

Session Overview

- Analyze a Diagnostic Report
- Use a Student Record Report and TWI Report for more information
- Learn how and when to intervene with students who are struggling
- Diagnose and intervene with your own students

Date: _____

Time: _____

Location: _____

Session Outcome

Participants will analyze Accelerated Reader data to assist students in achieving quality reading practice.

Part 1: Prepare

Before this session

- Set and record Accelerated Reader goals for students
- Identify a student who is struggling with reading and bring their Student Reading Log with you to the session
- Print a Diagnostic Report, Student Record Report and a TWI Report (if your students engage in TWI reading) for the student you identified and bring them with you to the session

What to bring

- These handouts
- Pen, pencil, highlighter
- *Getting Results with Accelerated Reader* guide
- The Diagnostic, Student Record, and TWI Reports you printed



Part 2: Participate

Activity 1: Diagnostic Report



Diagnostic Report--Reading Practice

Printed January 16, 2009 09:33 AM

School: Renaissance School

Reporting Period: 10/16/08-1/15/09

Class: Reading

Teacher: Bright, Lisa

(Marking Period 2)

Student	Diag. Codes	RP Quizzes		% Correct		Points				Engaged Time per Day ^b	Book Level		Certification Working Toward	
		Passed	Taken	Goal	Avg.	Goal	Earned	% of Goal	% Read Indep.		Fiction	ATOS BL Goal		Avg.
Dorr, Carl		11	11	85	95.9	16.0	32.9	205.6	100	100	61.6	3.4	4.9	--
Gomez, Manuel		4	4	85	87.5	25.0	18.2	72.8	100	50	21.8	4.5	6.1	--
Hojem, Kyle		3	3	85	96.7	20.5	21.3	103.9	100	100	31.2	4.2	4.1	--
Holloway, Rebecca	CD%	1	2	85	65.0	12.0	0.4	3.3	100	100	01.0	2.8	3.6	--
Jorje, Aquilar		7	7	85	87.1	24.0	42.6	177.5	100	71	53.2	4.4	5.7	--
Kane, Cyndi		4	4	85	96.3	25.0	34.8	139.2	100	100	41.8	4.5	6.1	--
Pollock, Adam	F%	2	4	85	67.5	19.5	20.0	102.6	100	100	30.8	4.0	5.0	--
Rodriguez, Cecelia	B%	3	4	85	78.5	19.5	12.8	65.6	100	100	19.7	4.0	5.4	--
Swank, Tiffany		4	4	85	97.5	17.5	19.0	108.6	100	100	32.6	5.5	4.7	--
Stark, Johnnie	A	0	0	85	--	20.5	--	--	--	--	--	4.2	--	--
Torres, Marco	D	5	5	85	96.0	10.5	9.6	91.4	100	100	27.4	2.3	2.8	--
West, Corinne	E%	8	11	85	70.1	19.5	24.7	126.7	100	43	70.6	4.0	3.8	--
Summary		52	59	85	85.2				100	88	32.6	4.0	4.7	

Diagnostic Code Summary

Number of Students	Percent of Students	Diag. Code	Code Description
1	8	A	No quizzes taken during period
1	8	B	Low average percent correct (70% to 79%)
1	8	C	Very low average percent correct (below 70%)
2	17	D	Low points earned - less than 1/2 median points (1/2 median = 9.8 points)
1	8	E	Low percent correct with above median points (median = 19.5 points)
1	8	F	Very low percent correct with above median points (median = 19.5 points)
4	33	%	Average percent correct below 85%

Class Summary

Number of Students	12
Total Quizzes	52
Passed	59
Taken	229.5
Total Points	236.3
Goal	100%
Earned	88% / 12%
Percent Read Independently	
Percent Fiction / Nonfiction	

Activity 2: Diagnostic Codes

Code A

Codes B, C, and %

Code D

Codes E and F

Activity 3: What do you already know?

JASON WILDER



Grade level: 5

Tested grade equivalent score: 3.5

Initial ZPD: 2.8 – 4.0

Minutes of Daily Reading Practice: 30

Anecdotal Information:

Jason is floundering with his reading practice. Outside the 30 minutes of daily reading practice scheduled for his class, Jason reads very little. He is keenly aware of his lower ZPD range and compares himself to his classmates. Jason really wants to raise his book level. At the beginning of the marking period, he read books that were short and easy, but because his friends were reading harder books, he began to read those, too. Jason likes nonfiction, especially science and sports books.

Your student:

Anecdotal Information:

Minutes of daily reading practice:

Activity 4: Check the Diagnostic Report

Examine the Diagnostic Report for your student or Jason and consider these questions:

Does the student have any diagnostic codes? If so, why?

How is the quality of reading? Does he/she need more or less challenge?

Is the student reading an appropriate quantity of books?

Is the difficulty of the student's reading in line with his or her goal?



Diagnostic Report—Reading Practice

Printed Friday, October 19, 2007 10:20 AM

School: Lake View School

Reporting Period: 9/4/07–10/16/07
(Marking Period 1)

Report Options

Reporting Parameter Group: 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: Gabriel, Mary

Student	Diag. Codes	RP Quizzes		% Correct		Points				Engaged Time per Day ^b	Book Level		Certification Working Toward	
		Passed	Taken	Goal	Avg.	Goal	Earned	% of Goal	% Read Indep.		% Fiction	ATOS BL Goal		ATOS BL Avg.
Acker, Elizabeth		7	7	85	94.3	20.5	34.1	166.8	92	92	49.4	4.7	6.0	-
Arnold, Mary		4	4	85	95.7	17.0	12.8	75.2	100	90	22.8	4.5	4.8	-
Chan, Tai	B%	4	5	85	71.1<	8.5	11.3	132.9	100	91	40.4	3.0	4.3	-
Johnson, Eugene		5	5	85	93.0	12.5	12.5	100.0	100	100	29.8	4.0	4.0	-
Khan, Arif	CD%	2	4	85	62.5<	6.5	2.0<	30.7	62	71	9.5	2.0	3.4	-
Lopez, Victor	C%	3	3	85	68.3<	9.5	6.9	72.6	94	94	21.6	3.2	4.7	-
Rivera, Hector		4	4	85	91.4	10.5	9.9	94.3	100	90	28.3	3.4	3.9	-
Robinson, Tomarra		4	4	85	88.9	14.5	14.0	96.6	100	94	28.6	4.3	4.6	-
Wilder, Jason	B%	9	10	85	74.0<	8.0	11.7	146.2	92	88	43.3	2.8	3.7	-
Average		5	5	85	82.1	12.8	12.8	12.8	94	90	30.4	3.5	4.4	-

Diagnostic Code Summary

Number of Students	Percent of Students	Diag. Code	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 ½ median points (½ median = 5.8 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	9
Total Quizzes	42
Passed	46
Taken	-
Total Points	115.3
Goal	94%
Earned	90% / 10%
Percent Read Independently	
Percent Fiction / Nonfiction	

< Trouble value

^bEngaged Time per Day: An estimate of the time the student is engaged in reading practice. Displayed in minutes. It is based on a test score from STAR Reading™ or STAR Early Literacy™ and points earned in Accelerated Reader. Score not reported unless the student tested with a STAR assessment within the last 12 months.

Activity 5: Check other sources of information

Examine other sources of information that you've brought with you or that can be found on the following pages and consider these questions:

Student Reading Log:

- Is the ZPD recorded?
- How many pages a day is the student reading? How is the pace?
- Is the teacher monitoring the log?

Student Record Report:

- Look at which quizzes the student has passed, the book levels, and point values. What kind of books is the student reading? Are they too hard? Too easy? Too long?
- Is the student reading books throughout his ZPD?
- Which book levels and lengths help him or her succeed? Which do not?

TWI Report:

- What type of reading practice is the student getting?
- With which type is the student the most and least successful?

Putting it all together:

Why is this student having problems?



Student Reading Log—With Goals

Student Name: Jason Wilder ZPD: 2.8 - 4.0 Class: Mrs. Gabriel
 Goals: Average Percent Correct 85% Points: 8.0 Average Book Level 2.8

Quiz No.	Title	Book Level	Points	F/NF	Date	Pages Read		Teacher Review/ % Correct	Teacher Notes
						Begin-End	Total		
20245	Mystery of the Treasure Map	2.9	.5	F	10/1	1-24	24	80%	Read with
2122	It's All Greek to Me	3.7	1	F	10/1	1-25	24	MG	Good Choice!
					10/2	25-46	21		
					10/3	56-73	17		
					10/3	46-56	10	80%	Try taking notes as you read.
45130	The Tiger Rising	4.0	3	F	10/3	1-15	14	MG	
					10/4	15-50	35	MG	
					10/5	50-82	32		
					10/8	82-116	34	70%	Slow down a bit!
63205	Can you hear a shout in space?	5.3	1	NF	10/9	1-12	12		
					10/10	12-37	25	MG	
					10/11	38-48	10	50%	Let's discuss reading NF.

School: Lake View School

Reporting Period: 9/4/2007–10/16/2007
(Marking Period 1)

Report Options

Reporting Parameter Group: All Demographics [Default]
Sort By: Date taken
Quiz Type: All
Group By: Class
Filter Student Quizzes: Use only quizzes taken for the specific class

Wilder, Jason

Grade: 5
ID: 2379
Class: Language Arts 5th Hour
Teacher: Gabriel, Mary

Reading Practice – English

Date	Quiz Information				Questions			Points		ATOS BL			
	÷	Number	Lang.	Title	F/NF	TWI	Corr.	Poss.	% Corr.		Earned	Poss.	
10/16/07		63211	EN	Do Stars Have Points?	NF	I	8	10	80	0.8	1.0	4.8	
10/15/07		63205	EN	Can You Hear a Shout in Space?	NF	I	5	10	50	0.0	1.0	5.3	
10/08/07		45130	EN	Tiger Rising, The	F	I	7	10	70	2.1	3.0	4.0	
10/03/07		2122	EN	It's All Greek to Me	F	I	8	10	80	0.8	1.0	3.7	
10/02/07		20245	EN	Mystery of the Treasure Map	F	W	4	5	80	0.4	0.5	2.9	
09/28/07		53784	EN	Caleb's Story	F	I	8	10	80	1.6	2.0	2.9	
09/24/07		8288	EN	Sports Great Kevin Mitchell	NF	I	6	10	60	0.6	1.0	4.0	
09/19/07		52625	EN	Secret School, The	F	I	7	10	70	2.1	3.0	4.1	
09/14/07		35593	EN	Bus Route to Boston	F	W	5	5	100	0.5	0.5	3.1	
09/07/07		20346	EN	Hey, Dad, Get a Lifel	F	I	7	10	70	2.8	4.0	3.4	
Quizzes Passed/Taken: 9/10										74	11.7	17.0	3.7 ^a

Reading Practice – Spanish

No quizzes taken

Vocabulary Practice

No quizzes taken

Literacy Skills

No quizzes taken

Other Reading – English

No quizzes taken

Other Reading – Spanish

No quizzes taken

÷ Recorded Voice Quiz

^a Book level averages in summary are based on passed quizzes.

TWI Report

Printed Friday, October 19, 2007 1:30 PM

School: Lake View School

Report Period: 9/4/2007–10/16/2007
(Marking Period 1)

Report Options

Reporting Parameter Group: All Demographics [Default]

Group by: Class

Filter Student Quizzes: Use only quizzes taken for this class

Acker, Elizabeth

Class: Section 1 Grade 5

Teacher: Gabriel, Mary

	Read To			Read With			Read Independently		
	Fiction	Nonfiction	Overall	Fiction	Nonfiction	Overall	Fiction	Nonfiction	Overall
Avg. % Correct	-	-	-	-	-	-	95	90	94.3
% Points	-	-	-	-	-	-	95	90	92
Points	-	-	-	-	-	-	31.4	2.7	34.2
Avg. ATOS BL	-	-	-	-	-	-	6.0	6.4	6.0
Passed/Taken	-	-	-	-	-	-	6/6	1/1	7/7

Total Quizzes Passed/Taken: 7/7 (100%)

Khan, Arif

Class: Section 1 Grade 5

Teacher: Gabriel, Mary

	Read To			Read With			Read Independently		
	Fiction	Nonfiction	Overall	Fiction	Nonfiction	Overall	Fiction	Nonfiction	Overall
Avg. % Correct	-	-	-	100	-	100	40	70	60
% Points	-	-	-	100	-	100	0	70	12
Points	-	-	-	0.5	-	0.5	0	1.5	1.5
Avg. ATOS BL	-	-	-	4.0	-	4.0	-	5.0	3.4
Passed/Taken	-	-	-	1/1	-	1/1	0/2	1/1	1/3

Total Quizzes Passed/Taken: 2/4 (50%)

Wilder, Jason

Class: Section 1 Grade 5

Teacher: Gabriel, Mary

	Read To			Read With			Read Independently		
	Fiction	Nonfiction	Overall	Fiction	Nonfiction	Overall	Fiction	Nonfiction	Overall
Avg. % Correct	-	-	-	90	-	90	74	63	70
% Points	-	-	-	90	-	90	72	47	68
Points	-	-	-	0.9	-	0.9	9.4	1.4	10.8
Avg. ATOS BL	-	-	-	3.0	-	3.0	3.6	4.4	3.7
Passed/Taken	-	-	-	2/2	-	2/2	5/5	2/3	7/8

Total Quizzes Passed/Taken: 9/10 (90%)

Activity 6: What intervention strategies could you try?**How to Diagnose and Intervene**

- Determine who needs some assistance
- Review the Diagnostic Report
 - Look at the quality, quantity, and difficulty of reading practice
 - Review any diagnostic codes
- Review other information
 - Student Record Report
 - TWI Report (if your students do TWI reading practice)
 - Student Reading Log (if available)
 - TOPS Report
- Think about the student's reading practice, habits, and experiences
- Determine how you can help students
 - Consider their book selection
 - Utilize comprehension strategies
 - Make adjustments to ZPD or goals as a last resort
- Make one change and watch for the impact
- If the problem continues, try something else

Part 3: Implement

Now you're ready to...

- Print and review Diagnostic Reports at least once per week
- Intervene with students experiencing difficulty and adjust practice as needed, making one change at a time
- Bring your Diagnostic Report and any questions to our next session
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Session References

Getting Results guide

- Common software tasks for Accelerated Reader page 68
- Low Average Percent Correct questions to consider page 32
- Low Number of Points questions to consider page 33
- Student Reading Logs pages 78 - 83
- R.C.W. strategy following the Student Reading Logs

Accelerated Reader software

- Diagnostic Report
- Student Record Report
- TWI Report

Visualizing

Getting Ready

Objective

To create mental images while reading

Materials

- Chalkboard, chart paper, or overhead projector
- A passage containing strong visual images, such as this one from *The Music of Dolphins* by Karen Hesse (3.4):

I watch the red sun set into a choppy sea...My dolphin family charges, mouths open, into a school of mullet. Seagulls glide overhead, eager for leavings. I stoop, stirring the water with my hands. I breathe in the air laced with seaweed and salt.

Waves whisper onto the beach, sucking at my heels and toes. I gaze across the orange-tipped water, glad for each glimpse of my dolphin family surfacing.

– Karen Hesse, *The Music of Dolphins* (New York: Scholastic, Inc., 1996), p. 179.

- A copy of the Visualizing Chart (see page 193) for each student

Preparation

- Draw the chart on the board or overhead transparency.

Lesson

1. Explain the key concept.

- Good readers create pictures in their minds as they read.
- Authors use words that appeal to the five senses—sight, hearing, taste, smell, and touch—to help you create a detailed picture in your mind.
- *Visualizing*, or creating pictures in your mind, helps you remember and better understand what you read.

2. Model the concept.

- Read aloud the passage. As you read, have students close their eyes and try to picture the scene in their minds.
- Ask “What picture did you see in your mind as I read?” Discuss and compare students’ responses.
- Ask questions such as, “What do you see in the water? What does the sky look like?” to help students add specific details to their mental images.
- Ask, “What words did the author use that helped you create your picture? Did anything else help you visualize, or picture, what I was reading about?”
- Use students’ responses to complete the Visualizing Chart, as shown:

What I See	Words That Helped Create the Picture	Other Things That Helped
waves breaking on beach	choppy sea, seaweed, salt, waves whisper, sucking	I’ve seen waves at a beach before.
a red sky	red sunset, orange-tipped water	
dolphins diving in and out of the water	dolphin family, mouths open, surfacing	We saw a movie about dolphins in science class.

3. Think aloud.

“As I read, I try to visualize what I’m reading about. I pay attention to the words the author uses to tell how something looks, sounds, smells, tastes, or feels. Then I use those details and what I already know to paint a vivid picture in my mind. For example, I’ve been to a beach before, but never at sunset. Words like *orange-tipped water*

give me a specific picture of the scene Karen Hesse is describing. As I read on, I can use other details that the author includes to add to or revise the picture in my mind.”

4. Sum up.

To visualize, or create pictures in your mind, as you read:

- Try to form in your mind a picture of what you’re reading about.
- Pay close attention to the words the author uses and the details that she includes to help you create your picture.
- As you read on, look for additional details that you can use to elaborate upon or revise the picture in your mind.

Status of the Class Questions

- What picture do you see in your mind as you read this part?
- What questions do you have about the picture in your mind?
- What words did the author use to help create a picture in your mind?

Quick-Write Response

Have students write a brief description of a familiar location—for example, the cafeteria, principal’s office, or other area of the school building—without giving its actual name. Have them include vivid images that would make it easy for a reader to recognize the location.

Alternative Teaching Strategies

- Have students draw a picture of what they visualize as you read aloud or they listen to a book on tape.
- Have small groups of students who have read the same book act out a brief scene from the book. Discuss the details students chose to include in their dramatization.
- Have students compare the movie version of a favorite book with the images they had already formed in their minds while reading the book.

Self-Correction Strategies

Objective To help students become aware of and solve problems they may have as they read

Materials Any nonfiction with strong visual support, such as *Castle* by David Macaulay (7.7)

- Lesson
1. Ask students, “Have you ever been reading along, perhaps in bed at night, only to discover that you haven’t understood a thing that you’ve read?” Tell students that this is a common experience that occurs when we are tired and our brain has begun to shut down, or when we’re distracted by other thoughts or happenings. Ask, “What do you do when you realize you haven’t understood the words on the page?” (reread, wait until I am rested)
 2. Say, “Monitoring your reading is crucial to reading comprehension. ‘Monitoring’ means being aware of moments when you don’t understand or you’ve come to a difficult passage—one that creates confusion or contains meaning that you don’t understand.”
 3. Tell students that you are going to read a passage from your selection so that they can recall the ways in which they monitor their thinking. Read a few sentences, such as these from *Castle*, at a fast clip, without sharing the illustrations:

The castle was to be built on a high limestone outcrop, which extended into the water. This took advantage of the natural defensive properties of the river, and at the same time, because of the height of the outcrop, assured an unbroken view of the adjacent land.

4. Ask students to brainstorm problems that arise with passages such as the one you read, and ways in which they monitor and self-correct their comprehension. Draw a two-column chart on the board. In the left-hand column, write the problems readers confront when dealing with challenging text. In the right-hand column, record fix-up strategies that help students to gain comprehension.

When I notice that:	I try these strategies:
I don't understand a word	<ul style="list-style-type: none"> • I read ahead and then come back and try the word in the sentence again. • I read ahead to see if the author included a definition or explanation.
I don't understand the sentences that I've just read	<ul style="list-style-type: none"> • I read more slowly. • I read aloud to hear the text. • I reread. • I try to visualize the meaning.
I don't understand the author's message	<ul style="list-style-type: none"> • I remember what I already know and try to build on that. • I determine which part I don't understand and I question.

5. Reread the text slowly, showing students any supporting illustrations or diagrams. Ask, "Did my rereading of this text help you to understand the words? In what way?" Possible answers for the passage from *Castle* might be:
 - I could determine the meaning of *limestone outcrop* when you showed the picture.
 - I thought about what I know about "natural defensive properties" and understood how the river could make the castle harder to attack.
 - I could picture the description when you read more slowly and figured out what "adjacent land" would be.
6. Tell students that monitoring their reading and using fix-up strategies as necessary will help them better understand the meaning of challenging text.

Status of the Class
Follow-Up

As you take the Status of the Class, ask:

- When are you aware that you have been or should be monitoring your reading comprehension?
- What strategies do you use when you realize that you do not fully understand what you're reading?
- Which strategy would you like to work on using more? How do you think it will help you?

Added Practice

- Provide students with a copy of a blank chart similar to the one on the previous page. Have individuals record specific places where they have difficulty with comprehension and the strategy they used to gain meaning.
- Give students a stack of self-sticking notes to use while practicing questioning as they read. Have them post notes such as "What is an outcrop?" on the appropriate text. Later, have them collect their notes to see how many of their questions they were able to answer.

Using Prior Knowledge

Getting Ready

Objective

To use prior knowledge to build comprehension

Materials

- Chalkboard, chart paper, or overhead projector
- Any passage from a text-book or nonfiction book, such as *Sojourner Truth* by Margo McLoone (3.5)
- Two copies of the Prior Knowledge Chart for each student

Preparation

- Draw the Prior Knowledge Chart on the board or overhead transparency.

Lesson

1. Explain the key concept.

- You can use information that you already know to help you understand what you read.
- Thinking about what you already know helps you figure out what you still need to find out and focus on new information.

2. Model the concept.

- Write the topic of the passage or book on the board, for example, *Sojourner Truth*.
- Have students complete the “What I Already Know” and “Questions” columns of the chart.

What I Already Know	Questions	New Information/ Questions
She was African American.	Why is she famous?	
She lived long ago.	When?	1797-1883 Was she born into slavery?
She fought for civil rights.	How?	

- Read aloud the passage. In the third column, record answers to the questions and any new information or questions that students come up with while reading.
- Ask, “Did we answer all of the questions? What else do you want to know?” Discuss where you might find additional information.

3. Think aloud.

“I’m going to use this chart to help me think about what I already know about this subject. Some of the information is a little sketchy, but I’m going to list it anyway because it might help me think about questions I have about the subject or information that I should keep my eye out for.”

4. Sum up.

To use prior knowledge while reading:

- Think about what you already know about the subject.
- Think about questions you have about the subject.
- Keep your eye out for answers to your questions as you read.

Status of the Class Questions

- Tell me two things you already know about this subject.
- What questions do you have about this topic? What would you like to find out?
- Have all of your questions been answered so far? Where might you find more information about this subject?

Quick-Write Response

Set a timer for two or three minutes and have students write everything that comes to their mind about a given topic for that amount of time. Tell students not to stop writing until the timer goes off. If they get stuck, have them write "I'm stuck" until a new idea emerges.

Alternative Teaching Strategies

- Have students create concept webs for books they are currently reading. Have them record the topic in the center circle. In connecting circles, have them write information they already know about the topic. As students read, suggest that they add new information to their webs.
- Have students make a bookmark by folding a sheet of paper lengthwise and labeling the columns as shown. Have students use the bookmark to record places in the text that remind them of an experience they have had or something they already know.

<i>These words. . .</i>	<i>Remind me of. . .</i>



R.C.W.

Name: _____

Grade/Section: _____

Read a few pages.

Close your book.

Write what you remember.



R.C.W.

Name: _____

Grade/Section: _____

Read a few pages.

Close your book.

Write what you remember.



R.C.W.

Name: _____

Grade/Section: _____

Read a few pages.

Close your book.

Write what you remember.

