

Learn More about Using the Accelerated Reader™ College and Career Readiness Report

Accelerated Reader™ (AR™) data can be used to monitor College and Career Readiness by comparing reading practice data with expectations, defined by the Common Core State Standards (CCSS). Anchor Standard 10 of the CCSS is particularly relevant to AR because it requires students to “*Read and comprehend complex literary and informational texts independently and proficiently.*” For more information on Anchor Standards, see page 10 of the CCSS for English Language Arts at <http://www.corestandards.org/the-standards>.

Text Complexity

AR uses ATOS™ book level as its quantitative measure of text complexity. This formula takes into account the most important predictors of text complexity—average sentence length, average word length, word difficulty level, and total number of words in a book or passage. Per the CCSS, in addition to a quantitative measure, qualitative measures of text complexity and reader/task considerations must also be taken into account when matching students and books. To learn more about text complexity, visit <http://www.renaissance.com/products/practice/accelerated-reader-360/atos-and-text-complexity/>.

The CCSS call for students to read more difficult text at earlier grades than in the past. The ATOS and Lexile® Measure ranges aligned to College and Career Readiness expectations are shown in the table below. (For a table broken out by each grade, visit <http://doc.renlearn.com/KMNet/R0057053D8897BF5.pdf>.) **Keep in mind that these ranges are the goal for instructional reading and not all students will be able to read at these levels without scaffolding and support.**

Text-Complexity Grade Bands for Instructional Use

CCSS Grade Bands	Recommended ATOS Level Ranges	Recommended Lexile® Measure Ranges
2nd to 3rd grade	2.75–5.14	420L–820L
4th to 5th grade	4.97–7.03	740L–1010L
6th to 8th grade	7.00–9.98	925L–1185L
9th to 10th grade	9.67–12.01	1050L–1335L
11th grade to CCR	11.20–14.10	1185L–1385L

The information provided on this report is a reflection of a student’s independent reading practice and may serve as an indicator of how well-prepared students are to tackle the

complex texts they will encounter in college and career. Keep in mind that not all reading is tracked by Accelerated Reader™. Students will likely be engaged with other texts and not all reading needs to be at the difficulty levels outlined by the CCSS. For more information on using AR to support your Common Core implementation, visit <http://doc.renlearn.com/KMNet/R00551940193D5E0.pdf>.

Fiction and Nonfiction Texts

This report is designed to display fiction and nonfiction reading separately since the CCSS indicate students need to read more nonfiction texts to be prepared for college and career. As students get older, the amount of nonfiction reading expected increases. The table below is taken from page 5 of the CCSS for English Language Arts at <http://www.corestandards.org/the-standards>.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework^a

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

a. Source: National Assessment Governing Board (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

Considerations when Looking at the Report Data

- ▶ What ATOS book level can a student handle with instructional support (A on the next page)? What ATOS book level can a student handle when reading independently (B)?
- ▶ Should the student be guided to more nonfiction texts (C)?
- ▶ Based on the student's average-percent-correct score, does the student need more support when reading either fiction or nonfiction (D)?
- ▶ Is the student reading difficult texts (E)? How successful is the student with those texts (F)? In this example, all students have read *Hamlet*, which has an ATOS book level of 10.5.

Grade 10 End-of-Year Expectations

Use Accelerated Reader (AR) data to monitor College and Career Readiness (CCR) by comparing reading practice data with expectations, defined by the Common Core State Standards (CCSS).

% Fiction / Nonfiction: 30 / 70 Remember to consider students' reading that is not tracked with an AR quiz.

Average % Correct: 85 CCSS recommends students read with a high level of comprehension; 85% or above is an AR best practice.

ATOS Book Level (BL): 10.5-12.0 Independent reading is typically done at a level lower than CCR expectations, closer to students' ZPD.

Student	STAR Reading™			Fiction					Nonfiction				
	A Most Recent IRL	B ZPD (in Record Book)	C % Fiction / Nonfiction	Quizzes Passed	ATOS			F % Correct on Highest BL	Quizzes Passed	ATOS			F % Correct on Highest BL
					D Average BL	E Average % Correct	Highest BL			D Average BL	E Average % Correct	Highest BL	
Babb, Jeanna	4.7	2.9-4.3	100 / 0	3	3.2	68.3	10.5	75.0	-	-	-	-	-
Barlow, Dawn	11.1	4.8-10.9	100 / 0	5	6.0	96.0	10.5	100.0	-	-	-	-	-
Blackman, Mark	PHS	5.0-12.9	68 / 32	2	7.5	93.0	10.5	95.0	1	5.7	90.0	5.7	90.0
Cooper, Kevin	PHS	5.0-12.9	71 / 29	5	8.5	97.0	10.5	95.0	2	9.9	95.0	10.1	90.0
Derrick, Isabel	6.9	4.4-7.6	100 / 0	5	5.8	94.0	10.5	90.0	-	-	-	-	-
Galvez, Mario	9.8	4.6-9.3	100 / 0	2	6.1	90.0	10.5	90.0	-	-	-	-	-
Gaven, Julia	10.8	4.7-9.6	100 / 0	5	6.3	96.0	10.5	90.0	-	-	-	-	-
Grover, Jillian	7.2	4.5-7.9	100 / 0	5	5.7	91.0	10.5	95.0	-	-	-	-	-
Jean, William	6.5	4.0-6.2	100 / 0	5	5.3	93.0	10.5	85.0	-	-	-	-	-
MacDonald, Katie	8.6	4.6-8.5	100 / 0	5	6.0	96.0	10.5	100.0	-	-	-	-	-
Maxwell, Zach	6.3	4.1-6.3	31 / 69	1	10.5	80.0	10.5	80.0	3	6.8	76.6	7.2	70.0
Paulson, Carter	6.1	3.6-5.6	100 / 0	5	5.9	75.8	10.5	75.0	-	-	-	-	-
Rudd, Kisha	4.6	3.2-4.9	100 / 0	4	6.2	95.0	10.5	75.0	-	-	-	-	-
Schaefer, Russell	12.9	5.0-12.9	58 / 42	3	8.0	100.0	10.5	100.0	1	7.0	100.0	7.0	100.0
Wagner, Jason	11.9	5.0-12.9	100 / 0	4	7.6	97.5	10.5	90.0	-	-	-	-	-
Average			89 / 11	4	6.6	90.8	10.5	89.0	2	7.4	90.4	7.5	87.5

Definitions

IRL: The instructional reading level (IRL) is a criterion-referenced score that indicates the grade level of written material with which a student can most effectively be taught. The IRL shown on the report is based on the student's most recent STAR Reading™ test.¹ IRL scores range from Pre-Primer (PP), Primer (P), grades 1.0 through 12.9, and Post-High School (PHS).

ZPD: The zone of proximal development (ZPD) is a range of reading levels for independent reading practice associated with the most growth. The ZPD shown on the report is based on a student's first STAR Reading¹ score of the school year, unless the teacher has selected a score from a different STAR Reading test for goal-setting purposes. The ZPD provided by STAR Reading, as listed in the Accelerated Reader Record Book, is a recommendation. If books in this range seem too hard or too easy for a student, teachers may adjust it.

% Fiction/Nonfiction: Percent fiction/nonfiction is the percentage of fiction reading a student has done in comparison to nonfiction reading. The percentage is based on points and not the number of fiction/nonfiction books read. Points are a measure of reading practice; the more points a book is worth, the more time a student has spent reading. For example, if a student reads a very long nonfiction book worth more points, it will increase the percentage of nonfiction reading.

Quizzes Passed: Quizzes passed are the number of Reading Practice Quizzes that a student has passed. A passing score is 60% for 5- and 10-question quizzes and 70% for 20-question quizzes. Passing a quiz indicates that a student has read and understood a book.

1. If you have STAR Reading and want more information about STAR Reading or the STAR Reading Score Definitions, click **Help** or **?** on any page or on the Renaissance Place Home page, select **STAR Reading**, then **Resources**. There you will find the definitions document.

Average ATOS BL: Average ATOS book level is the average level of all the books for which a student has passed a Reading Practice Quiz. A passing score is 60% for 5- and 10-question quizzes and 70% for 20-question quizzes. Average ATOS book level should be, at minimum, within the student's ZPD. A high average book level combined with a low average percent correct may indicate a student is choosing books for independent reading that are too difficult.

Average % Correct: Average percent correct is the average score for all Reading Practice Quizzes taken by a student. The better a student comprehends what is read, the higher the average percent correct. Research shows that averages of 85% and higher are associated with the most growth.

Highest ATOS BL: Highest ATOS book level is the highest level at which a student has attempted a Reading Practice Quiz. Highest ATOS book level tells you if students are challenging themselves to read increasingly complex text, as defined by a quantitative measurement.

% Correct on Highest ATOS BL: Percent correct on highest ATOS book level is the student's score on the quiz for the most difficult book the student has read and understood at a basic level. Scores for attempted quizzes are reported. This score indicates a student's ability to comprehend challenging text. Students with scores below 80% may need more scaffolding to be successful.