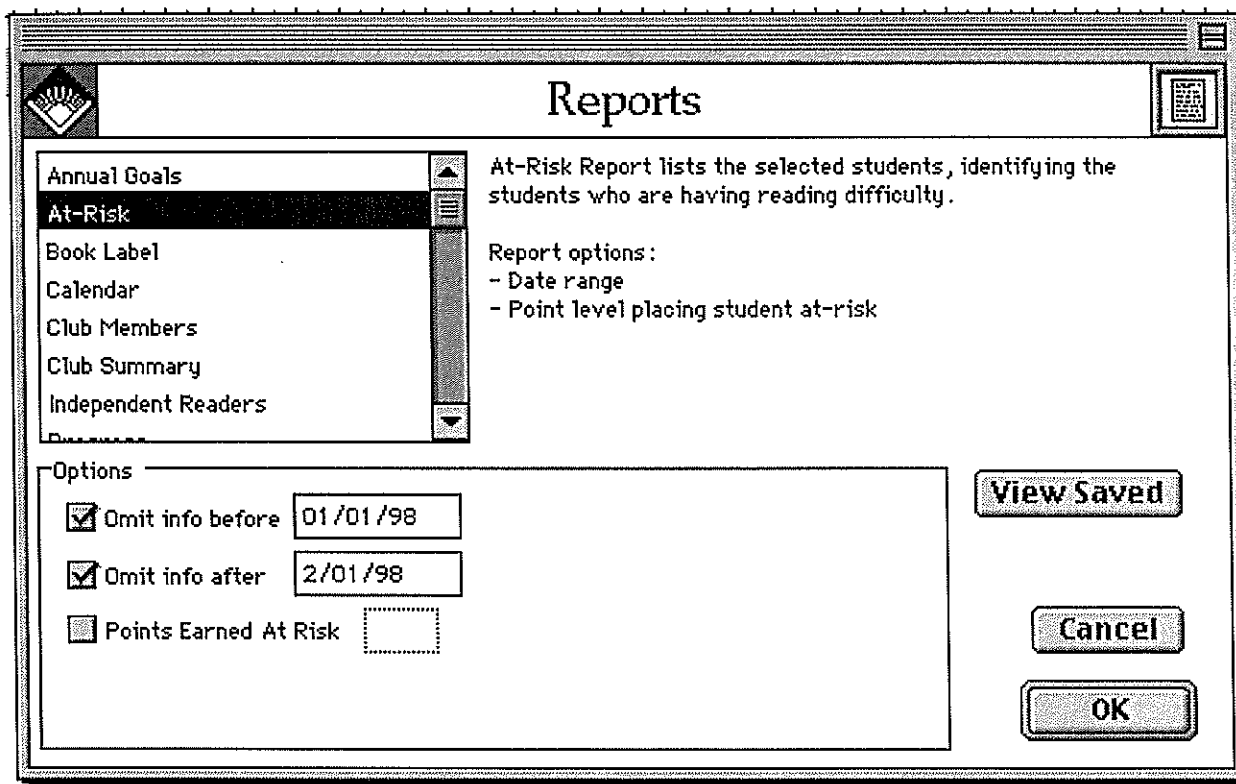
- Select the desired student or students.



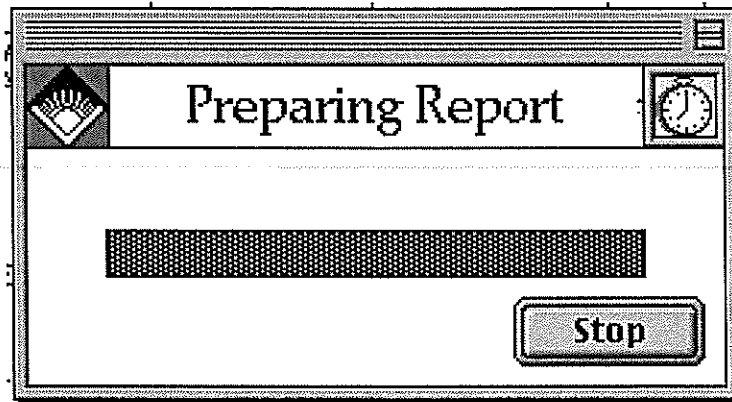
7. Go to the **Students** menu click, hold and drag to **Reports** and release.



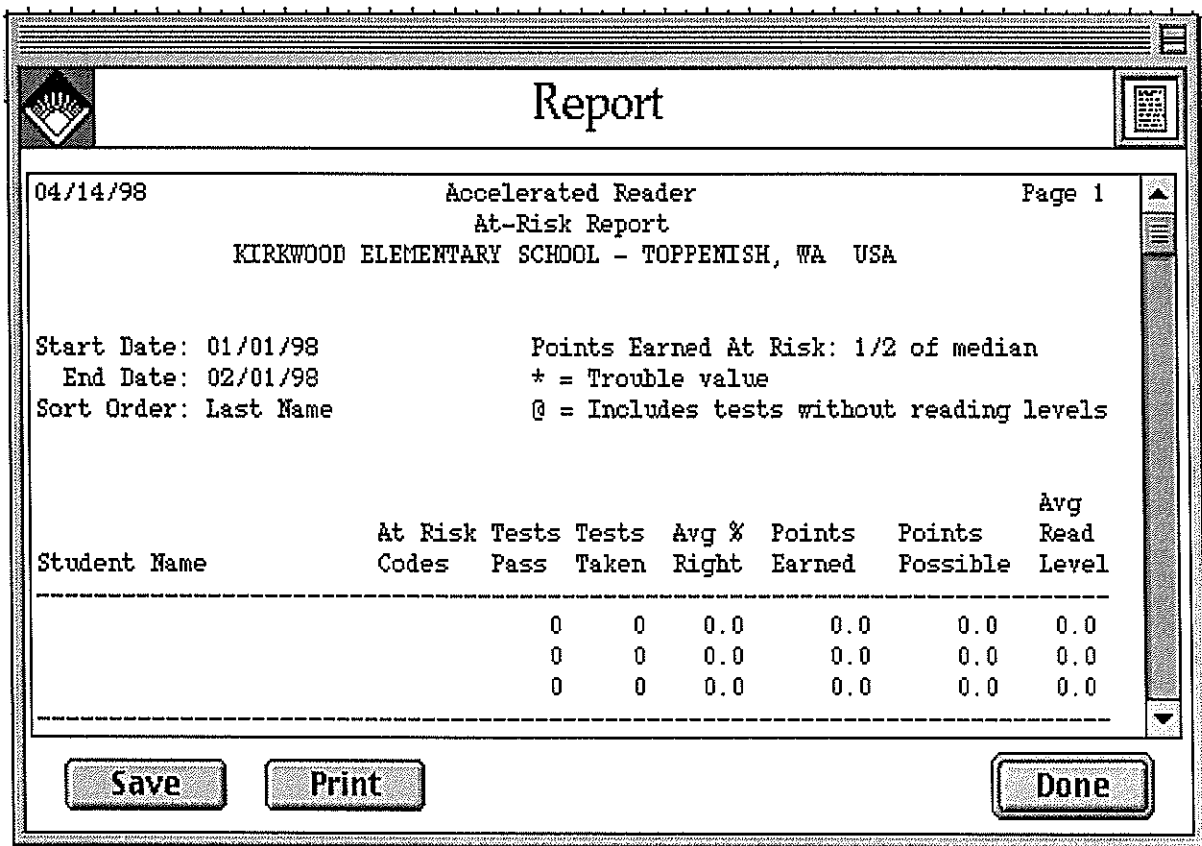
8. Select the **At-Risk** from the sub menu and define the date range you desire under **Omit info before** and **Omit info after**. When you have defined your dates click **“OK”**.



- This box will appear to show the progress of the report as its being generated.



- The report will appear and you can read it on the screen or print it out. Click **Done** and you are finished.



# Key Reports

## **Student Record**

The Student Record is a report that is usually run once a month or grading period. It lists all the tests the student has taken in the time period specified by the teacher before printing it out. For each individual test it lists the title, number of questions correct and possible, percentage correct, points earned, date taken and reading level. Tests are listed in order taken.

At the bottom of the Student Record averages are calculated for percentage correct and reading level. This can be used as a self check by students to monitor their own performance and contracted goals. It is also a way for the teacher to see an overall view of individual students total performance. If students set reading point goals, the percentage of goal earned can also be printed at the bottom.

LINCOLN ELEMENTARY SCHOOL - TOPPENISH, WA USA

Start Date: 09/01/97  
End Date: 03/30/98  
Sort Order: Last NameFailed Tests Before Inclusion: 0  
\* = Failed test

\*\*\* MRS. CLARK \*\*\*

ID:  
Grade: 3  
Teacher: CLARK  
Team Minimum:  
Indep. Reader:Section:  
Team:  
Annual Goal:

Test	Title	Quest Rt/Poss	% Rt	Points Earn/Poss	Date	Read Level
256	Chocolate Touch, The.....	10/10	100	2.0/ 2.0	09/30/97	3.0
6256	Canada Geese Quilt, The....	10/10	100	2.0/ 2.0	09/30/97	4.6
5537	Relatives Came, The.....	5/ 5	100	0.5/ 0.5	10/06/97	3.6
262	Freckle Juice.....	10/10	100	1.0/ 1.0	10/23/97	2.0
5522	Leo the Late Bloomer.....	4/ 5	80	0.4/ 0.5	10/23/97	1.2
6128	Millions of Cats.....	4/ 5	80	0.4/ 0.5	10/23/97	3.1
7238	Pumpkin Pumpkin.....	5/ 5	100	0.5/ 0.5	10/23/97	1.5
5440	Shiloh.....	10/10	100	3.0/ 3.0	10/24/97	5.1
6216	Great Kapok Tree, The.....	10/10	100	0.5/ 0.5	11/04/97	3.8
436	Sadako and the Thousand Pa.	10/10	100	1.0/ 1.0	11/10/97	4.7
7370	Galimoto.....	10/10	100	0.5/ 0.5	11/14/97	3.9
6075	Just a Dream.....	5/ 5	100	0.5/ 0.5	11/21/97	3.9
5029	Molly's Pilgrim.....	10/10	100	0.5/ 0.5	11/24/97	2.1
40	Polar Express, The.....	10/10	100	0.5/ 0.5	12/03/97	3.1
67	Family Under the Bridge, T.	10/10	100	2.0/ 2.0	12/11/97	5.2
6079	Night Tree.....	5/ 5	100	0.5/ 0.5	12/11/97	2.9
6445	Tree of Cranes.....	10/10	100	0.5/ 0.5	12/12/97	4.4
285	Ramona the Brave.....	10/10	100	4.0/ 4.0	12/17/97	3.0
622	Magician's Nephew, The.....	8/10	80	5.6/ 7.0	01/26/98	6.5
612	Horse and His Boy, The.....	10/10	100	8.0/ 8.0	02/16/98	5.9
634	Prince Caspian.....	10/10	100	7.0/ 7.0	02/18/98	6.3
7598	Will We Miss Them?.....	5/ 5	100	0.5/ 0.5	03/23/98	3.5
7745	Ribsy.....	9/10	90	2.7/ 3.0	03/23/98	5.0
295	Taste of Blackberries, A...	10/10	100	2.0/ 2.0	03/25/98	3.0

Date	Points Used	Date	Points Used	Date	Points Used
-----	-----	-----	-----	-----	-----

NO POINTS USED



Start Date: 09/01/97  
End Date: 03/30/98  
Sort Order: Last Name

Failed Tests Before Inclusion: 0  
\* = Failed test

\*\*\* Summary \*\*\*

---

Average percent correct.....	97.1%
Average reading level.....	3.8
Tests taken.....	24
Tests passed.....	24
Tests failed.....	0

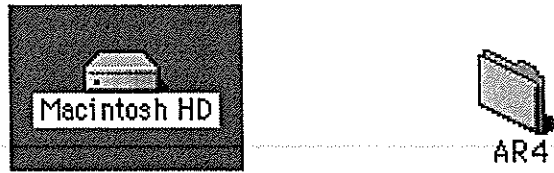
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Points possible.....	48.0
Points earned.....	46.1
Points used.....	0.0
Points available.....	46.1

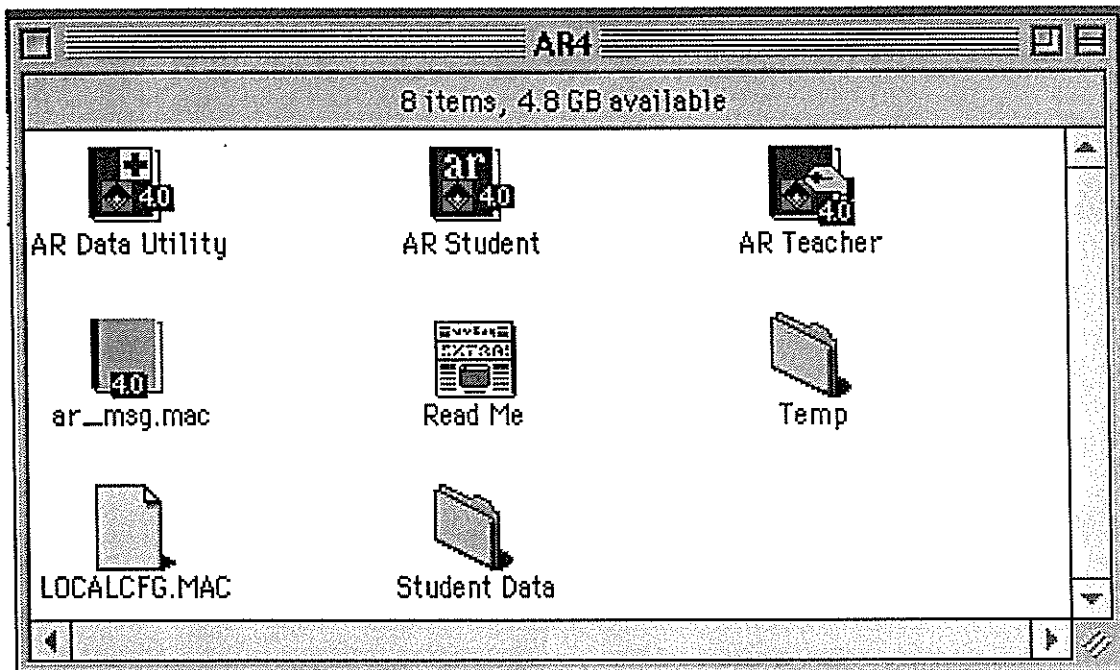
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## Student Record

1. Open the hard drive and the AR4 folder, by double clicking on the icons.



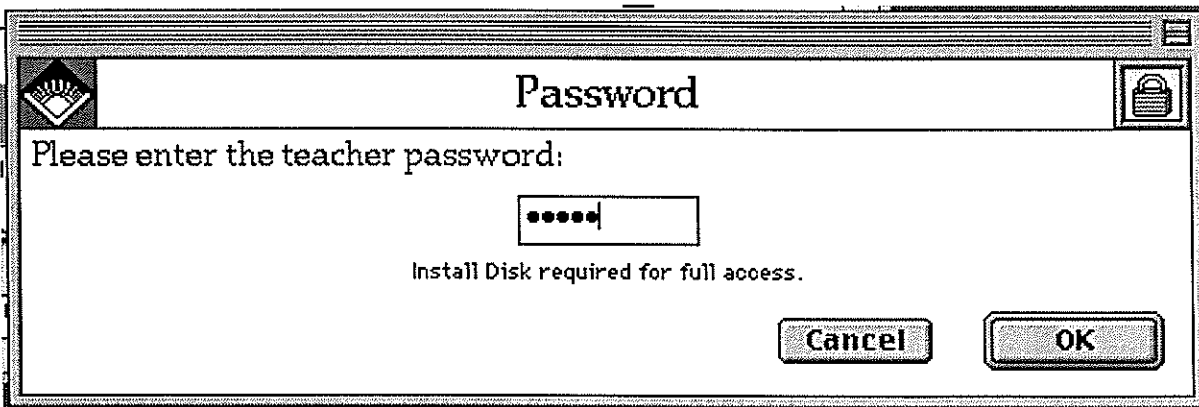
2. Open the AR Teacher program, by double clicking on the icon.



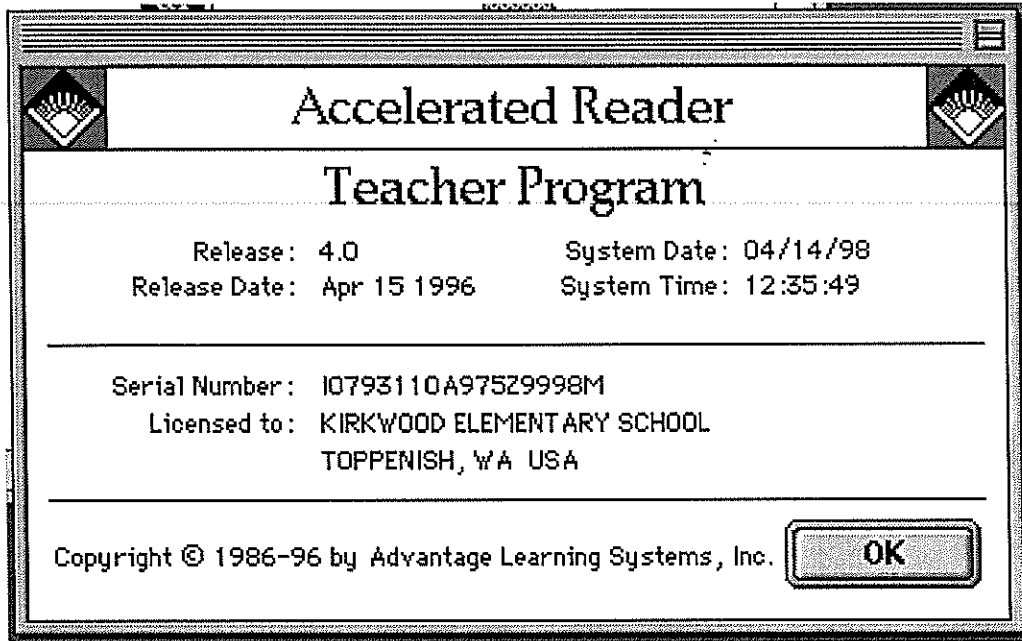
3. This screen will appear and quickly disappear.



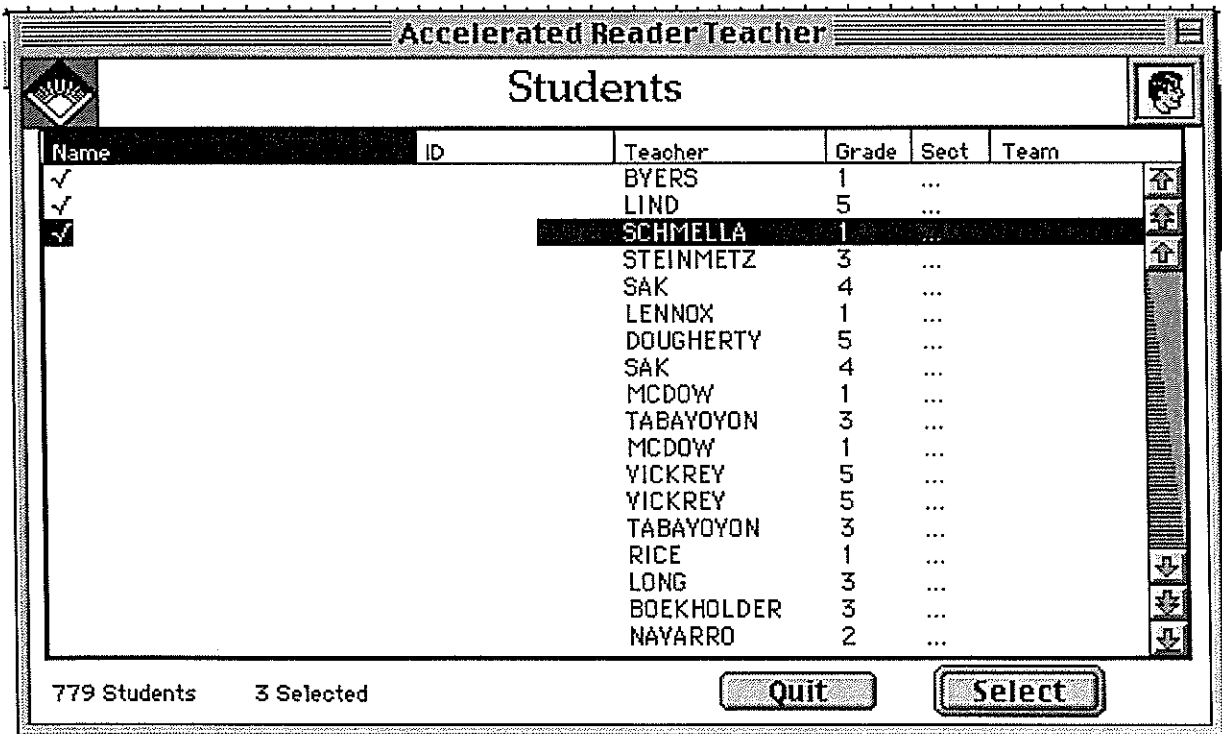
4. Put in password: and click the "OK" button.



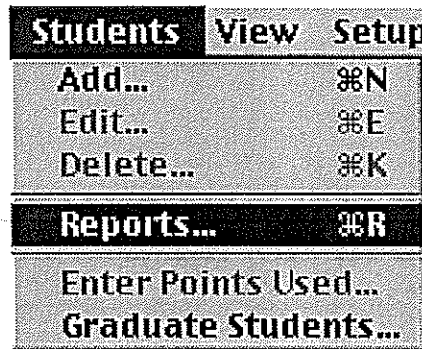
5. Click "OK" to continue.



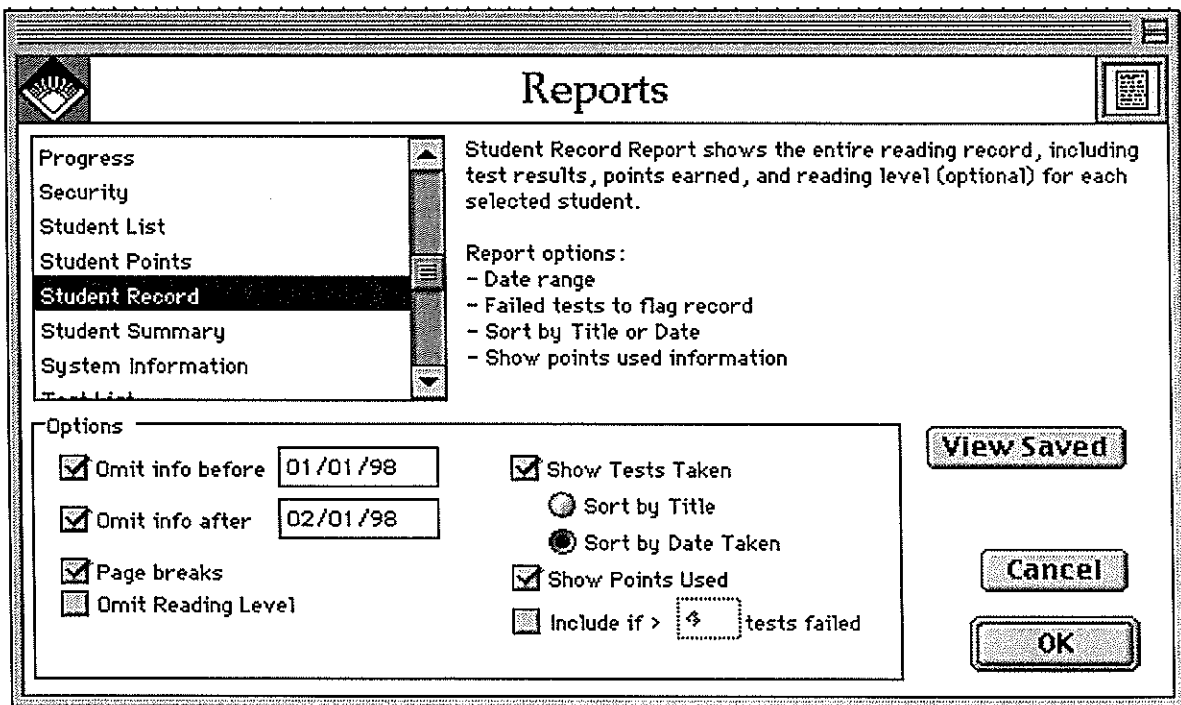
6. Select the desired student or students.



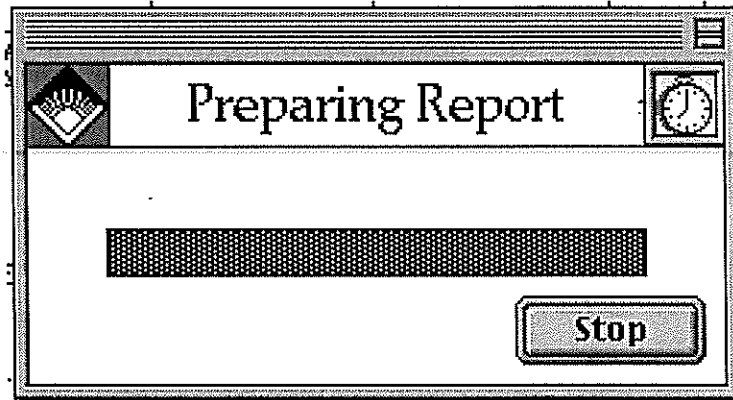
7. Go to the **Students** menu click, hold and drag to **Reports** and release.



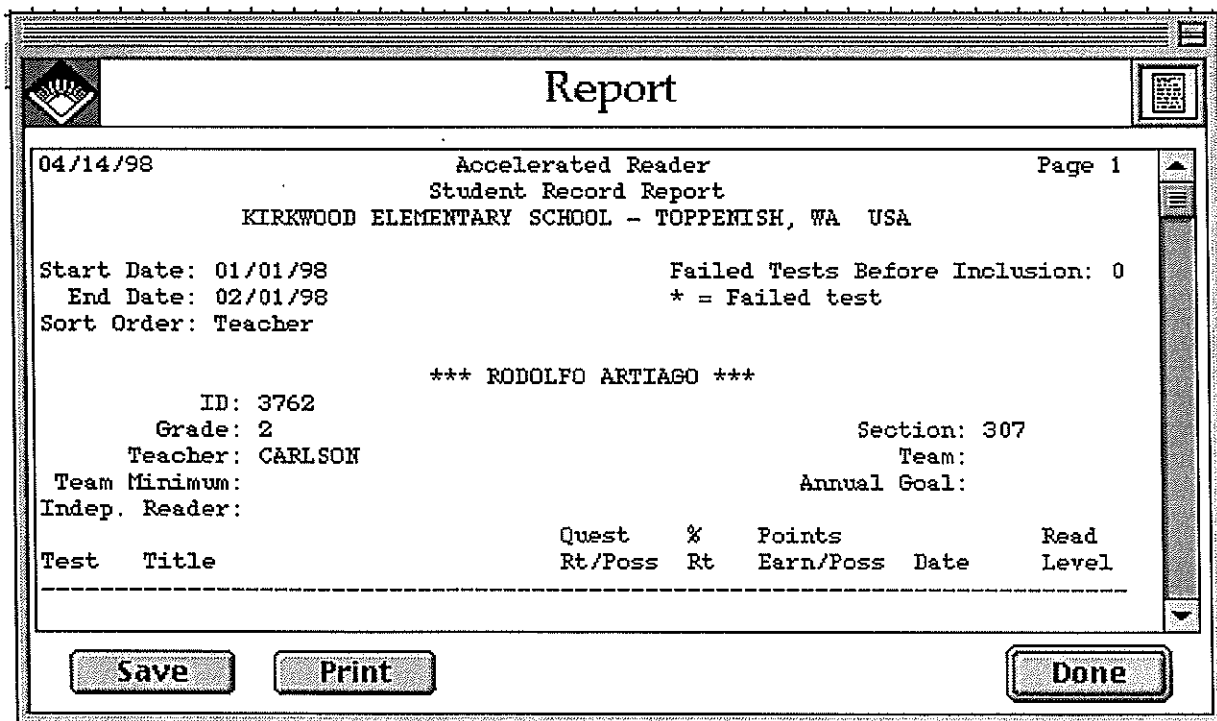
8. Select the **Student Record** from the sub menu and define the date range you desire under **Omit info before** and **Omit info after**. When you have defined your dates click "OK".



- This box will appear to show the progress of the report as it's being generated.



- The report will appear and you can read it on the screen or print it out. When you are finished click "Done" and you are finished.



# Key Reports

## **Student Summary**

The Student Summary report gives an overall view of classroom performance. All student names that have been selected are printed in alphabetical order by last name and a ranking of their Accelerated Reader success is provided in the far right column. Other columns include information about students' point totals, percentages of tests passed, average percent correct on tests and average reading level. This information is also given as class totals and averages at the bottom of the report.

This report can be customized as the teacher selects this type of report to be printed for any time period. Many teachers print it once a week in order to keep track of point totals and the average reading level of the class as a whole. This information is used in several types of management strategies and incentives available to the classroom teacher, which will be covered in another area.

Accelerated Reader  
Student Summary Report  
LINCOLN ELEMENTARY SCHOOL - TOPPENISH, WA USA

Start Date: 09/01/97  
End Date: 03/30/98  
Sort Order: Last Name

Student Name	Tests Pass	Test Pass%	Avg % Right	Points Earned/Poss	Avg Read Level	% Of Goal	Rank
	31	79.5	73.3	14.9/ 29.0	2.1	33.1	8
	39	75.0	73.5	18.0/ 27.0	1.8	48.6	7
	38	97.4	90.0	32.4/ 37.0	3.6	72.0	4
	44	81.5	75.6	34.9/ 58.5	3.0	77.6	3
	56	98.2	93.7	57.0/ 62.5	3.3	114.0	1
	9	45.0	48.0	3.4/ 17.0	2.2	9.2	10
	37	100.0	90.8	31.0/ 34.5	3.3	62.0	5
	83	94.3	88.9	56.4/ 71.5	2.8	125.3	2
	51	92.7	82.9	22.7/ 28.5	2.3	54.0	6
	9	75.0	75.8	6.9/ 17.5	2.7	18.6	9
	4	57.1	50.0	1.4/ 4.0	2.0	4.1	11
Report Totals	401	87.2	76.6	279.0/ 387.0	2.7		

\*\*\* Summary \*\*\*

-----  
Total number of students..... 11  
Average points earned/student.. 25.4  
-----

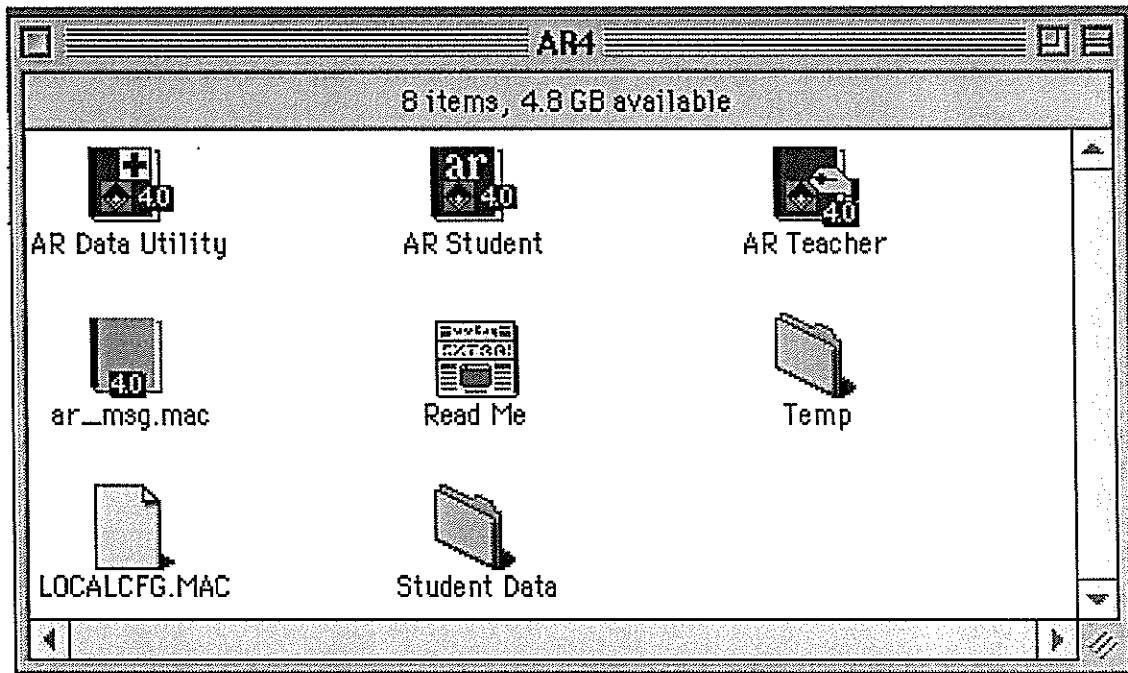


## Student Summary

1. Open the hard drive and the AR4 folder, by double clicking on the icons.



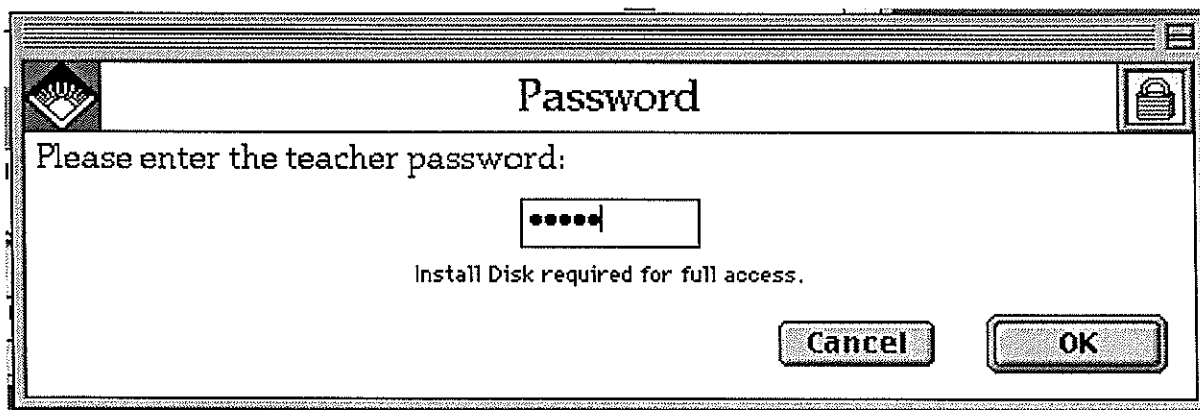
2. Open the AR Teacher program, by double clicking on the icon.



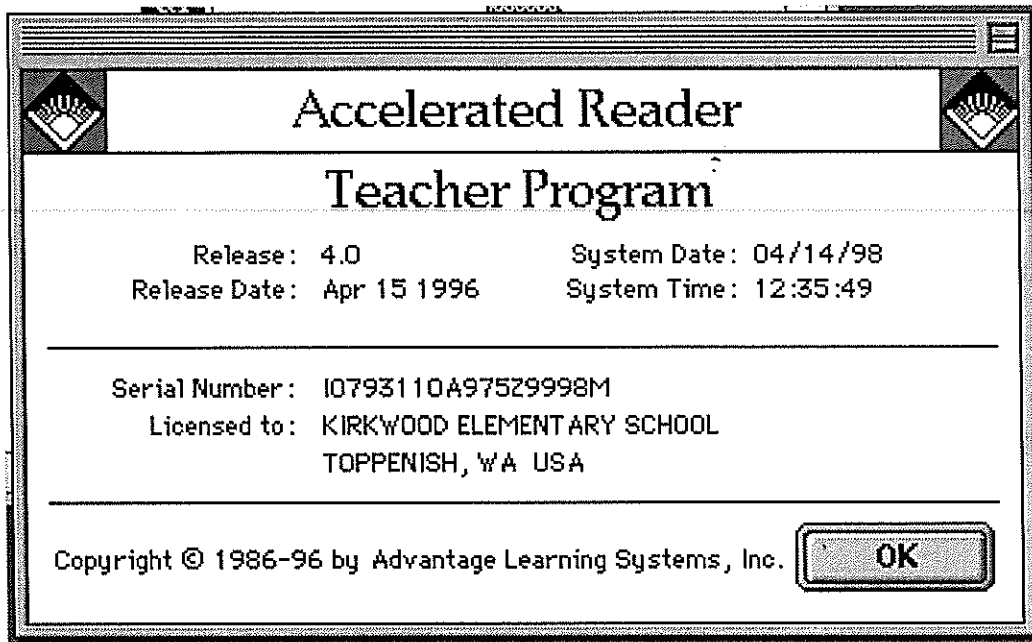
3. This screen will appear and quickly disappear.



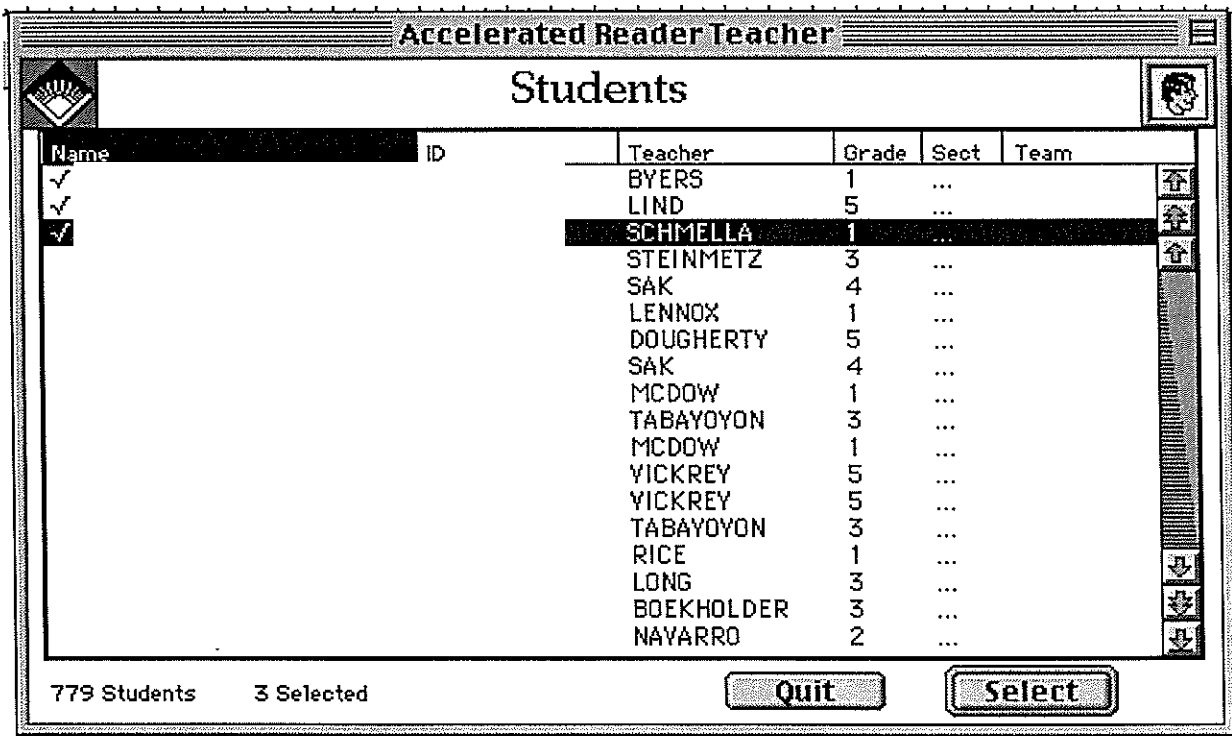
4. Put in password: and click the "OK" button.



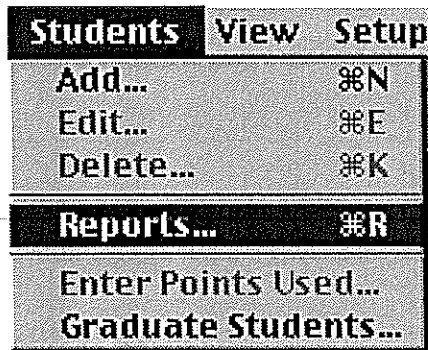
- Click "OK" to continue.



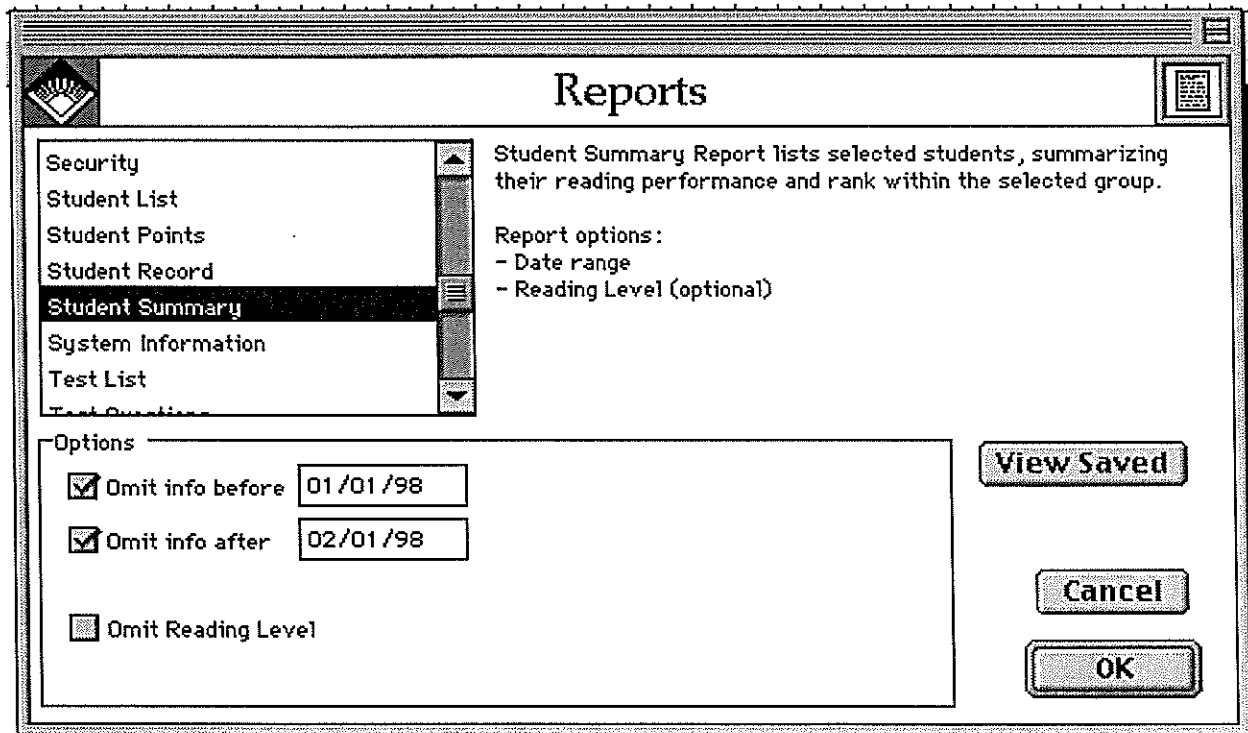
- Select the desired student or students.



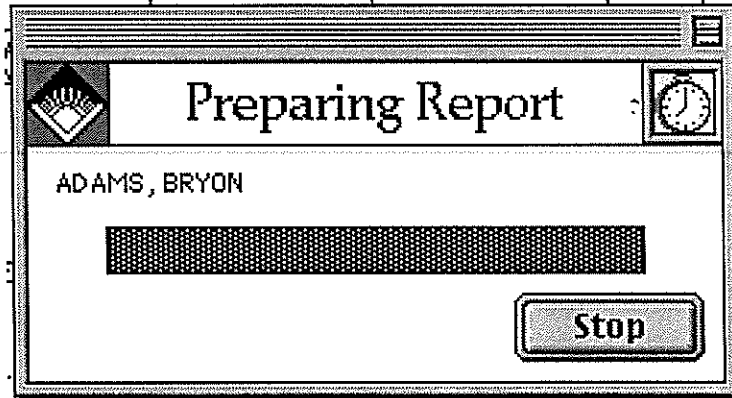
7. Go to the **Students** menu click, hold and drag to **Reports** and release.



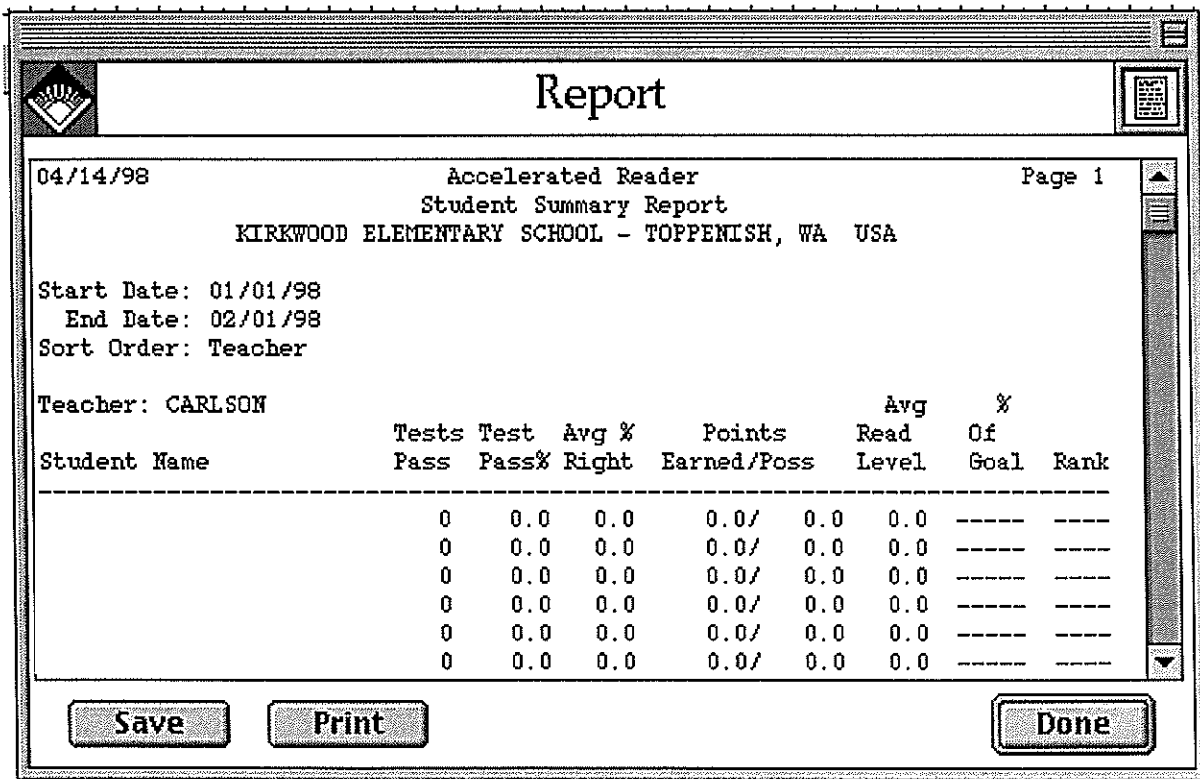
8. Select the **Student Summary** from the sub menu and define the date range you desire under **Omit info before** and **Omit info after**. When you have defined your dates click "OK".



- This box will appear to show the progress of the report as its being generated.



- The report will appear and you can read it on the screen or print it out. When you are finished click "Done" and you are finished.



# Key Reports

## **Student Points**

The Student Points report is a quick tool to use when students are ready to spend their points. This is especially helpful for buildings that do not have the Accelerated Reader Program on networked computers because the person responsible for managing the store is not able to immediately enter how many points a student has spent. It should be run just prior to students attending the Accelerated Reader store.

The printout lists all students' names that are selected to be printed and lists their current number of points earned and points available to spend. There is also a line for the person managing the store to write down how many points were spent. When the teacher gets that information back, she simply enters it into the computer and the Accelerated Reader Program will automatically deduct them from each child's record.

It is extremely important that students understand the difference between points earned and points available to spend, especially in the younger grades and if there are other types of

incentive programs set up based on their number of points earned. Many younger students will not readily comprehend that the amount of points they have earned will never decrease, rather it will only increase as they keep passing Accelerated Reader tests. However, the amount of points that they have available to spend will increase as they pass tests, and decrease as they spend them at the Accelerated Reader store.

Accelerated Reader  
Student Points Report  
LINCOLN ELEMENTARY SCHOOL - TOPPENISH, WA USA

Start Date: 09/01/97  
End Date: 03/27/98  
Sort Order: Last Name

Student	Points Earned	Points Used	Points Avail	Points Spent
	14.9	13.5	1.4	_____
	18.0	13.0	5.0	_____
	46.1	0.0	46.1	_____
	32.4	1.5	30.9	_____
	34.9	30.0	4.9	_____
	57.0	17.0	40.0	_____
	3.4	3.0	0.4	_____
	31.0	26.0	5.0	_____
	56.4	2.0	54.4	_____
	22.7	21.0	1.7	_____
	6.9	4.5	2.4	_____
	1.4	1.0	0.4	_____

\_\_\_\_\_  
Teacher Signature

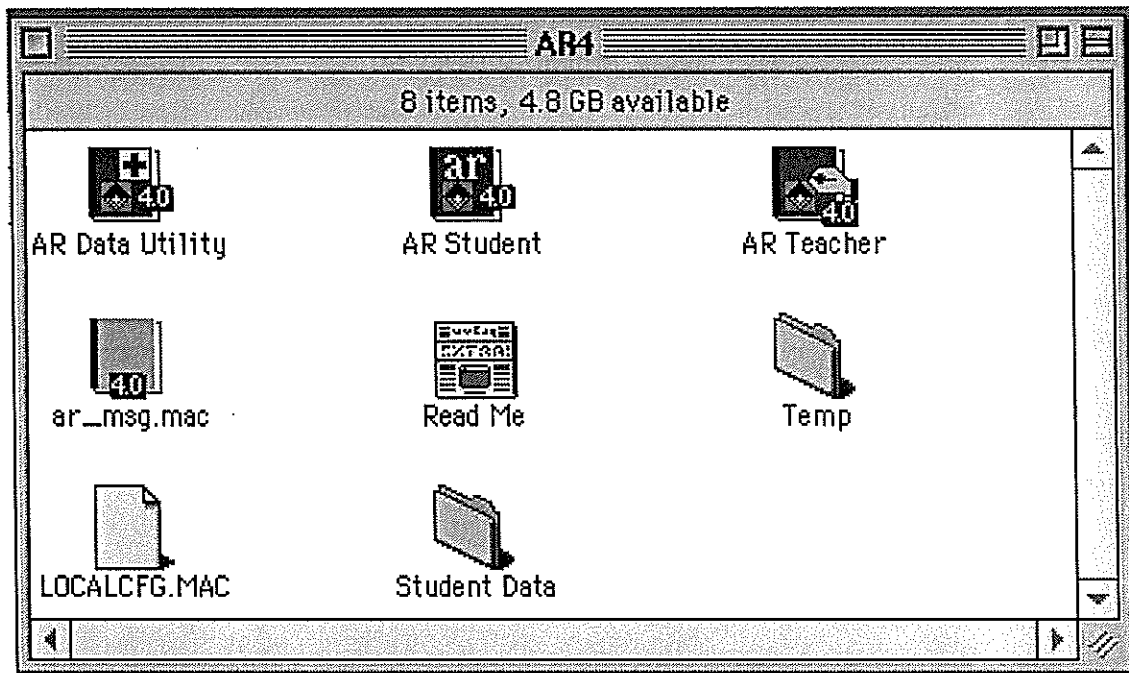


## Student Points

1. Open the hard drive and the AR4 folder, by double clicking on the icons.



2. Open the AR Teacher program, by double clicking on the icon.



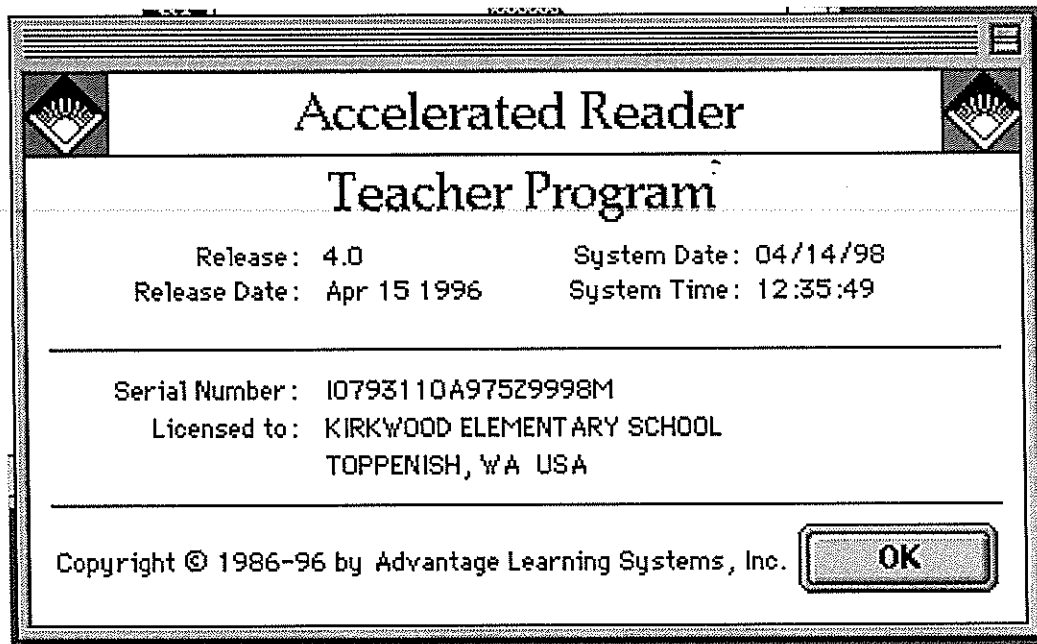
3. This screen will appear and quickly disappear.



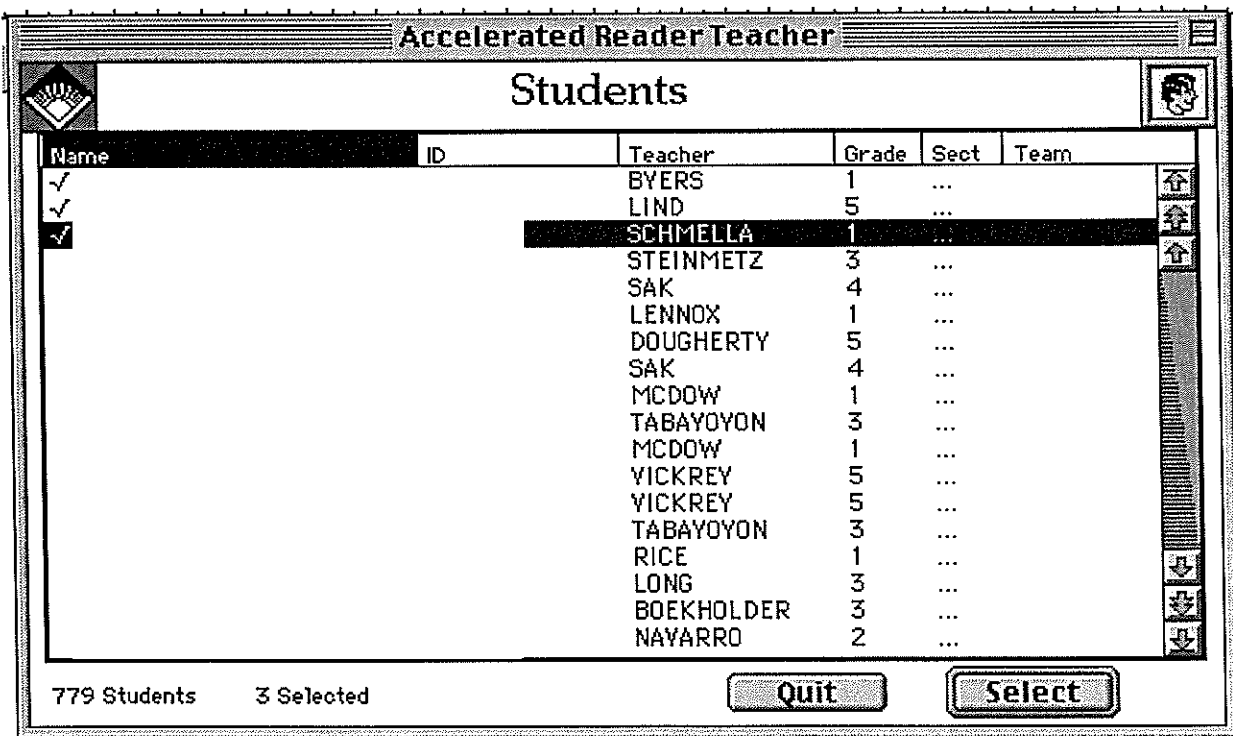
4. Put in password: and click the "OK" button.



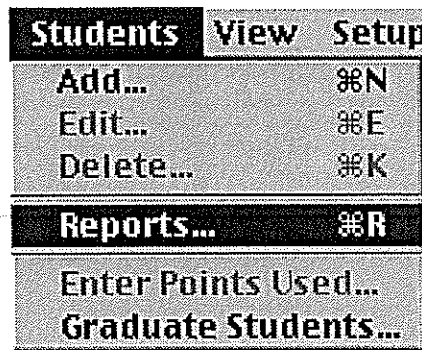
- Click "OK" to continue.



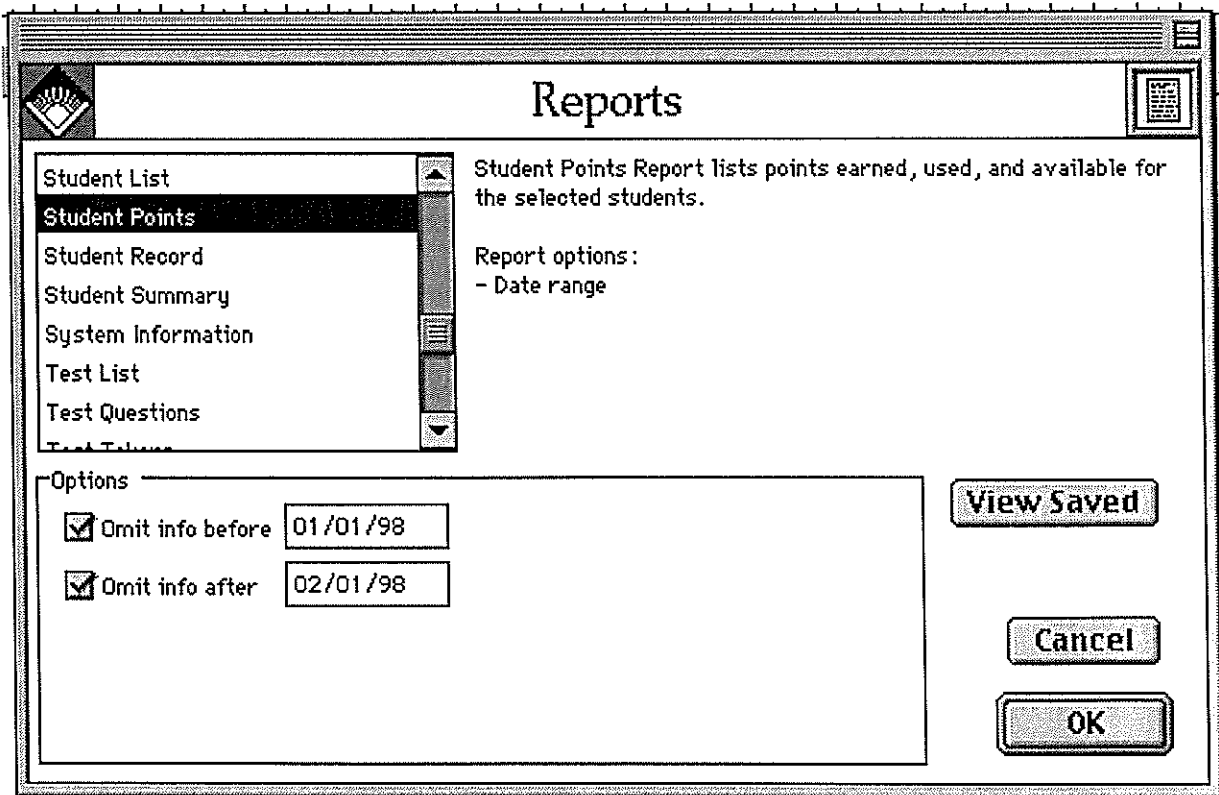
- Select the desired student or students.



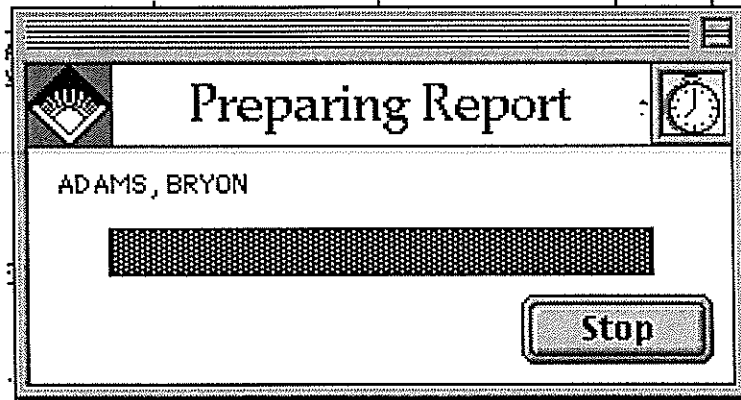
7. Go to the **Students** menu click, hold and drag to **Reports** and release.



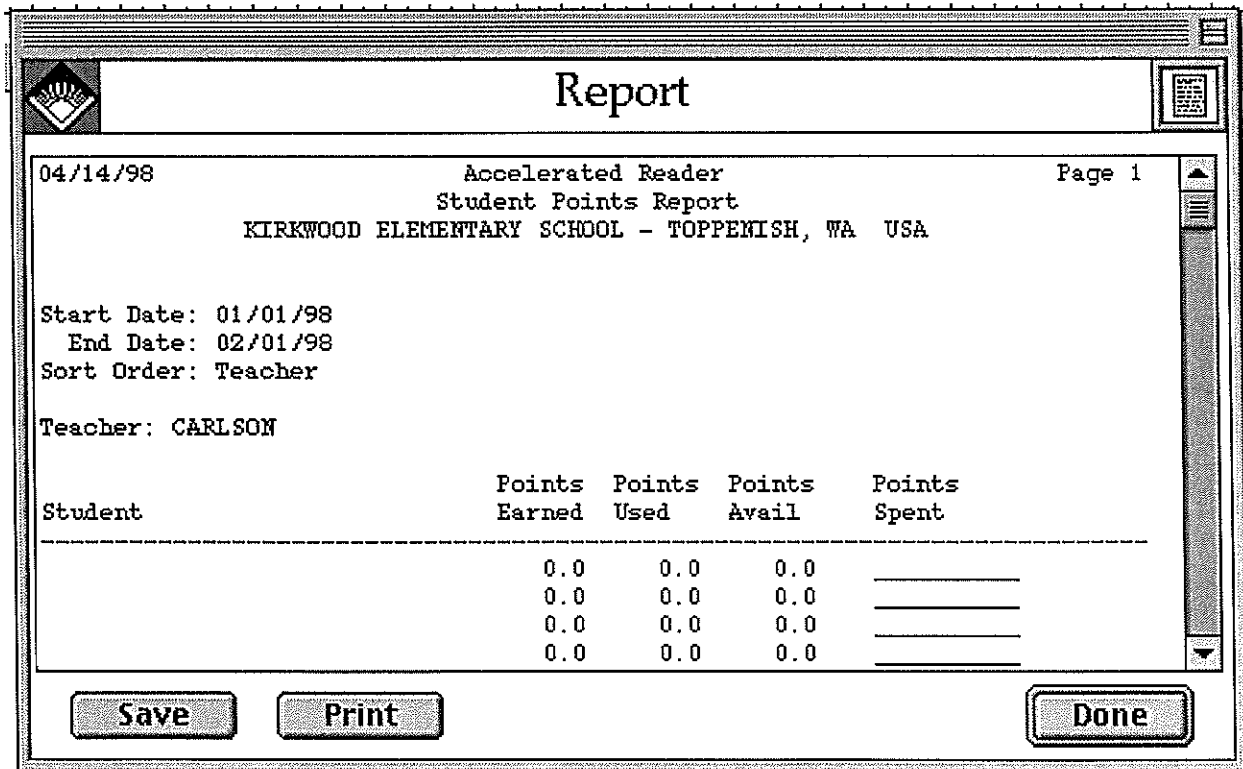
8. Select the **Student Points** from the sub menu and define the date range you desire under **Omit info before** and **Omit info after**. When you have defined your dates click “OK”.



9. This box will appear to show the progress of the report as its being generated.



10. The report will appear and you can read it on the screen or print it out. When you are finished click "Done" and you are finished.



# Reading Logs

The Student Reading Log is an essential part of the Accelerated Reader Program. Used during Sustained Silent Reading each day, the students keep an ongoing record of their reading. While students are reading, the teacher comes around the room and initials each Student Reading Log sheet. At that time, the teacher gives individual attention to each student and discusses their reading selection. The teacher may also choose to make a comment on the far right of the log. Using the information of the log teachers can intervene when they see that students are not performing well and assist the student in different selections of books or other intervention techniques.

When students receive a Student Reading Log, they put their Zone of Proximal Development (ZPD) Range at the top in fiction and nonfiction. This aids the student in selecting books that will help to improve the student's reading ability through challenge without frustration. This range can be found by using the point goals chart found in the incentives section.

There are two different types of reading logs, depending on the reading ability of the students. The Primary Reading Log has columns for date, test number, book title, author and level. There is also a column to check whether the book was read independently,

with someone or read to the student. This is important for the teacher to know so that they may assist the student by reading the test to or with the student if necessary.

Independent readers have a slightly different Student Reading Log. Along with the ZPD Range, students enter the title, reading level and points possible for each book. They also enter the date and pages read that day. There are columns for reading done in class and out of school. As with the Primary Student Reading Log, when the student has completed the book and taken an Accelerated Reader test the teacher then enters the percentage correct. The Accelerated Reader Program states that percentages that fall between 85% to 92% have the greatest impact on student reading ability. This range ensured that the students are reading at their level while still being challenged.

# Primary Student Reading Log



# Student Reading Log

## Goal-Setting Chart for Independent Reading

Grade Equivalent Score	ZPD		Point Values Expected from 60 minutes per Day of Independent Reading			
	Average	Range	WK	6 WKS	9 WKS	YR
1.0	1.5	1.0-2.0	1.7	10	15	60
1.5	2.0	1.5-2.5	1.9	11	17	68
2.0	2.5	2.0-3.0	2.1	13	19	75
2.5	2.8	2.3-3.3	2.3	14	21	84
3.0	3.1	2.6-3.6	2.5	15	23	90
3.5	3.4	2.8-4.0	2.7	16	24	97
4.0	3.7	3.1-4.3	2.8	17	25	100
4.5	4.1	3.4-4.7	3.2	19	29	116
5.0	4.4	3.7-5.1	3.5	21	32	125
5.5	4.8	4.0-5.5	3.9	23	35	140
6.0	5.1	4.3-5.9	4.2	25	39	150
6.5	5.5	4.6-6.3	4.6	28	41	164
7.0	5.8	4.9-6.7	4.9	29	44	175
7.5	6.1	5.1-7.1	5.3	32	48	192
8.0	6.3	5.2-7.5	5.6	34	50	200
9.0	6.6	5.3-8.3	6.3	38	57	225
10.0	6.9	5.4-9.1	6.9	41	62	250
11.0	7.2	5.5-9.9	7.6	46	68	275
12.0	7.5	5.6-10.7	8.3	50	75	300

This chart is a guideline only. It is based on data available as of the fall of 1997. Both grade-equivalent scores and book readability levels are approximations. Use your professional judgment to adjust ZPD ranges and point goals to match individual students, taking

into account such factors as a student's prior knowledge, appetite for challenge, interest, and need for variety. When moving students to higher ZPD levels, consider suggesting shorter books. For nonfiction, subtract 0.5 to 1 year from the ZPD ranges shown above.

# Sign Up Sheets

## **Test Taking**

The author recommends that students use a sign up sheet when they are ready to test on a book, especially when the computers are not networked and students are required to test on one specific computer. The sign up sheet can be done in several formats. The following are examples of some the author has used and found successful.





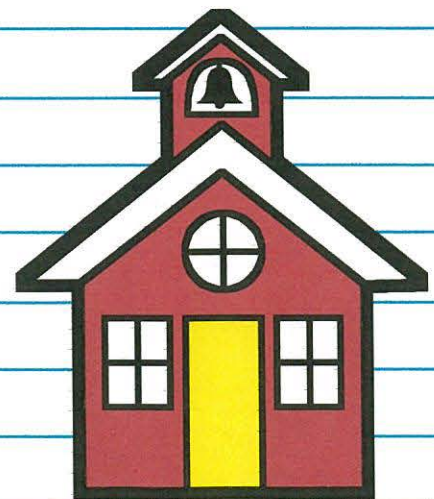
# Sign Up Sheets

## **Library Pass**

As soon as students have tested on an Accelerated Reader book, they will want to return it to the library for another. Many librarians have reported huge increases in book checkout after the Accelerated Reader Program is implemented. Therefore, each school will need to coordinate with their librarian to agree upon the procedures for student checkout. If a limited number of students from each room are allowed to access the library at one time, it is important to have a library pass sign up sheet. Students should always have an Accelerated Reader book readily available. The author uses the following example, but each teacher may individualize one to meet their own needs.



ACCELERATED  
READER  
SCHOOL-WIDE





# CLASSROOM INCENTIVES

- Student-Teacher Contract
- Accelerated Reader Book Pick of the Week
- Classroom Goal/Teacher Challenge

## Student-Teacher Contract

A Student-Teacher Contract is a great way for students to set goals for themselves for a specific time period. The author recommends that students keep these contracts in a visible location so that they can monitor whether or not they are performing up to their expectations.

Students fill in the top half of the contract including the number of points they expect to earn weekly, percentage correct and any other goals they have. Other goals may include things such as reaching a higher reading certification level or passing a set number of chapter book tests. After students have filled out their goals, it is dated and signed by both the student and parent. When the student brings the sheet back with a parent signature, the teacher can fill out the bottom half of the contract. This section states that the teacher agrees to assist the student in reaching these goals and conference with them at the end of the time period.

# Accelerated Reader Student - Teacher Contract

Student name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Tested reading level \_\_\_\_\_

Contract for time period beginning \_\_\_\_\_ and ending \_\_\_\_\_

I will try to the best of my ability to achieve the following Accelerated Reader reading goals for the time period stated above.

Points per week \_\_\_\_\_

Percent correct \_\_\_\_\_

Other goals: \_\_\_\_\_

Book reading level (recreational reading level):

Fiction \_\_\_\_\_ Non-fiction \_\_\_\_\_

I will conference with the teacher at the end of the time period and new goals will be set.

Signed: \_\_\_\_\_

(Student)

\_\_\_\_\_  
(Parent)

Date: \_\_\_\_\_

## Teacher Commitment

I will help \_\_\_\_\_ to become successful at achieving the above-stated goals. I will also conference at the end of the time period and help set new goals.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# Accelerated Reader Book Pick of the Week

One way for students to share what they have been reading in a variety of ways with their classmates is through the Accelerated Reader Pick of the Week. A set number of students are selected every other week by the teacher to be a book critic for the Accelerated Reader book of their choice. The following is an example of a letter that each student receives upon being selected to be a book critic. The style of report of the student's choice is then posted on the bulletin board either inside the classroom or library.

# CONGRATULATIONS!!

You, \_\_\_\_\_, HAVE BEEN CHOSEN TO BE ONE OF THIS WEEK'S ACCELERATED READER PICKS OF THE WEEK CRITICS. PLEASE

MAKE SURE YOU ARE READY WITH A REPORT ON THE AR BOOK OF YOUR CHOICE BY FRIDAY AND HAVE A PHOTOCOPY MADE OF THE COVER.

REMEMBER, YOUR REPORT CAN BE ANY STYLE YOU WANT. HERE ARE JUST A FEW IDEAS:

- A PARAGRAPH ABOUT THE CHARACTERS AND PLOT OF THE STORY
- AN ADVERTISEMENT SELLING THE BOOK
- A STORY WEB
- A DRAWING OF ALL THE CHARACTERS WITH CAPTIONS ABOUT THEIR CHARACTERISTICS
- A POEM ABOUT WHY YOU LIKE THE BOOK
- A LIST OF REASONS SOMEBODY SHOULD READ THE BOOK

PLEASE USE AN 8 1/2" x 11" PIECE OF PAPER, EITHER BLANK OR LINED. ALSO, REMEMBER NOT TO GIVE AWAY ANY OF THE SURPRISES OR SPECIAL PARTS OF THE BOOK THAT THE NEXT READER WILL WANT TO ENJOY ON THEIR OWN. IF YOU NEED ANY ASSISTANCE, I WILL BE GLAD TO HELP YOU DURING RECESS OR AFTER SCHOOL.

\_\_\_\_\_  
YOUR SIGNATURE

\_\_\_\_\_  
TEACHER'S SIGNATURE

\_\_\_\_/\_\_\_\_/\_\_\_\_  
TODAY'S DATE

\_\_\_\_/\_\_\_\_/\_\_\_\_  
DATE DUE

## Classroom Goal/Teacher Challenge

A classroom goal is one of the easiest and most effective incentive techniques to use. Using the information on the following Points Goal Chart, a teacher can find the expected number of points per week, grading period, or year for the class based on their average reading level. However, the teacher must remember that the number of points expected is based on a classroom that provides 60 minutes of reading practice daily. If the teacher is providing a fraction of that, she must make the mathematical adjustments.

When the point goal is determined, it is then up to the classroom to reach it. One easy, visual way to chart the classroom's progress toward the goal is to keep a points thermometer displayed in the room. The teacher needs to update the point total and add to the thermometer at least once a week to keep the students' interest alive. This total can be found with the At-Risk Report, Student Summary Report, or Student Points Report.

Another easy way to add an incentive for working together toward the classroom goal is for the students to challenge the teacher. Depending on the age level of the class, students can list and vote on something their teacher would be required to do or perform

once they meet their goal. Some popular suggestions are to kiss a pig, dress like a clown for a day, throw a pizza party, or cancel homework for a week. The possibilities are endless!

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# MANAGEMENT

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- Library Procedures



# Library Procedures

Many librarians have noticed a tremendous increase in book checkout rates once the Accelerated Reader Program is implemented, some as much as 300 percent. Therefore, a system for easy access and checkout needs to be in place. This will save time for the student and help the library teacher be able to remain with the scheduled classes as well as help the students check out Accelerated Reader books.

The first priority in the library needs to be all day access. Especially in the early grades when students are reading several picture books per week, they will need to be able to exchange their Accelerated Reader books as soon as they have tested. The library should be accessible during all class periods. There should also be time periods before and after school for students to check out books.

When implementing a new reading program that involves extended library access, there needs to be established rules. Each school and library specialist would need to decide on the rules specific to their building. The following sample page is a list of rules that the author's building agreed upon with the aid of the librarian.

Another management tool that works well with younger

students is to have the books color coded by reading level. Each level would have its own distinct color recognizable by a colored sticky dot fastened to the binding. The following sample page shows an example of the color coded levels. A large poster of the color codes needs to be displayed for easy viewing near the Accelerated Reader book shelves.

Also on the color coded dot is the exact reading level and points available for that selection. For example, a yellow dot may have the information RL 2.3, P .5. This would mean that the reading level is a 2.3 and is worth .5 points. Having this information on the book will save a lot of time for the teacher, librarian and student because they will not have to access the computer for it.







# ACCELERATED READER LIBRARY RULES

1. Students must have an AR Library Pass to come to library during classroom hours.

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2. Student must be quiet in halls and in library.
3. Student may check out only 1 AR book at a time.

## ACCELERATED READER COLOR CODES

-  = Level 1
-  = Level 2
-  = Level 3
-  = Level 4
-  = Level 5
-  = Level 6, 7, 8

## Library Check Out

A very important time saver for the librarian is a simple check out sheet specifically for Accelerated Reader books that all age levels will be able to use. Students need to be trained early in the year on the information that needs to be provided for check out. After that, students will be able to enter the library to return their AR book and check out a new one without the assistance of the librarian. Each library will have their own set of codes and such needed for checkout, the following is a sample of one that can be edited as needed.



# INCENTIVES

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- Point Clubs
- Reading Store
- Reading Certification Levels
- School Wide Goal/Principal Challenge

## Point Clubs

Point clubs build on the fact that young children enjoy the sense of belonging that comes from being a member of a special group. By having point clubs, we can help fill this need while recognizing and motivating student reading achievement.

The point clubs need to be displayed on an AR bulletin board or "Reading Wall of Fame" in a prominent place. When a student has earned 5 points, her name will be placed on the list for the 5 Point Club. Students can also receive a button to wear and special recognition from their classroom teacher. This can be in the form of a classroom announcement, special treat or anything that teacher chooses. A sample button design for the 5 point club is provided.

Names should be announced over the intercom and posted in a weekly newsletter of students that join new point clubs each week. For instance, if Johnny earns 5 points one week, he will get a button, name displayed on Wall of Fame, published in the newsletter, and be announced over the intercom along with some kind of classroom recognition. His name will remain on the Reading Wall of Fame, but it will not be announced or posted in Monday note again until he earns enough points to advance into the 10 Point Club.

Clubs can be made at any point level agreed upon by the staff. One example for a K-5 school is to set clubs at 5, 10, 25, 50 and 100 points. Starting the clubs at a low number will increase involvement from students that may otherwise see little reason for attempting to reach a club based on past failures with reading. Setting a low number for the first point clubs will allow those students to gain success more easily.





## Reading Store

One of the most widely adopted motivational strategies used with the Accelerated Reader Program is the Reading Store. Students shop at the store once every other week during specified times. They can spend their reading points on merchandise or prizes they want. The store concept, tied to reading points, has been proven to be a powerful motivator.

When students come to shop, they come by class. The teacher brings a copy of the Student Points Report, which shows the number of points each student has available to spend. As students spend their points, the store staffer writes in the number of points each student spent on their "shopping trip". This report is then used by the teacher to update the student point reports on the computer.

There should be items in the store ranging from 1/2 point up to 100 points. These items should be on display somewhere in the school so the students can see what is available and points required to purchase them. Teachers should encourage students to plan their purchase beforehand. If students know what they are going to buy, it will make the process much quicker.

A good rule to follow in assessing point value to items is for every 10¢ spent on the item, 1 Accelerated Reader point is allocated. For example, an item that cost \$1.00 to purchase would have a value of 10 points in the store. However, larger items that hold a lot of interest for the students, such as a mini boom box that cost \$5.00, might have a price of 100 points in the AR store.

Another good management tool for older grades to use is Accelerated Reader checks and register. The following sample shows one way a check can be designed and then recorded into a check register. This would strengthen mathematical skills while making students responsible for tracking their spending.



Mrs. Wendy Clark  
Lincoln Elementary  
Room 12

# 01

Date \_\_\_\_\_

Pay to the order of \_\_\_\_\_  Pts.

Points

Accelerated Reader Bank  
Lincoln Elementary  
Room 12  
Toppenish, WA 98948

For \_\_\_\_\_

Account # 102970 012



Mrs. Wendy Clark  
Lincoln Elementary  
Room 12

# 02

Date \_\_\_\_\_

Pay to the order of \_\_\_\_\_  Pts.

Points

Accelerated Reader Bank  
Lincoln Elementary  
Room 12  
Toppenish, WA 98948

For \_\_\_\_\_

Account # 102970 012



Mrs. Wendy Clark  
Lincoln Elementary  
Room 12

# 03

Date \_\_\_\_\_

Pay to the order of \_\_\_\_\_  Pts.

Points

Accelerated Reader Bank  
Lincoln Elementary  
Room 12  
Toppenish, WA 98948

For \_\_\_\_\_

Account # 102970 012

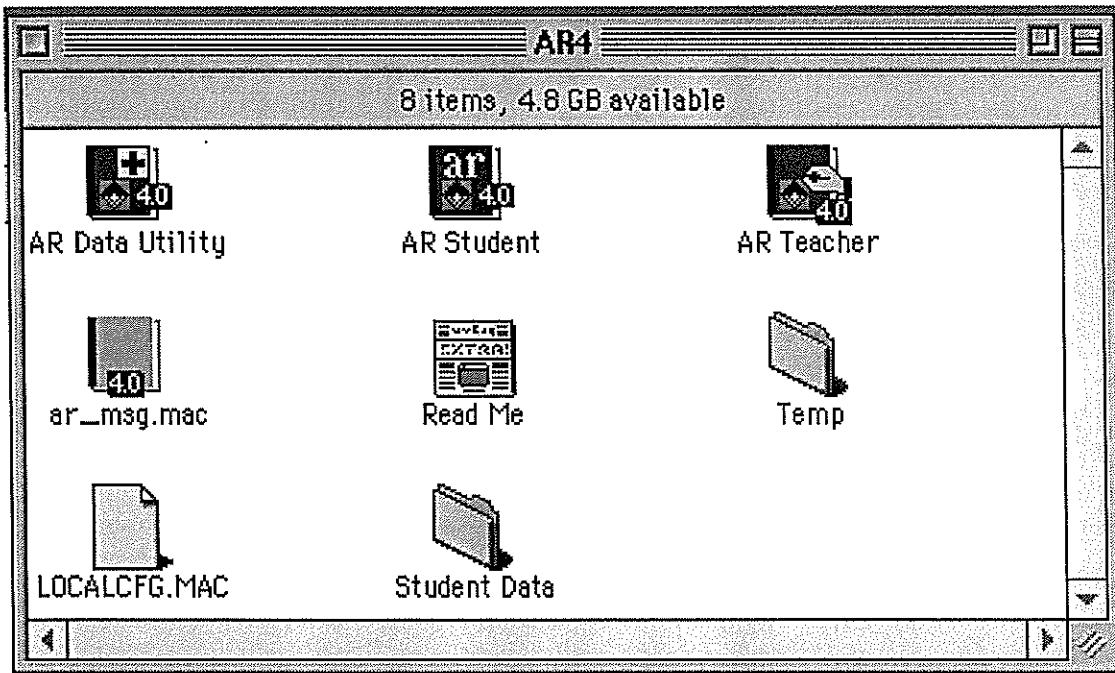


## Reading Store - Entering Points Used

1. Open the hard drive and the AR4 folder, by double clicking on the icons.



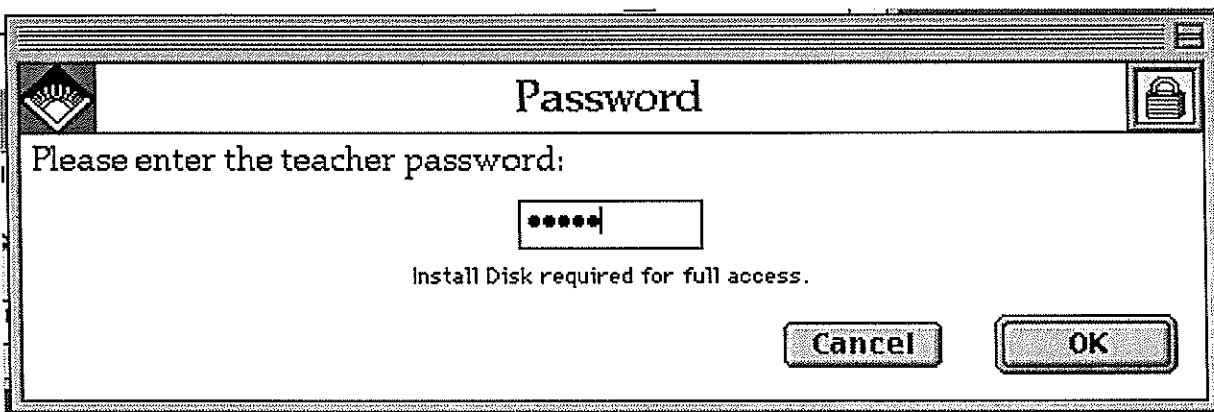
2. Open the AR Teacher program, by double clicking on the icon.



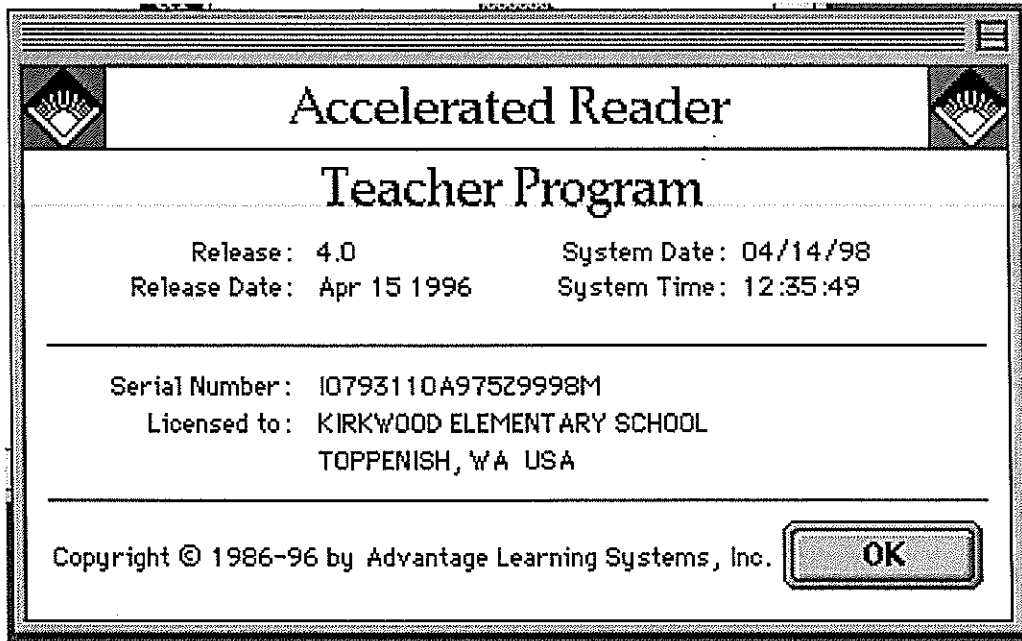
3. This screen will appear and quickly disappear.



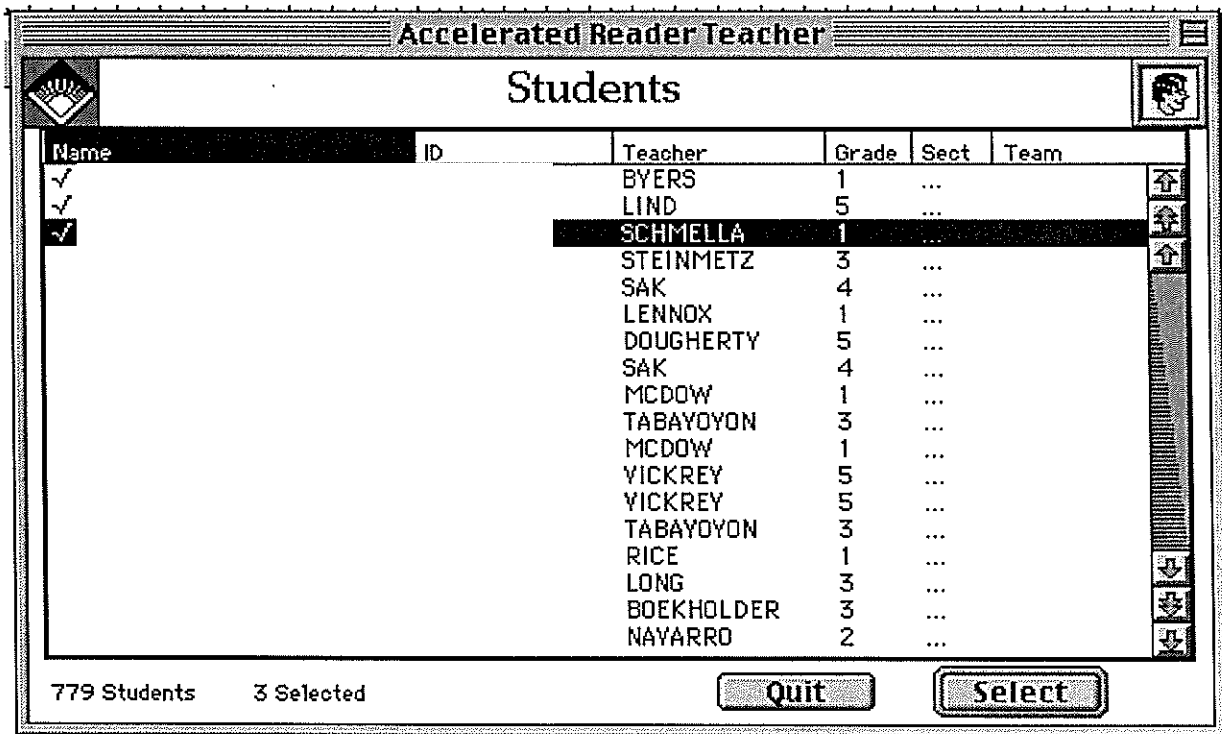
4. Put in password: and click the "OK" button.



- Click "OK" to continue.

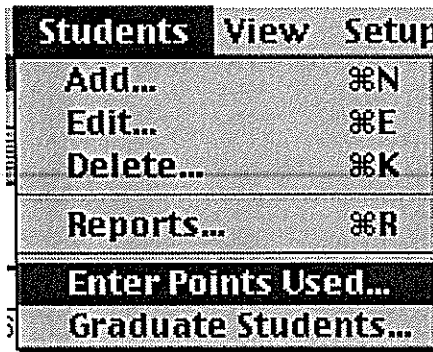


- Select the desired student or students.





7. Go to the **Students** menu click, hold and drag to **Enter Points Used** and release.

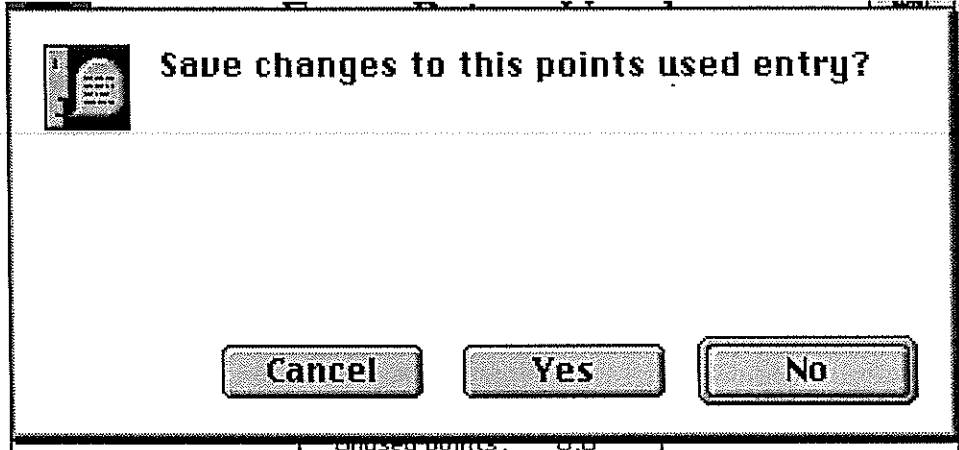


8. Enter the points Used and the correct date and click **Done**.

The dialog box is titled 'Enter Points Used' and contains the following fields and controls:

- Points for JAMES ELI
- Points Used:
- Date:
- Totals section:
  - Since: N/A
  - Points earned: 0.0
  - Points used: 0.0
  - Unused points: 0.0
- Buttons: 'Hide Totals', a left arrow, 'Cancel', 'Done', and a right arrow.

9. Click yes, if the information you entered is correct or no, if you would like to reenter the information. You are now finished entering points.



## Reading Certification Levels

Like point clubs, certification recognizes certain achievement milestones and provides a student a ready-made goal for his or her reading activity. However, rather than linking the milestones solely to point levels, reader certification highlights significant stages in the student's development as a reader.

The three levels should also be posted on the Reading Wall of Fame. When students enter into one of the levels, they can receive a special certificate and personal congratulations from the principal, ideally at an assembly or other school gathering. The three levels are described further and will also be explained on the Wall of Fame.

- A student is considered an **Independent Reader** when she or he reads three books and passes the tests on them entirely on her or his own, and has accumulated 10 points.

- A student has reached the **Advanced Reader** when he or she has read three books rated at two points or better entirely independently, and accumulates 20 points.

- A student achieves **Classic Reader** when he or she has read three books rated at 10 points or more, at a 7th grade or better reading level.

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At the K-5 level, it shouldn't be expected that many will reach the Classic Reader level. The major thrust will be to get students to the Advanced Reader level, especially in the higher grades.

## School Wide Goal/ Principal Challenge

As stated in the classroom incentives section, setting a group goal can be a very effective way to motivate students. Setting a school wide goal following the same guidelines in the former section and keeping the total posted in a prominent place of the school, preferable next to or a part of the Accelerated Reader Wall of Fame, can incite students into reading more books to earn the points needed for the goal.

The added fun of a challenge for the students related to the goal can be done school wide also with a Principal Challenge. Once the students reach the agreed upon goal, the principal must perform some zany act in front of the student body. Examples other than those given in the classroom section include dressing in the most outrageous costume available and sitting on the school roof for a portion of the day, holding a school wide play day, sponsoring a barbecue picnic for all students, or having the top point earners throw a pie in the principal's face. Just ask the students, they'll have plenty of great ideas.