

# Welcome

## Activity: Accelerated Reader Implementation Checklist—Overview

Take a moment to consider the initial steps you have taken to build a reading practice program in your classroom. For each item below, mark the column that most closely reflects your current Accelerated Reader implementation. Then determine which actions you'll need to take to strengthen each part of your implementation. We suggest you refer to this checklist regularly throughout the year to guide discussions with your colleagues or your Renaissance data coach. As you work through each course in this course suite, you'll have the opportunity to revisit the relevant portion of this checklist.

| <b>Getting Ready for Reading Practice</b>   | <b>Yes</b> | <b>Somewhat</b> | <b>Not Yet</b> |
|---|------------|-----------------|----------------|
| Reading practice has been scheduled for all students. <ul style="list-style-type: none"> <li>○ How much time has been scheduled?</li> </ul> |            |                 |                |
| I know which students I am responsible for monitoring during reading practice time.   |            |                 |                |
| There is a schoolwide procedure in place for labeling all books that have Accelerated Reader quizzes.                                       |            |                 |                |
| Students understand how Accelerated Reader works and how performance data can help them assess their own growth.                            |            |                 |                |
| Students follow established procedures to ensure the most accurate quiz results.  |            |                 |                |
| There are enough computers and devices for students to take quizzes within 24 hours of finishing a book.                                    |            |                 |                |
| <b>Action Items:</b> What steps can you take to strengthen this part of your implementation?  |            |                 |                |



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| First Steps for Differentiation  | Yes | Somewhat | Not Yet |
|--|-----|----------|---------|
| All students have taken STAR Reading or a similar assessment, and I have identified their initial ZPDs.  |     |          |         |
| I monitor average quiz scores to make sure that each student is working within a difficulty zone that promotes growth (85 to 95 percent), and I make adjustments to students' ZPDs when necessary. |     |          |         |
| Students know their ZPDs and have written down this range in their reading logs for reference.   |     |          |         |
| Students maintain reading logs and use them to update their progress each day.   |     |          |         |
| <b>Action Items:</b> What steps can you take to strengthen this area of your implementation?   |     |          |         |



| Connect Students with the Right Books  | Yes | Somewhat | Not Yet |
|--|-----|----------|---------|
| The school library and individual classroom libraries have a sufficient number of books at appropriate book and interest levels.                             |     |          |         |
| I understand the meaning of book level, interest level, and points.  |     |          |         |
| I feel confident guiding students to books that match their interests and abilities.   |     |          |         |
| Students understand the significance of book level, interest level, and points—among other factors—in evaluating the suitability of a reading practice book. |     |          |         |
| <b>Action Items:</b> What steps can you take to strengthen this area of your implementation?   |     |          |         |

| Accelerate Growth with Individualized Goals  | Yes | Somewhat | Not Yet |
|--|-----|----------|---------|
| Goals for average percent correct, points, and book level have been set in the AR software for each student. |     |          |         |
| Student input is part of the individualized goal-setting process each marking period.                        |     |          |         |
| Students understand what each of their individualized goals means and why each goal is set where it is.      |     |          |         |
| Students have written down their goals for the marking period in their student reading logs.                 |     |          |         |
| I emphasize high comprehension rather than the simple accumulation of points.                                |     |          |         |
| <p><b>Action Items:</b> What steps can you take to strengthen this part of your implementation?</p>          |     |          |         |

| Use Data to Monitor Progress   | Yes | Somewhat | Not Yet |
|--|-----|----------|---------|
| Students take quizzes and share results with me immediately afterward.   |     |          |         |
| Students know how to access their data and how to track their progress.  |     |          |         |
| I use the Diagnostic and Student Record reports weekly to dig more deeply into students' reading practice data.    |     |          |         |
| Based on data, I make adjustments to students' reading practice goals as needed to ensure the most reading growth. |     |          |         |
| <p><b>Action Items:</b> What steps can you take to strengthen this part of your implementation?</p>                |     |          |         |

| Establish Classroom Routines  | Yes | Somewhat | Not Yet |
|---|-----|----------|---------|
| Students update their reading logs daily.   |     |          |         |
| Students follow a clear classroom routine when they are ready to select a book.                     |     |          |         |
| I actively monitor students during reading practice time.   |     |          |         |
| <p><b>Action Items:</b> What steps can you take to strengthen this part of your implementation?</p> |     |          |         |