

AR 360[™] Implementation Guide

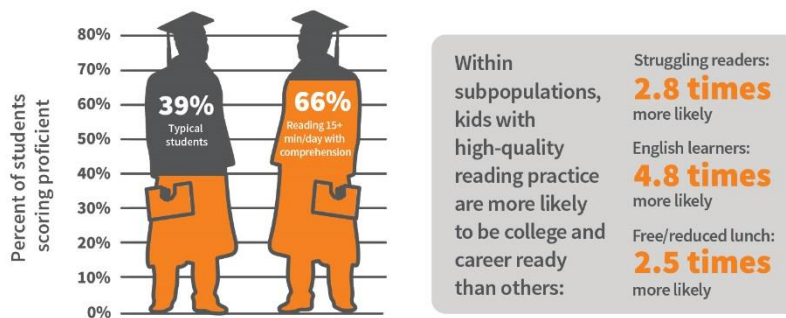
Learn. Practice. Grow.

When students leave high school, they walk into the wide world of reading. To succeed in life, they need to handle all kinds of texts, from the weekly news stories to classic works of literature to IRS tax forms. That's what rigorous standards are about—getting kids ready to be good college students, good workers, and good citizens. And that's what the latest version of Accelerated Reader—AR 360—is about, too.

AR 360 has two components: instruction and guided practice. In our everyday world, we understand how complementary these components are. If we want to shine on a basketball team, we need a coach to teach us ball-handling skills. Then we log hours of practice and game time. The same is true for reading. You must deliberately teach your students how to closely read a text to identify a main idea, make an inference, analyze an author's craft, and apply a host of other strategies. Then, to develop proficiency, they must practice these strategies during authentic reading experiences.

And they must practice wisely—the right things, at the right level, and in the right way. A way that brings them a sense of accomplishment, accelerated growth, and the desire to keep learning.

Students reading 15+ minutes/day with comprehension are on track to meet CCR benchmarks



Source: Renaissance Learning[™] Accelerated Reader 360[™] database, 2014–2015 school year.

LET'S GET GOING

On the following pages, we explain the basics of an effective AR 360 implementation. If you are new to AR, this information will get you off to a good start. If you have been using AR for years, you will discover exciting new capabilities that will enrich your literacy program and energize your students.

And remember, we are here to help. Schools that achieve the levels of growth described above monitor how well they are using AR and look for ways to improve. We offer a variety of professional learning opportunities to support you in this endeavor. Contact your Renaissance representative or call (800) 338-4204 for information.



Four Steps to a Reading Practice Program That Works

PROVEN PRACTICE FOR GROWTH AND COLLEGE AND CAREER READINESS

Accelerated Reader rests on the fundamental principle that if you give students a sufficient amount of practice reading books they choose themselves at a level that is right for them, students will learn to love reading, their reading skills will grow, and they will be better prepared for college and careers. This principle is supported by hundreds of research studies. But in today's busy classroom, who has time to personalize reading practice in this way? This is where Accelerated Reader steps in. It recommends a range of reading levels appropriate for each student. With short quizzes, it checks students' comprehension of what they read. And it provides data that tells you how much and how well students are reading so you can make adjustments to their practice and maximize growth. Moreover, with Accelerated Reader, you set growth goals with your students that are realistic for them as individuals. We have found that when you give students successful and rewarding encounters with books, allow them to share responsibility for their progress, and make their success visible, they get excited about reading and want to read more. Follow these steps to set your students on this course.

DAILY CHECKLIST

- ❑ **Set aside 20 to 30 minutes for guided independent reading practice.** Put it in the class schedule and make it a priority.
- ❑ **Give students ready access to your class or school library** so they can quickly select their next book.
- ❑ **Have students record what they are reading,** pages read each day, their quiz scores, and their progress toward personalized goals on a student reading log. This makes it easy for you to monitor their work during a daily check-in. Go to software Resources for reproducible logs.
- ❑ **Briefly check in with students** while they are reading and review reading logs. Is each student reading at the right level of difficulty (the "ZPD")? Is the student reading at a good rate? Is the student comprehending what he or she is reading?
- ❑ **Make sure students take quizzes within 24 hours** of finishing a book. This ensures you're assessing comprehension and not memory.
- ❑ **Review a student's quiz data and progress toward goals** as soon as the student finishes a quiz. Catch problems early and offer guidance on the next book choice.

LEARNING TAKES PRACTICE. IT'S THE ROAD FROM GOOD ENOUGH TO FULL POTENTIAL. ANYONE CAN GET THERE, EXPERTS SAY, IF THEY PRACTICE WITH HEART AND DEDICATION.



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[A Tool for Meeting Rigorous Standards Check In with Students Daily](#)



For software instructions, click the question mark in AR 360.

STEP 1: READY, SET, READ

Just about everything goes more smoothly when we do a bit of preparation. Below are essential tasks for getting your reading-practice program off to a good start. If you are already using AR but want to energize your implementation, check to see if you have all of the following in place.

Get Your Classroom and School Ready	Get Your Students Ready	Get Yourself Ready
<p>Schedule a set time for reading practice, schoolwide if possible.</p> <p>Develop a pass system for going to the library.</p> <p>Label school and class library books with their ATOS (difficulty) level or Lexile® measure, interest level and point value.</p> <p>Assemble enough computers and mobile devices so students can quiz within 24 hours of finishing a book.</p>	<p>Test students with STAR Reading or another reading assessment and identify their ZPDs—their individual reading ranges. (See details below.)</p> <p>Explain how AR works and why individualized practice is important.</p> <p>Make sure students know their ZPD and personalized goals and write them on their log.</p> <p>Teach students how to maintain their reading log and how to take quizzes.</p>	<p>Take a few quizzes so you know how they work and can teach students how to quiz.</p> <p>Learn key concepts for guiding students to books (see below).</p> <p>Plan routines for settling down to read, asking to take a quiz, going to the library, and sharing quiz results.</p> <p>Primary teachers: Find older students or adult helpers to read to emergent readers.</p>

STEP 2: PERSONALIZE PRACTICE

Important Terms and Ideas

ZPD (zone of proximal development). The level at which optimal learning takes place—neither too hard nor too easy. Look for a range of levels within which a student can average 85% to 95% on quizzes.

ATOS BOOK LEVEL. Text difficulty as measured by the ATOS readability formula. This measurement is based on sentence length, word length, and vocabulary grade level. It does not reflect the suitability of the content. AR can also report text difficulty with Lexile measures.

INTEREST LEVEL. The age group for which a book is appropriate, based on its themes and ideas.

LG = Lower Grades, K–3
 MG = Middle Grades, 4–8
 MG+ = Middle Grades Plus, 6 and up
 UG = Upper Grades, 9–12

POINTS. A measure assigned to each book based primarily on its length. Points make it easy to see how much reading practice a student has successfully completed; they do not reflect a book's literary value. If a student reads a 10-point book and scores 100% on the quiz, the student acquires 10 points. If the student scores 90%, the student acquires 9 points, and so on. On most quizzes, a student must score at least 60% to earn any points.

USE THE SOFTWARE TO IDENTIFY ZPDS AND SET GOALS

1. Test independent readers with STAR Reading.
2. Go to the Reading Practice Goals page in AR. After you select a marking period, the software will suggest a ZPD for each student.
3. Set an average-percent-correct goal. (To start, we recommend the default goal of 85% for all students.)
4. Select the number of minutes you provide every day for dedicated independent reading practice.
5. The software then looks at each student's STAR score, the amount of time you provide for practice, and the length of the marking period, and recommends personalized point goals. These are based on extensive research that tells us how much reading, as measured by points earned, students of different reading abilities can accomplish within various amounts of time and achieve growth.

Learn more from Renaissance-U



[Set a Point Goal](#)
[Practice Setting Point Goals](#)

6. Set a book-level goal near the low end of the ZPD to give students flexibility when choosing books.

Don't have STAR? To identify ZPDs and point goals, use GE scores from any reading assessment and the [Goal-Setting Chart](#).

STEP 3: USE DATA TO MONITOR PROGRESS

The ultimate goal of reading practice is greater reading achievement. The goals you set each marking period for average percent correct, points, and book level help ensure students meet that important goal. But simply *setting* goals is not enough. You and your students must monitor their progress *toward* those goals to make sure they succeed and grow. See Help for instructions on how to access data onscreen and with reports.



After students take a quiz, have them write their score on their log. Then direct them to the **Progress** page. Have them record their progress data on the **reading log** as well so you both can view it during the daily check-in.

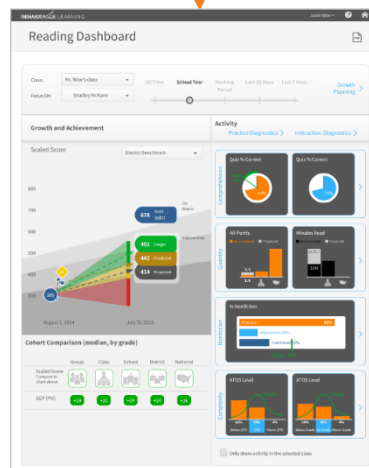
The gauges on the **Reading Dashboard** give you an at-a-glance view of a student's data.

Student Reading Log—With Goals and Progress

Name: **Matthew Bailey** ZPD: **2.6-3.6** Class: **Ms. Adams**

Goal: Average Percent Correct: **85%** Points: **7.6** Average Book Level: **2.6**

Quiz No.	Title	Book Level	Points	Date	Score	Teacher	ATOS BL	Points	% Correct	ATOS BL
105257	The Real Thing	2.6	5	10/25	5-5	5				
				10/26	6-12	6				
				10/29	12-17	5				
				10/30	18-23	6				
				10/31	24-29	3	100%	93.3%	3.7	Y 2.9
25459	Alibi	2.7	5	11/1	1-6	6				
				11/2	7-14	8				
				11/14	15-21	7				
				11/15	22-24	3	100%	96.0%	4.2	Y 2.8



Diagnostic Report—Reading Practice

School: Lake View School

Report Options:
Reporting Period: All Demographics (Default)
Quiz Language: Report on both English and Spanish quizzes
Group By: Class
Filter Student Quizzes: No

Class: Language Arts 5th Hour
Teacher: Garcia, Marlene

Student	Quiz Code	Percent Taken	Goal	Actual	Points	Engaged	Book Level	Certification
Abel, Emily	7	7	85	94.3	20.5	34.2	100.0	62
American, Melissa	4	4	85	95.7	17.0	12.3	100.0	80
Choi, Spencer	4	4	85	71.1	8.8	11.3	100.0	91
Jaramila, Estelita	5	5	85	88.0	12.5	12.5	100.0	100
Kennedy, Arthur	2	4	85	62.5	8.8	2.0	30.7	62
Lombard, Victoria	3	3	85	86.3	8.8	8.8	100.0	94
Reid, Nathan	4	4	85	91.4	10.6	8.8	94.3	100
Robinson, Tara	6	6	85	88.0	14.0	14.0	100.0	94
Wells, Jennifer	5	10	85	74.0	8.8	11.7	100.0	88
Average	5	5	85	82.1	12.8	94	90	30.4

Diagnostic Code Summary

Number of Students	Percent of Students	Code	Description
0	0%	A	No quizzes taken during period
2	22%	B	Low average percent correct (70% to 79%)
2	22%	C	Very low average percent correct (below 70%)
1	11%	D	Low points earned, less than 10 median points (0 median = 5.0 points)
0	0%	E	Low percent correct with above median points (median = 11.7 points)
0	0%	F	Very low percent correct with above median points (median = 11.7 points)
4	44%	%	Average percent correct below 85%

Class Summary

Number of Students	Percent of Students	Code	Description
9	100%		
42			Total Quizzes
40			Passed
115.3			Total Points
50%			Goal
80%			Percent Read Independently
100%			Percent Fiction / Nonfiction

Check the **Diagnostic Report** weekly to see data for each student in your class. Quiz averages below 85% signal trouble with comprehension.

When a student appears to be struggling, review the **Student Record Report**. Note the difficulty, the length (as indicated by point value), and the genre of books with which the student has been successful and having trouble. How can you help?

Student Record Report

School: Wind High School

Printed Friday, January 25, 2016 1:15:12 PM

Reporting Period: 1/19/2015 - 1/22/2016 (MPT)

Student: Pollack, Adam
Grade: 9
ID: APOLLA
Class: Language Arts 5th Period
Teacher: Bright, L.

Reading Practice - English

Date	Quiz Information	FN	TR	Con	Pos	% Corr	Points	ATOS
1/19/2015	44055 EN 24 Hours	F	1	8	10	80.0	5.0	7.0
1/20/2015	739 EN Father Laidler and Other Spy Gadgets	NP	1	8	10	80.0	5.0	5.0
1/14/2015	65239 EN Walls and Strays	F	1	8	10	80.0	14.4	18.0
1/21/2015	6442 EN Oceanarium	NP	1	8	10	80.0	3.0	3.0
Quizzes Passed/Taken: 2/4						87.5	20.0	5.25

Reading Practice - Spanish

There are no quizzes for this student for this reporting period.

Vocabulary Practice

There are no quizzes for this student for this reporting period.

Literacy Skills

There are no quizzes for this student for this reporting period.

Other Reading - English

There are no quizzes for this student for this reporting period.

Other Reading - Spanish

There are no quizzes for this student for this reporting period.

STEP 4: TAKE ACTION TO DRIVE GROWTH

When we examine the reading achievement of students who use AR, we find that those who maintain high scores on quizzes make the most gains. In other words, “just reading” is not enough. Students must understand what they are reading and they must understand it well. The greatest gains are made by students with quiz score averages between 85% and 95%. Difficulty level is important, too. We don’t want students to languish reading too-easy books. When a student’s average quiz score tops 95%, it’s time to nudge the student into trying some higher-level or longer ones. (However, we don’t recommend methodically “stair-stepping” kids into harder and harder books, which tends to wring the joy out of reading practice.) Finally, quantity of reading also matters. That’s what points are all about—not something to simply accumulate but to show how much a student is reading and help you evaluate whether it’s enough, on an individual basis, to make a difference.

Average below 85%? Ask yourself ...

Is the student reading within his ZPD?	If not, make sure the student records his ZPD on his log and knows what it means.
Is the student an English learner?	Help the student find books on subjects with which she is familiar so the vocabulary load is not too heavy.
Is the student reading hard or long books just to earn points?	Establish a personalized point goal based on the student’s reading achievement level.
Does the student need help with comprehension strategies?	Teach strategies such as visualization, previewing, and summarizing. Reinforce them during the daily check-in.

Actions

Not meeting point goal? Ask yourself ...

Has the student been absent?	Adjust the point goal to reflect actual in-school practice time.
Is the student failing quizzes?	See the actions listed above.
Is the student an English learner?	Adjust the point goal to reflect a lower reading pace.
Is the student finding books that interest her?	Offer help finding books. Make sure she sees “Top Book Ideas for You” in the software.

Actions

TWO MORE THINGS ...

ENCOURAGE A GROWTH MINDSET

When students take charge of their own learning, they learn more and feel better about it. This is reinforced by research that shows when teachers cultivate a growth mindset by reinforcing effort rather than innate ability, students are more motivated, get better grades, and score higher on tests.

- Set goals *with* students, not *for* students.
- Make effort visible by using reading logs and setting achievable goals.
- When students do poorly on a quiz, ask, “What do you think went wrong? What can you do to be more successful with your next book?”
- Act like a coach. Teach reading strategies and help students practice them.
- Acknowledge success—with high-fives, bulletin board displays, and letters home.

BRING IN THE JOY

We have seen over and over again that once students experience the joy of reading, they willingly and happily read. That’s why, at its heart, AR is not about



the quizzes, the points, or the technology, it’s about turning kids on to reading. So read great books to your students, start a book blog, connect with an author online, and most importantly, take the time to help students discover the magic in books that will inspire them to read for a lifetime.

New! AR 360's Instructional Component

WITH HIGH-INTEREST NONFICTION ARTICLES THAT ENGAGE STUDENTS AND BUILD SKILLS

Every teacher knows that kids learn best when they are excited and engaged. The instructional component of AR 360 taps into your students' natural curiosity about the world around them, their eagerness to work with 21st-century digital tools, and their desire to interact with each other to share knowledge and explore ideas.

AR 360 includes hundreds of digital nonfiction articles that students read on a computer or mobile device. These articles are searchable by skill, grade level, readability level, or topic so that you can select the content that's right for your students and your instructional goals. Each article includes an activity focused on a college-and-career readiness skill, such as analyzing an argument, summarizing the main idea, identifying cause and effect, and evaluating evidence. To practice the central strategy of close reading, students answer questions by digitally highlighting text evidence and writing responses. Then students take an AR quiz to assess their overall comprehension.

One of AR 360's most important attributes is its flexibility. You decide how to use it to best meet your instructional needs. Focus on a specific skill in your curriculum or one that you know your students need to practice. Or select articles based on their content—perhaps a topic you're covering in science or social studies. We offer special collections on a wide range of topics, such as technology, black history, climate, and government. We even have a bank of read-aloud articles for emergent readers that build vocabulary, background knowledge, and critical-thinking skills. Plus we add new articles monthly to provide lots of choices and keep interest high. Use this overview to get started with this dynamic new tool.

START SIMPLE: READ AND QUIZ

Pick an easy article that everyone can read and your students will enjoy. Browse the collections for different topics at different grade levels. If your class includes struggling readers, use the ATOS or Lexile measure filter to find an appropriate difficulty level. Choose the assignment called "Read and Take Quiz."

Project the article on a whiteboard, using the Student View. Draw your students' attention to "Start Assignment" and "Finish Assignment" in the margin. For this kind of assignment, they will only read the article and then click "Submit and Take Quiz."

Follow up by assigning articles students can read on their own to bolster their nonfiction reading practice. After they take an AR quiz, monitor their scores. Provide instruction on nonfiction reading strategies as needed.



For software instructions, click the question mark within AR 360.

An Important Note about "Groups"

AR 360 automatically puts all of the students in your class into one big "Group." This means that if you assign an article to your class-sized group, every student in the class gets the same assignment. This works well if, for example, you want all students to tackle grade-level text or an article on a particular topic, and you provide scaffolds that give sufficient support to all students.

Often, however, teachers differentiate. They create another set of groups to match their reading groups. For example, if they have three reading groups, each working at a different level, they might create three AR 360 groups. Once students join these smaller AR 360 groups, a teacher can assign different articles—perhaps at different reading levels focused on different skills—to each group.



NEXT: MOVE ON TO SKILLS

Identify which skill you would like your class or a small group to work on. This may be a skill that is a focus of your curriculum, or a skill with which you know your students are having trouble.

Model the skill. You can use text that's part of your curriculum, or you can use an AR 360 article. The skills filter helps you find a variety of articles that include an assignment for a specific skill, for example "Skills Practice: Make Inferences and Take Quiz." Narrow your choices with the filters for grade-level, ATOS, and Lexile measure. Project the article. As you read, describe how you apply the skill, and show students how to highlight text digitally and write short responses to the questions in the assignment. Point out that they must submit their answers and take the AR quiz.

Assign articles for practice. In some cases, you may want to do one or more articles together before asking students to complete assignments independently.

Discuss the assignment. What text evidence did students highlight to support their answers? Do some questions have more than one correct answer? If you wish, you can also respond to students individually through AR 360. Keep an eye on quiz scores, too, to monitor overall comprehension.

WHEN YOU'RE READY: RAMP UP

Bring in articles from the Web. Use one of our skills templates or embed your own polls, questions, and links.

Foster collaboration with student-to-student digital discussions.

CLASSROOM WORKFLOW

Not sure when and how to use AR 360? You have many options! Which one you choose depends on your purpose and the devices (laptops, computers, Chromebooks, or iPads) that are available to you. Keep in mind that AR 360 isn't a program you have to find more time for. Rather, it can help you do what you are already doing—and more. Here are some of the creative ways teachers are using AR 360.

Purpose for Using AR 360	How to Use AR 360	Devices Needed
I want my students to read more nonfiction text independently at their reading level.	Create reading-level groups. At least once a week, assign three AR 360 articles to each group. Let students choose one to read and quiz on.	Computer lab, class set of devices, workstation with two or more devices that students can cycle through
I want to model a skill for my whole class with a think-aloud.	Project an article and think aloud through the skill assignment.	Your classroom computer and projector or interactive whiteboard
I want all of my students to practice independently a skill that is part of my curriculum.	Create small groups. Assign an article with an assignment for that skill to each group at their reading level.	Computer lab, class set of devices, workstation with two or more devices that students can cycle through
I want to work with my struggling readers to develop nonfiction skills and increase their motivation to read.	Assign an article with a skills assignment, using the skills, topics, and difficulty-level filters.	Enough devices for the size of the group
I want to engage all of my students with grade-level text to develop close-reading skills and prepare them for high-stakes tests.	Assign a grade-level article to the class. For students unable to read at grade level, differentiate instruction by reading aloud to them as a small group and chunking the text.	Enough devices for the size of the group, plus yourself
I want to use high-interest text in my content-area instruction. Sometimes I also want to build content-reading skills.	Assign an AR 360 article with or without the skills assignment, using the topic and difficulty-level filters. Or bring in articles from the Web.	Computer lab, class set of devices, workstation with two or more devices that students can cycle through

Learn more from Renaissance-U



[Skills Practice with Nonfiction Articles](#)
[Preparing Students for Close Reading](#)

Using AR 360 in the Primary Grades

Many teachers assume AR 360 can only work in classrooms in which all students are reading on their own. But AR 360 brings to emergent readers the same benefits it brings to independent readers. The reading practice component gives students the opportunity to develop their skills at their own pace with authentic literature they choose themselves—either to read on their own or have read to them. The instructional component provides a bank of read-aloud articles that engage students in more challenging text to expand vocabulary, build knowledge, and develop close-listening and critical-thinking skills.

READING PRACTICE: WHAT'S DIFFERENT FOR EMERGENT READERS

Students follow a developmental progression. Primary students move from having a book read to them, to



reading with a partner, to reading independently. We refer to this as TWI. All three types of reading are part of reading practice.

ZPDs are estimated. Estimate ZPDs by reading to your students and monitoring quiz scores. If students average between 85% and 95%, you know

they are working within the ZPD. Since listening comprehension outpaces reading comprehension in the early grades, students will likely have different ZPDs for T, W, and I.

Helpers are essential. Volunteers, paraprofessionals, or older students can read to or with students. They can also monitor quiz-taking and help students check out books.

Gradually teach students how to quiz. After reading a book aloud to the class, ask students some of the questions on the AR quiz. Begin with only two answer choices and then move on to three. Later, break the class into groups and show them the quiz on the computer. At first, click the answer choice yourself. Then ask students to do it. When they're ready, have students take Recorded Voice Quizzes individually or have a helper read quizzes to them. Individual quizzing provides data so you know when a student needs help or is ready to advance.

Set more generalized goals. We recommend one or two books a week read to or with emergent readers for individualized reading practice. Aim for an average quiz score of 85% to 95%.

USING READ-ALOUD ACTIVITIES IN GRADES K-2

AR 360's read-aloud feature is built for the teacher. It includes a bank of nonfiction articles selected to engage and challenge K-2 students and give them a rich, purposeful reading experience. Each article contains an interactive read-aloud activity with a prereading discussion prompt and guiding questions that develop close listening. The activities are focused on specific comprehension skills, such



as main idea and sequencing, and are tied to a learning progression. This enables you to tailor your choices to your curriculum and your students' needs.

To get started, select a K-2 article focused on the skill you want your students to learn and practice. If you are just beginning work on the skill, use the article's read-aloud/think-aloud assignment to model how to apply the skill. If students are ready to practice the skill themselves, follow these steps:

1. Begin with the assignment's prereading activity.
2. Project the article. Read it aloud all the way through.
3. Read the article a second time, pausing periodically to use the embedded annotations to guide a discussion. Ask students to cite evidence from the text to back up their responses. Highlight the text students cite.
4. Return to the assignment for additional "Show You Know" activities.
5. If you want to check overall comprehension, have each student take the AR quiz with a trained helper.

Learn more from Renaissance-U



[Using Read-Aloud Activities in Grades K-2](#)

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