



## **GRANTS PASS SCHOOL DISTRICT 7** **ACCELERATED READER GUIDELINES**

### **ASSIGNING ACCELERATED READER READING RANGES FOR KINDERGARTEN & FIRST GRADE**

In the publication, “Getting Results with Accelerated Reader” from Renaissance Learning it states: The process for obtaining a ZPD or reading range, is different for emergent readers. You start them with beginning level books and... “monitor quiz data to assess their comprehension. If students are able to maintain an average quiz score of 85 percent or higher, you know they are working within their ZPD.” District 7 guidance has been to use 80% as our guideline for students reading ½ point books. If they are routinely getting 100%’s (three is the rule of thumb), you may want to raise their ZPD/range. Guidelines suggest *not* establishing a Grade Equivalency (GE) to start students in Accelerated Reader.

### **ASSIGNING ACCELERATED READER READING RANGES FOR 2<sup>ND</sup> – 5<sup>TH</sup> GRADES**

There are a number of ways that teachers can assign Accelerated Reading ZPD’s or reading ranges:

- For students already in the system, look them up in Accelerated Reader and start them in the range they ended the previous year in (average of quizzes last trimester)
- Start them in the grade level they are enrolled, ie. a 3<sup>rd</sup> grader is assigned 2.5-3.5 and adjust based on quiz performance
- Listen to them read a grade level passage from Reading Street and based on your professional judgement, move them up or down from the that grade
- Use DIBELS data (see below)
- Other ideas from your own experience and/or peers

The following charts are guidelines for using DIBELS DORF scores to estimate a ZPD or reading range to use with Accelerated Reader. Please note this information from the document “Getting Results with Accelerated Reader” produced by Renaissance Learning (pg.21): “How ZPD’s are Configured: When you look at the following chart, you’ll see a distinctive pattern. Above 2.0, the ZPD begins at a level that is lower than the Grade Equivalency (GE) – considerably lower as the GE goes up. This is because the GE from a test represents the highest level at which a student can read short passages, not the level at which he or she can read comfortably for hours. Besides that, most non-instructional materials, even for adults, are written at a level below 6.0. If students were asked to only read books that matched their GE, once they tested higher than about 6.0, they would be faced with very difficult, and probably not very enjoyable, material.” Given that, the

charts included in following pages can be used as a *starting* point to assign reading ranges.

**After a student starts in the AR program, their progress should be monitored on a minimum of a weekly basis. If their quiz average is below 85%, lowering their ZPD/range might be necessary. If they are routinely getting 100%'s (three is the rule of thumb), you may want to raise their ZPD/range. This monitoring and adjusting based on quiz results is recommended by Accelerated Reader and is more important to a student's growth than the initial reading range placement:**

“...the best indicator of a student's reading ability is how well the student does with daily reading practice. We know from our research that if a student is able to maintain an average score on AR Reading Practice Quizzes of about 85 to 95 percent, the student is working at an optimum level of difficulty. That means if a student is unable to achieve an average of 85 percent, you would first look at the student's technique: Is she applying basic comprehension strategies? If the technique is good but the student continues to struggle, you would then guide the student to lower-level books. As the student's skills improve and her quiz average rises to about 85 percent, open up the higher end of the range from which the student is choosing books to encourage more challenging reading. Think of a caterpillar moving forward: stretch the top and then bring up the bottom.”

**Non-Fiction** At one point we had guidance that we should lower the reading level when reading non-fiction books. For Accelerated Reader this is ***no longer true***. From the, “Getting Results with Accelerated Reading” document: “This changed when we created the ATOS readability formula. It takes into account the difficulty of a book's vocabulary as well as other factors, which makes it much more accurate when calculating how hard nonfiction books are to read. All of the books for which we have quizzes have been analyzed with the ATOS formula, and you can use the book-level information for both fiction and nonfiction without modification when matching students and books.”

**2<sup>nd</sup> Grade Conversion****3<sup>rd</sup> Grade Conversion**

DORF Score	Lexile Rating	AR Grade Level (GE)	ZPD/ Reading Range		DORF Score	Lexile Rating	AR Grade Level (GE)	ZPD/ Reading Range
29	25	1.1	1.0-2.0		27	25	1.1	1.0-2.0
32	50	1.1	1.0-2.0		30	50	1.1	1.0-2.0
36	75	1.2	1.0-2.0		34	75	1.2	1.0-2.0
39	100	1.2	1.0-2.0		37	100	1.2	1.0-2.0
42	125	1.3	1.0-2.0		41	125	1.3	1.0-2.0
46	150	1.3	1.0-2.0		44	150	1.3	1.0-2.0
49	175	1.4	1.0-2.0		47	175	1.4	1.0-2.0
53	200	1.5	1.5-2.5		51	200	1.5	1.5-2.5
56	225	1.6	1.5-2.5		54	225	1.6	1.5-2.5
59	250	1.6	1.5-2.5		58	250	1.6	1.5-2.5
63	275	1.7	1.5-2.5		61	275	1.7	1.5-2.5
66	300	1.8	1.5-2.5		64	300	1.8	1.5-2.5
70	325	1.9	1.5-2.5		68	325	1.9	1.5-2.5
73	350	2.0	2.0-3.0		71	350	2.0	2.0-3.0
76	375	2.1	2.0-3.0		75	375	2.1	2.0-3.0
80	400	2.2	2.0-3.0		78	400	2.2	2.0-3.0
83	425	2.3	2.0-3.0		82	425	2.3	2.0-3.0
87	450	2.5	2.3-3.3		85	450	2.5	2.3-3.3
90	475	2.6	2.3-3.3		88	475	2.6	2.3-3.3
94	500	2.7	2.3-3.3		92	500	2.7	2.3-3.3
97	525	2.9	2.3-3.3		95	525	2.9	2.3-3.3
100	550	3.0	2.6-3.6		99	550	3.0	2.6-3.6
104	575	3.2	2.6-3.6		102	575	3.2	2.6-3.6
107	600	3.3	2.6-3.6		105	600	3.3	2.6-3.6
111	625	3.5	2.8-4.0		109	625	3.5	2.8-4.0
114	650	3.7	2.8-4.0		112	650	3.7	2.8-4.0
117	675	3.9	2.8-4.0		116	675	3.9	2.8-4.0
121	700	4.1	3.0-4.5		119	700	4.1	3.0-4.5
124	725	4.3	3.0-4.5		123	725	4.3	3.0-4.5
128	750	4.5	3.2-5.0		126	750	4.5	3.2-5.0
					129	775	4.7	3.2-5.0
					133	800	5.0	3.4-5.4
					135	825	5.2	3.4-5.4
					140	850	5.5	3.7-5.7
					143	875	5.8	3.7-5.7
					146	900	6.0	4.0-6.1

**4<sup>th</sup> Grade Conversion**

**5<sup>th</sup> Grade Conversion**

DORF Score	Lexile Rating	AR Grade Level (GE)	ZPD/ Reading Range		DORF Score	Lexile Rating	AR Grade Level (GE)	ZPD/ Reading Range
25	25	1.1	1.0-2.0		23	25	1.1	1.0-2.0
28	50	1.1	1.0-2.0		26	50	1.1	1.0-2.0
32	75	1.2	1.0-2.0		30	75	1.2	1.0-2.0
35	100	1.2	1.0-2.0		33	100	1.2	1.0-2.0
39	125	1.3	1.0-2.0		37	125	1.3	1.0-2.0
42	150	1.3	1.0-2.0		40	150	1.3	1.0-2.0
45	175	1.4	1.0-2.0		43	175	1.4	1.0-2.0
49	200	1.5	1.5-2.5		47	200	1.5	1.5-2.5
52	225	1.6	1.5-2.5		50	225	1.6	1.5-2.5
56	250	1.6	1.5-2.5		54	250	1.6	1.5-2.5
59	275	1.7	1.5-2.5		57	275	1.7	1.5-2.5
62	300	1.8	1.5-2.5		60	300	1.8	1.5-2.5
66	325	1.9	1.5-2.5		64	325	1.9	1.5-2.5
69	350	2.0	2.0-3.0		67	350	2.0	2.0-3.0
73	375	2.1	2.0-3.0		71	375	2.1	2.0-3.0
76	400	2.2	2.0-3.0		74	400	2.2	2.0-3.0
80	425	2.3	2.0-3.0		78	425	2.3	2.0-3.0
83	450	2.5	2.3-3.3		81	450	2.5	2.3-3.3
86	475	2.6	2.3-3.3		84	475	2.6	2.3-3.3
90	500	2.7	2.3-3.3		88	500	2.7	2.3-3.3
93	525	2.9	2.3-3.3		91	525	2.9	2.3-3.3
96	550	3.0	2.6-3.6		94	550	3.0	2.6-3.6
100	575	3.2	2.6-3.6		98	575	3.2	2.6-3.6
103	600	3.3	2.6-3.6		101	600	3.3	2.6-3.6
107	625	3.5	2.8-4.0		105	625	3.5	2.8-4.0
110	650	3.7	2.8-4.0		108	650	3.7	2.8-4.0
114	675	3.9	2.8-4.0		112	675	3.9	2.8-4.0
117	700	4.1	3.0-4.5		115	700	4.1	3.0-4.5
121	725	4.3	3.0-4.5		119	725	4.3	3.0-4.5
124	750	4.5	3.2-5.0		122	750	4.5	3.2-5.0
127	775	4.7	3.2-5.0		125	775	4.7	3.2-5.0
131	800	5.0	3.4-5.4		129	800	5.0	3.4-5.4
133	825	5.2	3.4-5.4		131	825	5.2	3.4-5.4
138	850	5.5	3.7-5.7		136	850	5.5	3.7-5.7
141	875	5.8	3.7-5.7		139	875	5.8	3.7-5.7
144	900	6.0	4.0-6.1		142	900	6.0	4.0-6.1
					145	925	6.4	4.0-6.1
					149	950	6.7	4.2-6.5
					152	975	7.0	4.3-7.0
					155	1000	7.4	4.4-7.5
					159	1025	7.8	4.5-8.0
					161	1050	8.2	4.5-8.0
					165	1075	8.6	4.5-9.0
					169	1100	9.0	4.6-9.0