

BCSD Accelerated Reader™ Implementation Rubric K–5

Goal	Beginning	Developing	Building	Expanding
<p>Teachers have a shared understanding that guided independent reading practice is an essential part of learning to read complex text. It provides opportunities for students to apply critical reading skills, stretch their abilities, and experience the pleasure and satisfaction of fluent reading.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Dedicated reading time is on the school schedule. <input type="checkbox"/> The school has a sufficient number of computers or other devices so that students can quiz within 24 hours of finishing a book. <input type="checkbox"/> In primary classrooms, teachers read to and with students for reading practice, while some students may read independently. 	<ul style="list-style-type: none"> <input type="checkbox"/> The class averages at least 15 minutes of engaged reading time, as reported on the Renaissance Place Dashboard and Diagnostic Report. 	<ul style="list-style-type: none"> <input type="checkbox"/> The class averages at least 20 minutes of engaged reading time. <input type="checkbox"/> The school has a sufficient number of computers or other devices so that students can usually quiz immediately after finishing a book. 	<ul style="list-style-type: none"> <input type="checkbox"/> The class averages at least 25 minutes of engaged reading time. <input type="checkbox"/> Beginning at the primary level, teachers guide students to books in all subject areas that match their interests and abilities.
<p>Teachers differentiate reading practice based on each student's reading ability so that students can move into texts of increasing complexity at a pace that promotes proficiency.</p> <p>(BCSD will also include Edsphere, iready and core subject reading for reading practice)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Independent readers have their ZPD and point goal written down on a Student Reading Log. They understand what ZPD, points, and interest level mean, and use them to select books for reading practice. <input type="checkbox"/> Emergent readers are assisted with logs and have a generalized point goal for books read to and with them. <input type="checkbox"/> Books are labeled with ATOS™ book level, interest level, and points so that a teacher can use quantitative and qualitative measures of text complexity to match students and books. 	<ul style="list-style-type: none"> <input type="checkbox"/> In addition to point goals, the teacher sets individualized comprehension and book-level goals for established readers in order to maximize their exposure to increasingly complex text. <input type="checkbox"/> The teacher exposes emergent readers to increasingly complex text when reading books aloud during reading practice time. <input type="checkbox"/> Students' book choices reflect their interests and a desire to grow as readers rather than an impulse to collect points or win prizes. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher adjusts ZPDs according to best practices so that students will stretch their reading abilities while maintaining a level of comprehension that promotes growth. <input type="checkbox"/> The teacher conducts goal-setting discussions with established readers each marking period, and resets goals based on student data, AR™ best practices, and the aims of the Common Core standards. <input type="checkbox"/> Teachers include independent reading practice when determining if a student is balancing literary and informational reading according to Common Core guidelines (50-50 by grade 5). 	<ul style="list-style-type: none"> <input type="checkbox"/> In addition to Reading Practice Quizzes, the teacher uses Vocabulary Practice, Literacy Skills, and/or Other Reading quizzes to enhance academic vocabulary development, monitor critical-thinking skills, and assess comprehension of literature series. <input type="checkbox"/> Students analyze their own reading practice and STAR assessment data; identify, with the teacher's assistance, the goals they want to pursue; and keep track of their progress. <input type="checkbox"/> Teachers use the ATOS Analyzer to measure text complexity when guiding students to materials and planning instruction.
<p>Teachers guide reading practice so that students engage in close, careful reading of literary and informational text at a high level of comprehension.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher emphasizes high comprehension rather than the simple accumulation of points. <input type="checkbox"/> The teacher uses AR text complexity information (ATOS book level and interest level) along with reader and task considerations to guide students to books. <input type="checkbox"/> Most students are averaging at least 70 percent on Reading Practice Quizzes. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher uses the College and Career Readiness Report and the Diagnostic Report to monitor how much fiction and nonfiction text a student is reading, and guides students to books so that fiction and nonfiction reading is balanced. <input type="checkbox"/> Most students are averaging at least 80 percent on Reading Practice Quizzes. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher uses Status of the Class to foster close reading of text and to help students apply a variety of comprehension strategies to fiction and nonfiction, such as predicting, questioning, and visualizing. <input type="checkbox"/> At least 90 percent of students are averaging at or above 85 percent on Reading Practice Quizzes. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher uses reader certification levels, including Exemplar Reader, to motivate students to achieve good comprehension with increasingly complex texts. <input type="checkbox"/> At least 90 percent of students are averaging at or above 90 percent on Reading Practice Quizzes.

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Teachers use progress monitoring data to monitor their students' progress toward the Common Core standards and to plan instruction and intervention.	<ul style="list-style-type: none"> <input type="checkbox"/> Students record their daily reading practice and quiz results on a Student Reading Log. Emergent readers are assisted. <input type="checkbox"/> Students know how to find their reading practice data. <input type="checkbox"/> The teacher data to identify students who show low comprehension or are not engaged in reading for a sufficient amount of time. 	<ul style="list-style-type: none"> <input type="checkbox"/> During a daily Status of the Class, the teacher briefly meets with each student to review the reading log and see if the student is reading a book of appropriate complexity. <input type="checkbox"/> During Status of the Class, the teacher reviews TOPS Reports after every quiz to check a student's score and evaluate progress toward goals. The teacher consults with the student on the next book choice using this data and reader and task considerations. <input type="checkbox"/> The teacher analyzes all of the data on the Diagnostic Report at least once a week to identify students who are not making sufficient progress. <input type="checkbox"/> The teacher uses basic intervention strategies with students who are not meeting their goals or progressing toward Common Core standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher analyzes all AR reports, including the College and Career Readiness Report, to diagnose problems and plan interventions. <input type="checkbox"/> The teacher employs a repertoire of intervention techniques based on AR data and best practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> In data-team meetings, the teacher uses AR quiz data, along with other data sources, to interpret interim assessment results, enrich understanding of a student's strengths and weaknesses, and set specific, measurable goals.
Teachers place special emphasis on the development of academic vocabulary.	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers encourage students to take Vocabulary Practice Quizzes for books they read independently. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students routinely review the Word Lists for books they read independently. They take Vocabulary Practice Quizzes to reinforce learning and monitor their progress with the Vocabulary Practice TOPS Report. 	<ul style="list-style-type: none"> <input type="checkbox"/> The ELA teacher engages students in activities that use their Words Learned Report as a personalized word wall. <input type="checkbox"/> The teacher monitors vocabulary development with the Vocabulary Practice Diagnostic Report. 	<ul style="list-style-type: none"> <input type="checkbox"/> All teachers utilize students' personalized Words Learned Lists in activities related to their subject area.
Teachers respond to the needs of English learners (ELs) when guiding their progress toward the Common Core standards.	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use the concept of ZPD flexibly. They understand that the factor that typically determines an EL's ability to comprehend text is vocabulary knowledge rather than ATOS book level. <input type="checkbox"/> Teachers schedule more reading time (or, less desirably, reduce point goals) for ELs, who typically read about 30 percent more slowly than native speakers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use quantitative, qualitative, and reader and task considerations to guide ELs to books that are a good fit for their vocabulary and interests. <input type="checkbox"/> If students read in both English and Spanish, teachers consult reports that separate AR data for both types of reading. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers supply additional supports for ELs, which may include paired reading, post-reading conversations with peers or the teacher, and English language programming. <input type="checkbox"/> Teachers help ELs independently apply close, careful reading to books they know their students understand. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use Spanish-language versions, as necessary, of the TOPS Report and Renaissance Home Connect™ as part of a system of regular communication with parents.
A reading culture that promotes college and career readiness permeates the school.	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a central library, and classrooms have libraries or rotating book collections. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school administrator and media specialist review the reading-achievement levels of students in the school and use that information to secure an ample supply of books at appropriate levels of complexity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers refer students to books at appropriate reading levels for independent reading about topics they are teaching in the content areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading is linked in meaningful ways to content-area learning as well as the study of English/Language Arts. <input type="checkbox"/> Parents use Renaissance Home Connect to access information about their child's reading practice.