BEEREADERS

Feasibility Study | **2021**

ABOUT LEANLAB EDUCATION

LEANLAB Education is a nonprofit research organization that helps schools understand and solve their biggest problems. We listen to parents, educators, and students to help them pinpoint specific problems that hinder student achievement. Then, we match those schools with education entrepreneurs. Together, they develop the next generation classroom tools through research and direct, community feedback.

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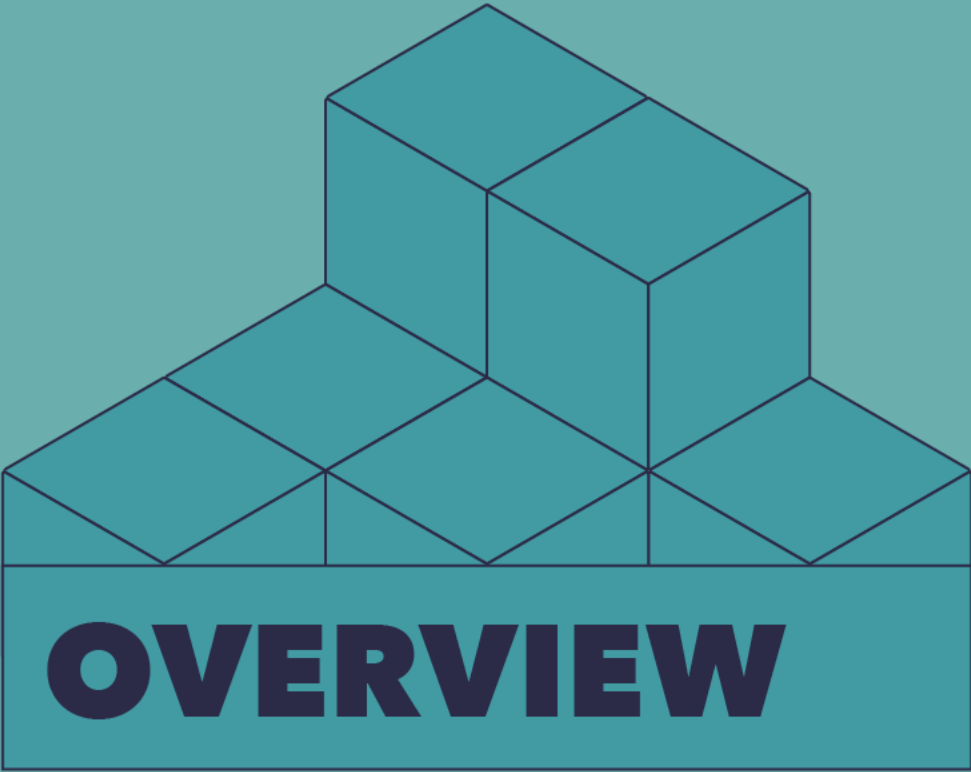
OVERVIEW

OVERVIEW

PARTNERS

LEANLAB partnered with two dual language immersion schools to study the usability and feasibility of Beereaders - a Spanish reading comprehension platform that "engages students in reading experiences and activities to develop their comprehension and love of reading." George Washington Carver Dual Language School is located in Kansas City, Missouri and is part of the Kansas City Public Schools district. Schafer Park Elementary School is located in Hayward, California and is part of the Hayward Unified School District. Each school was matched with Beereaders, because teachers there had expressed a need and desire for a tool that would help elevate Spanish reading comprehension while simultaneously offering access to a wider variety of Spanish texts for all levels of learners.

PURPOSE

Assess the feasibility and utility of Beereaders for teachers and students in the classroom.

RESEARCH QUESTIONS (RQ)

- How do teachers use Beereaders in the classroom? What instructional mode do teachers choose? What went well and what barriers remain?

- How well can teachers use the teacher dashboard - the report section and corresponding data - to plan instructional activities and meet their instructional goals?

- How well can students navigate the student dashboard?

- What value does Beereaders bring teachers and students?

Previously, LEANLAB Education conducted a usability study with the same group of teachers to explore whether the training protocol allowed teachers to independently navigate the Beereaders platform and successfully find and use all its features? The results of that study can be found here.

OVERVIEW

METHODOLOGY

- All teachers were given four weeks to use Beereaders in their classroom in a "manner that was suitable for them."

- During the four-week trial period, teachers were asked to complete a diary of their experience using Beereaders overall as well as with the following specific tasks:

  ° Find and try out one Activity with your students.

  ° Explore the data from the Quick Stats and Skills section of Beereaders. How did you use the data to inform instructional planning (i.e. grouping, individualization)?

  ° Download a Monthly Report. How did you use the data provided here?

- After the four-week trial period, student focus groups with each grade (except 2nd graders) were conducted to discover usability barriers for students as well as their opinions of Beereaders.

- Follow-up 1:1 interviews were conducted with all teachers after the trial period to discover specific strengths and challenges of using Beereaders in the classroom.

FINDINGS

IMPLEMENTATION OF BEEREADERS IN THE CLASSROOM

RQ

**How do teachers use Beereaders in the classroom?
What instructional mode do teachers choose?**

Beereaders worked very well as a station for independent reading and as a choice for students to use independently during their free time. It was feasible for teachers and students to use Beereaders in this mode for about 20 minutes three times a week. Since the reading level of the books was too high for most students, whole group instruction with Beereaders was difficult. Small group instruction was also difficult since a teacher cannot assign different books to different groups/students. Teachers did not notice any differences among students of Latino backgrounds in terms of how they engaged with or used Beereaders.

- All teachers used Beereaders for independent reading during stations. Beereaders was one of the stations and students had 20 minutes to use it.

  ° The average amount of time Beereaders was used during stations was 20 minutes two or three times a week.

  ° Teachers instructed students to first complete the assigned book and then students were allowed to explore other books and/or desafíos.

- Most teachers also used Beereaders as a supplement during free time, wherein students were allowed to use Beereaders independently in any manner they wanted. Many students chose to do the desafíos.

- Two teachers tried to use Beereaders by reading a book as a whole class. This was met with mixed results. Since the reading level of the books was too high for the vast majority of students, most students struggled to read aloud, but they did enjoy hearing the story read to them by the teacher.

- Most teachers also wanted to use Beereaders in small groups but the inability to assign different level books to different students prevented teachers from doing this (see more in the barriers section).

RQ

What went well and what barriers remain with classroom implementation of Beereaders?

OVERALL IMPLEMENTATION	STRENGTHS

- Beereaders was a great resource for advanced-reading students as it gave them new texts to read that were both challenging and engaging.

  ° "It went well with the highest level readers who could use Beereaders to read their texts."

- Beereaders provided teachers with access to a greater variety of authentic Spanish texts and exposure to new words that they reviewed and learned as a whole class.

  ° "Great way to practice new vocabulary as a group."

- Beereaders worked best as a station or for individual free time because students were able to explore Beereaders on their own and use it in a way that was accessible and most engaging to them - for example, choosing books of interest to them, completing the desafíos, and shopping with their Beecoins.

  ° "The best was when the students were able to make their own choices— going through the library or exploring the challenges."

  ° "The kids loved the challenges where they could get points— it was their favorite part of the Beereaders system. "

- The narrator feature was helpful and necessary for lower-level readers.

  ° "The students appreciated the narrator, especially lower readers."

- All teachers liked that the reading comprehension questions were distributed throughout the texts rather than at the end of the book. All teachers said it helped the students focus and be more accountable to what they were reading.

  ° "It kept their focus, I liked it. They knew they had to stay on task and that they were going to be tested."

  ° "A lot of the students who struggle with comprehension struggle to retain information about books when questions are at the end, so the questions appearing on each page was helpful in terms of their retention and comprehension building."

  ° "I appreciated this, because even with my own class I would make them stop reading after each page and summarize what they had just read (with physical books)."

RQ **What went well and what barriers remain with classroom implementation of Beereaders?**

ONBOARDING	BARRIERS

Onboarding was more difficult than expected for all teachers. They all tried to do the onboarding sequence together as a whole class, but there were three main barriers:

- The onboarding questions did not appear in the same order for all students, so the teacher had to go around to each student separately to help them. This was particularly time consuming for 2nd and 3rd grade classrooms where there were many students reading at lower levels and, therefore, couldn't complete the questions on their own.

  - "I had to go from student to student and read their questions out loud which made the onboarding process take a lot of time."

- While the questions were in English, many students are not reading at a high enough level to understand the questions fully. The narrator feature isn't set up with the onboarding, so teachers had to assist students individually.

  - "There isn't a read-aloud option for the questions, which made this process a lot harder for my students who cannot read well yet even in English."

- Students are not good at remembering or entering usernames and passwords, so it was clunky and time consuming to get students logged-in. It will be a tremendous addition to be tied to Clever.

ONBOARDING	ACTION STEPS

- Add a narrator feature to the onboarding questions so that students with lower reading levels can complete the onboarding process independently.

RQ   **What went well and what barriers remain with classroom implementation of Beereaders?**

LEVEL OF BOOKS   BARRIERS

- The level of the books seem to be too advanced across the board but particularly for students with lower reading levels and non-native Spanish speakers. (See more on the Beereaders Leveling System in the Standards and Leveling section below.)

- Many students even in fourth and fifth grade are reading Spanish at a first or second grade reading level, so even the lowest level books in Beereaders were too hard for many students. For these students, Beereaders was too advanced and not a realistic resource.

    ° "Even the 6 to 8 years range books were too difficult. I couldn't put that in front of my second graders. Right now we're using books that have 3 word phrases." ~2nd grade teacher

    ° "Exposing them to a book that's not at their level might demoralize them."

    ° "It was eye-opening to see what 'grade-level' means in other countries."

- The vocabulary in the books was advanced and new, even for the teachers. All teachers said that this is actually a good thing in that it exposes everyone to new words and phrases, but they weren't expecting that and would have gone over the vocabulary as a whole group before assigning the book.

    ° "The vocabulary was way advanced compared to what they [students] normally see, so they were struggling with texts that were not necessarily at their reading level."

    ° "They [students] are not used to having quality, authentic texts in Spanish, so it is not necessarily a bad thing, it is just hard for them."

- All the teachers below 5th grade said the suggested books to read with the class were not accessible because they were too long (most were 25+ pages).

    ° "The students told me that they didn't like how long the books were."

- It was difficult for teachers to find books in certain genres that the students were interested in AND that were at their grade level. Most students at all grades were interested in "scary" books, but when teachers would filter by fantasy or something similar, they would only get books that were at high reading levels.

RQ **What went well and what barriers remain with classroom implementation of Beereaders?**

LEVEL OF BOOKS   BARRIERS   CONT.

- ° "There wasn't a lot of variety in genre at low reading levels."

- Teachers liked the features to filter the books, but all teachers were confused by the difference between "Topic" and "Genre" as many choices in the "topics" drop-down menu (i.e. Mystery, Science-Fiction) the teachers associated with 'genres." Furthermore, when teachers would filter by both a topic and a genre, it usually resulted in "no results." Overall, teachers found the filters useful in theory but not useful in practice since filtering usually brought up a very narrow search if any at all. The age filter worked the best if only age was used.

- ° "I appreciated having the ability to filter texts by subject/topic, but when filtering there were not many books."

LEVEL OF BOOKS   ACTION STEPS

- Add more books at a lower reading level. Even including Spanish books that might be suitable for Kindergarten students in Latin America would be perfectly suitable for 2nd, 3rd, and even 4th and 5th graders in the United States who are below grade-level in reading, especially in reading Spanish.

- ° Two teachers wanted a greater selection of books from Mexico and Spain.

RQ **What went well and what barriers remain with classroom implementation of Beereaders?**

STUDENT INDEPENDENT USE — BARRIERS

- While the narrator reads the students the text of the book, the narrator doesn't read the comprehension questions, so students with lower reading levels (the majority) were not able to complete the questions.

- The narration feature did not work consistently.

  ° "The narration feature was buggy and didn't work most of the time. If they [students] had been able to listen and if there had been more pictures/ picture clues, non-native speakers and lower reading level students would have found Beereaders more accessible."

- All teachers said that the lack of images and lots of text on each page was overwhelming to most students.

  ° "It was an issue that some pages had only one picture and lots of text - it was scary for them [the students]."

  ° "There were not enough pictures, but the pictures that were there were good."

STUDENT INDEPENDENT USE — ACTION STEPS

- Add the narrator feature to the reading comprehension questions as well.

  ° *Also make sure the narrator feature is free of glitches.*

RQ

What went well and what barriers remain with classroom implementation of Beereaders?

TEACHER USE WITH WHOLE GROUP	BARRIERS

- For the teachers that used Beereaders with the whole group, they were not able to project the book onto a screen when the comprehension questions popped up since it displayed the correct answers.

  ° "I liked reading aloud with my students, but I was a little disappointed that my text showed all of the students the answers to the questions."

TEACHER USE WITH WHOLE GROUP	ACTION STEPS

- Consider creating a feature in the teacher view of the books that would allow teachers to remove or not display reading comprehension questions so that the teacher can project the book on a screen for the whole class to read together while students complete the reading comprehension questions on their own computers independently.

RQ   **What went well and what barriers remain with classroom implementation of Beereaders?**

SMALL GROUPS AND INDIVIDUALIZATION BARRIERS

- The biggest barrier to classroom implementation was the fact that teachers could not assign different level texts to different students or groups of students. While the teachers solved for this by instructing students with a higher or lower level of reading to search for their own book and read that one instead of the assigned book, teachers didn't like that they weren't able to keep track of what all the students were reading or couldn't be sure they were choosing books at the appropriate level. All teachers felt like to use Beereaders and the corresponding data to its fullest, that they needed the ability to assign different level books to different level students.

  ° "It would be great to group our students and be able to assign a book to a group - based on level."

  ° "I would love it if Beereaders added a feature where I could assign individual texts to individual students."

- Additionally, teachers wanted to be able to assign multiple texts at the same time, so that students who were progressing faster would be able to continue with more assigned books.

  ° "Would appreciate being able to assign multiple texts at once, especially for her students that read quicker/finish faster than others."

SMALL GROUPS AND INDIVIDUALIZATION ACTION STEPS

- Create an option for teachers to assign different books to different students or groups of students. It is nearly a deal-breaker for many teachers in their continued use of Beereaders if they cannot individualize the assigning of books for different students.

RQ

What went well and what barriers remain with classroom implementation of Beereaders?

OTHER	ACTION STEPS

- The 5th grade teacher said she was limited by only being able to assign four books in a month since many of her students would finish four books and she still wanted to be able to track and see how the students were doing. Consider allowing teachers the option to assign multiple books and as many as they want over the course of the semester. A few teachers mentioned that it would be nice to essentially assign an entire semester's worth of books to their class and allow students to progress at their own pace.

- Change the filters to only include Topic or Genre. By having both that are not always clearly delineated, the results from filtering with both are too narrow or return no results at all. Teachers said just one filter option - either Topic or Genre - would suffice.

USE OF DATA WITHIN THE TEACHER DASHBOARD

RQ	How well can teachers use the data in the teacher dashboard - reports, quick stats, and skills section - to plan instructional activities?

Overall, teachers saw tremendous potential value in the data but in its current form, most teachers did not rely on or use the data to make informed instructional decisions. They didn't trust the data to be accurate knowing that for most students the books were too advanced. There were also several parts of the data that were unclear in that teachers didn't know what was driving the statistics. Thus, adding explanations for the data points would be helpful. The Fountas & Pinnel leveling system is familiar to teachers and they are fine with it being used as a benchmark, but they all believed the books were not aligned properly to the levels, as all the books seemed too advanced at current levels. Lastly, the skills being aligned to Common Core standards would resonate better with teachers, although renaming or defining the existing skills categories may be sufficient.

OVERALL DATA USE	STRENGTHS

- All teachers liked the content presented on the quick stats tab, especially active/ inactive users. All teachers wanted to be able to see which students were using Beereaders and for how long, so they were happy with the data on the Quick Stats page. They all said it was easy to understand and the presentation of the data on the Quick Stats page was clear. All teachers used the data presented on the Quick Stats page as a check on student use.[1]

  - "The outline of this data presentation works well. I like that part. It's easy to see."

  - "I checked their reading hours frequently to be sure that the students were getting their reading minutes in when it was an independent station.

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[1] NOTE: The average quiz score on the Quick Stats tab doesn't align (it is much higher) with the statistics in the skills tab or in the reports, so it is unclear where the average quiz score is coming from, so teachers ignored that statistic.

RQ   **How well can teachers use the data in the teacher dashboard - reports, quick stats, and skills section - to plan instructional activities?**

STRUCTURE AND LOCATION OF DATA   BARRIERS

Recall from the first report that teachers preferred that the Reports options (Reports & Analytics and the Monthly Report) be included in the Skills section, as teachers forgot or didn't understand why two different reports tabs would be listed separately (and not even beside each other) in the Resource Room. All teachers said it would be more intuitive and easier to find if the options to generate reports were listed in the Skills section. It would also be helpful for teachers to rename the Skills Section something more like Reports and Analytics.

STRUCTURE AND LOCATION OF DATA   ACTION STEPS

Consider having one tab for all the data. As is, there are four places to go for data: quick stats tab, skills tab, Reports and Analytics within the Resource Room, and Monthly Report within the Resource Room. It would be more intuitive and user-friendly for the first tab to remain as-is as the Quick Stats tab, as all teachers liked the information presented there, but the second tab to be renamed Reports & Analytics, and within that tab, include the current statistics on "Skills" but also include links and features to run/download reports.

RQ

How well can teachers use the data in the teacher dashboard - reports, quick stats, and skills section - to plan instructional activities?

USE OF DATA FOR INSTRUCTIONAL PURPOSES — BARRIERS

- Only one teacher (5th grade) said she would rely on the data generated in Beereaders to plan instructional activities or to group students.

  ° "I was able to identify from the diagnostic assessment that I had misplaced a couple of students regarding their level. I moved them and they're doing much better. I moved one up and one down a group."

- All the other teachers didn't trust the data on quiz scores and analytics since they believed the reading levels of the books were so far off and because they couldn't trust that students weren't simply guessing.

  ° "It is unreliable compared to the students' other data points from other assessments, so I currently would not advise teachers to use Beereaders data to plan their instruction and modify lessons."

  ° "I would use the reports/analytics feature or the monthly report as a way to check in on students, but I would be unlikely to use the data as a way to inform instruction."

  ° "I didn't utilize any data other than tracking the reading hours because that was what was most helpful to me. My priority is that the students are simply reading during independent reading time or stations."

USE OF DATA FOR INSTRUCTIONAL PURPOSES — ACTION STEPS

More teachers would trust the data generated by Beereaders to more more informed instructional choices if they felt more comfortable that their students were reading books at their actual reading level. Thus, adding more books at lower levels that are shorter is key as well as giving teachers the option to assign different books to different teachers will go a long way in giving teachers more trust in the data. Furthermore, as discussed in the presentation of the data below, it will be helpful to add more explanation as to what the data points include so teachers know better what is all being taken into account in each statistic.

RQ   How well can teachers use the data in the teacher dashboard - reports, quick stats, and skills section - to plan instructional activities?

PRESENTATION & AVAILABILITY OF DATA   BARRIERS

- Teachers wanted to know what level of books the data is coming from - answering a "locate information" question on a level E text is different than one on a level N text.

  ° "It would be helpful to know the level of the books that the data comes from."

- Teachers were unclear if the percentages come from just questions the students answer on the assigned texts and/or on any books students also read on their own.

- Teachers struggled to find the data breakdown by student. Some teachers did not realize that you have to go back to the assigned book to find the student-level statistics for that book.

  ° "It wasn't obvious to me where to look for student level information."

- On monthly reports, the column headings are abbreviations for terms that are defined at the top of the page. While the definitions and key to terms are presented at the top of the page, it was hard for teachers to go back and forth to recall what each abbreviation stood for.

- Teachers were unclear about or didn't understand how many books or which books were being included in the reports. The statistics themselves were easy to understand (i.e. % correct answers) but it was unclear to teachers whether that statistic was only for the currently assigned book, for all the past and current assigned book, or for all the books students had read including those they read independently.

  ° "The reports don't show the books that the students have read in the past, only the current book. It would be helpful to see all of the books to see how their reading journey evolves/how their comprehension has progressed."

RQ

How well can teachers use the data in the teacher dashboard - reports, quick stats, and skills section - to plan instructional activities?

PRESENTATION & AVAILABILITY OF DATA | ACTION STEPS

- It would help to have a link or tip easily visible in the Skills (renamed Reports & Analytics) section that directs teachers to the student-level data by book.

- Consider reformatting the Monthly Reports so that the column headings spell out the term rather than having the user reference a legend at the top of the page.

- Generally, teachers had lots of questions about what was included in the statistics presented throughout Beereaders, so it would be helpful to include a short explanation of each data point. Consider having a question-mark icon next to each data point that has a text box pop up when a user hovers over the icon that gives a short description of what that data point includes. Namely, teachers want to know what books are included in each statistic: is it just the currently assigned book or all the past assigned books, or does it also include books students are reading on their own?

- Teachers also wanted to be able to see which questions students were missing. Currently, teachers can click on an assigned book and see the percentage of correct/incorrect answers for each student but they would like to see which specific questions the students are getting correct/incorrect as it would give teachers more insight into where the students are doing well or need support.

RQ   How well can teachers use the data in the teacher dashboard - reports, quick stats, and skills section - to plan instructional activities?

STANDARDS AND LEVELING SYSTEM   BARRIERS

- All teachers liked and easily understood the statistics presented in the Skills tab. All teachers liked that the reading comprehension questions were divided into three basic categories (find & locate, integrate & interpret, and reflect & evaluate), but they didn't know what those terms were measuring and, instead, prefer the categories be aligned to Common Core standards, which are the same for K-12: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading and Level of Text Complexity.

- The leveling system was not intuitive to find for most teachers who expected it to be in the library since it references levels of the books (not specific skills in the Skills tab).

- All teachers were familiar with the Fountas & Pinnell reading level and were fine with it being used as the benchmark. The problem was that all teachers felt like the books were mis-labeled. That is, teachers agreed, for example, that "N" would be at a 4th grade reading level, but the books in the Beereaders library that were marked for 4th grade seemed to be at a much higher level, like closer to a Q.

    ° "The books assigned to my 4th graders were much too high and well beyond a N."

    ° "...the books presented didn't seem to match up with the leveling system."

    ° "The lack of A-D levels made the app much less accessible to my 2nd graders."

- The descriptions of the levels were not particularly useful for the teachers who noted that each description is basically the same except for a couple words, so they were all unclear on what the difference was if all they looked at was the descriptions. They all referred to the Fountas & Pinnell column, instead, to understand the leveling system.

    ° "The descriptions of the levels are completely unhelpful."

- While the Leveling System pairs the grade with the corresponding level, the books themselves only show the grade and not the level of the book. Because all teachers felt like the books were not accurately labeled by grade, they wanted to see the corresponding level for each book as well.

    ° "It doesn't show me on the book what the level of the book is - just the age range. Connecting the level to the book would be helpful."

RQ **How well can teachers use the data in the teacher dashboard - reports, quick stats, and skills section - to plan instructional activities?**

STANDARDS AND LEVELING SYSTEM   BARRIERS   CONT

- Only two teachers referenced the Leveling System table during implementation. Most teachers had simply forgotten the leveling system existed and since it is not very visible, it didn't occur to most teachers to reference it. Those teachers that did reference it, did so because they saw the levels marked in the monthly report and didn't know what they were. As noted earlier, it was, however, difficult for those teachers to go back and find the leveling system and wondered why it wasn't displayed in the library.

  ° "It was useful when I looked at it [the leveling system] - it helped me understand the Lexile level when it appeared in the monthly report. I went back to the leveling system to figure out what it means in the monthly report."

  ° "I did not use the leveling feature because my students were at the A through D level (the lowest level on Beereaders was E)."

STANDARDS AND LEVELING SYSTEM   ACTION STEPS

- Consider using the categories aligned to Common Core Standards, which are the same for K-12: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading and Level of Text Complexity. These are standards that the teachers use and are familiar with and that they could quickly understand and integrate with their other instruction and evaluations.

- If the current terms/categories of skills are to be used, it would be helpful to have definitions of terms and/or examples of the types of questions that students would be seeing for the existing three categories of skills: find & locate, integrate & interpret, and reflect & evaluate.

- Consider placing the Leveling System within the Library tab for a more intuitive spot for teachers to find since the leveling system references the books.

- Consider also displaying the level of each book alongside the relevant grade.

RQ **How well can teachers use the data in the teacher dashboard - reports, quick stats, and skills section - to plan instructional activities?**

STANDARDS AND LEVELING SYSTEM ACTION STEPS CONT

- The appropriate level of all books needs to be reconsidered and matched with the Fountas & Pinnel expectations, as this is the system all the teachers in this study were familiar with. The levels of the books are likely aligned to native speakers in Latin America, but even for native Spanish speakers in the United States, the books were too advanced by at least a grade or two. Thus, re-labeling the level of each book is necessary along with adding more books at much lower levels.

EVALUATION ACTION STEPS

- Only two teachers felt like adding open-ended comprehension questions would be useful. The current way of evaluating reading comprehension on standardized exams is with multiple choice questions, so most teachers were okay with Beereaders only using multiple choice questions. Furthermore, while teachers liked the idea of open ended questions, they didn't want to have to review/score those on their own.

   ° "I don't think open ended questions would be good for Beereaders because it would be hard to go back in and grade ourselves. I just want to be able to look at the multiple choice questions and see, did they understand it or not?"

   ° "Multiple choice is fine for Beereaders— it's harder to read through a constructed response on an app."

   ° "For higher level readers, an open-ended question option within Beereaders would be really helpful in order to give them more of a challenge."

STUDENT FEEDBACK

RQ — How well can students navigate the student dashboard? What value does Beereaders bring students?

Focus groups were conducted with three students across 3rd-6th grade for a total of 12 students who were of mixed gender and Latino background. Note that there were no differences among students of different Latino backgrounds in terms of how they engaged with or thought about Beereaders. Overall, the students were enthusiastic about Beereaders and all wanted to keep using it. They all loved the desafíos and earning coins to spend at the store, although they wish there was more to buy at the store to customize their avatars and houses/cities for their avatars. They also liked having access to more books but were disappointed they had to pay for the "cool ones." The only criticism students had were that the books were long and didn't have enough pictures, so consistent with the recommendations above, it would help to add lower level books, particularly of the Adventure, Mystery, and Comics genre.

RQ How well can students navigate the student dashboard? What value does Beereaders bring students?

QUESTION	FEEDBACK
What did you like best about Beereaders?	All the students mentioned that they loved playing the desafíos. They liked collecting Beecoins and spending them at the store and liked finding new books to buy. Searching for books that were of interest to them was fun and they all said they liked having new books to choose from. The process of reading and answering questions throughout the book was new and they enjoyed that. All students used and liked the Read Aloud function. • "It helps me focus and hear and learn new words." • "I prefer to listen to the story."
Was there anything you didn't like about Beereaders? Why?	Many, but not all, students believed that the books were too long. All students believed that there were not enough pictures in the books. While most students said the questions were too hard, they also admitted to guessing and that they knew they were supposed to go back and find the right answer. • "I had to guess but it was still fun." • "Some words were too hard."

RQ How well can students navigate the student dashboard? What value does Beereaders bring students?

QUESTION	FEEDBACK
Which features, if any, did you use while reading the book?	The most used features were Read Aloud and Music. A few students used the Highlighter to highlight "clue words." Nobody used sticky notes or the dictionary.
What did you think of the Beereaders store	All students liked the store and just wished there were "more things to buy." Several students bought a new background, which they thought "was cool."
Are there any other features or anything the Beereaders team could do to make the book reading experience better?	All the students liked the avatars and wanted more avatars to choose from and the ability to customize them more with "cool clothes, shoes, and accessories…maybe even give them powers." Some students wished there were more books to buy in the store. All the students were disappointed by how expensive the books in the store were and didn't want to have to buy books, especially since they thought the "best books" were not free and "that made [them] mad." • "I don't like that all the cool books cost coins. I want to read those and not have to pay."

RQ **How well can students navigate the student dashboard? What value does Beereaders bring students?**

QUESTION	FEEDBACK
Did you like having the reading comprehension questions appear in the middle of the stories instead of all at the end?	All of the students liked that the reading comprehension questions appeared in the middle of the book because it "made the book less boring" and "gave [them] a chance to collect coins for the store." • "It's fine. Doesn't bother me either way. It surprised me, which was cool."
Would you like to use Beereaders at home with your family?	Only two students said they would like to use Beereaders with their family because it is "embarrassing to read with parents" and they "already have too much homework." Only a few students said they like reading at home.
Outside of Beereaders, do you ever read books in Spanish? Why or why not?	Most students didn't have many books in Spanish at home, so they mainly read in the classroom or at the school library.
What kind of books do you normally like to read?	Top Genres Mentioned: Adventure, Comics, "Scary books," Mystery

RQ   How well can students navigate the student dashboard? What value does Beereaders bring students?

QUESTION	FEEDBACK
How do you feel about continuing to use Beereaders?	All students want to keep using Beereaders. They like the new stories, like the avatars, were motivated by Beecoins, and they loved the desafíos. • "I am learning words I didn't know before." • "I like the experience of reading on screen." • "It is hard for me to focus on one book so I like that there are other things for me to do in Beereaders."

DISCUSSION

VALUE-ADD OF BEEREADERS

Recall from the first report the following challenges, goals, and expectations teachers hoped Beereaders would address:

What are teachers' biggest challenges in Spanish reading comprehension that they want to target with Beereaders?

- Vocabulary development
- Identification of main ideas and/or author's purpose
- Discerning supporting details

What are your top instructional goals related to reading comprehension in Spanish?

- Get students on grade-level reading comprehension
- Build and increase vocabulary
- Build background knowledge around words and pictures
- Build confidence with reading and comprehension

What value do you expect and hope Beereaders will add to your classroom and/or to student learning?

- Access to a variety of authentic books from all Latin American countries
- Increase engagement with Spanish literature
- New resource for independent reading and during centers
- New data resource for assessing differentiation of student learning

RQ

What value does Beereaders bring teachers and students?

Did this product help you address those challenges in a better way than you normally do? How effectively did this product help meet each of those instructional goals?

Of all the challenges and goals listed above, the one Beereaders addressed the most is **vocabulary development**. While the teachers and students alike acknowledged that the vocabulary in the books was new and difficult - even for the teachers - they appreciated the exposure to new words and the challenge. The teachers saw it as an opportunity to teach and build vocabulary together as a whole group.

It is too early for teachers to say whether they think Beereaders can get students on grade-level reading and improve their reading comprehension skills such as identifying main ideas and supporting details. All teachers believe that Beereaders could potentially meet those challenges but at this time there are two main barriers preventing full confidence: the advanced levels of the books and the inability to individualize the assignment of books. Because there are so many students who are significantly behind grade level in Spanish reading, the full potential of Beereaders with the corresponding data could not be utilized. The books were too challenging for most readers, so teachers didn't trust the data to evaluate learning progress. If the books were more at the level of the students, and if teachers were able to assign the appropriate level books to different students, the corresponding data would be more insightful and teachers could better evaluate student progress.

The clear value that all teachers felt that Beereaders added to their classroom was access to authentic Spanish texts that promoted exposure to new cultures and stories. Independent of the extent to which Beereaders promotes better reading comprehension, all teachers had expectations about exposing their students to authentic texts, cultures, and language from across Latin America. This expectation was definitely met as teachers and students alike recognized the diverse array of books. Teachers noticed students were engaged with the stories and everyone appreciated having a larger library from which to draw. **For this reason, all teachers and students in this study expressed wanting to continue to use Beereaders in their classrooms - primarily as a resource for stations/centers and independent reading - and looked forward to seeing Beereaders further develop.**

RQ   **What value does Beereaders bring teachers and students?**

- "Cultural exposure is a huge added value. Since we are located in the US, it is so helpful to have authentically written texts that are not the poorly translated texts the students are used to. It is a great way to expose students to different dialects and vocabulary. "

- "One student recognized a story - seeing himself represented in the literature. I think a lot of students felt that way - feeling represented."

- "There were lots of folk stories, so it was great exposure to cultures."

- "Our Hispanic readers can read about Hispanic cultures. I really see it as an asset in my class."

- "The text library is a huge value, and having actual authentic texts for students to read rather than poorly translated (English to Spanish) texts that don't make any sense."

- "It's an additional resource to have in her literacy center for her students to use."

- "I was initially planning to only continue to use it for my higher level readers as a source for texts, but now that I know that my students love the challenges, I intend to use it as an option for all students."

ACTION PLAN

Beereaders Recommendations | **2021**

LEANLAB
EDUCATION

BEEREADERS ACTION PLAN

ONBOARDING

○ Add a narrator feature to the onboarding questions for students with lower reading levels.

STUDENT INDEPENDENT USE

○ Add the narrator feature to the reading comprehension questions.

LEVEL OF BOOKS

○ Add more books at a lower reading level.

TEACHER USE WITH THE WHOLE GROUP

○ Allow teachers to project a book to the entire class without displaying the reading comprehension questions.

SMALL GROUPS AND INDIVIDUALIZATION

○ Create an option for teachers to assign different books to different students or groups of students.

OTHER

○ Allow teachers to assign as many books as they want over the course of the semester and multiple books at the same time.

○ Change the filters to only include Topic or Genre.

STRUCTURE AND LOCATION OF DATA

○ Consider creating one tab for all the data and name the tab Reports & Analytics.

BEEREADERS ACTION PLAN

PRESENTATION & AVAILABILITY OF DATA

O   It would help to have a link or tip easily visible in the Skills (renamed Reports & Analytics) section that directs teachers to the student-level data by book.

O   Consider reformatting the Monthly Reports so that the column headings spell out the term rather than having the user reference a legend at the top of the page.

O   Include a short explanation of each data point using a callout box.

O   What books are included in each statistic: is it just the currently assigned book or all the past assigned books, or does it also include books students are reading on their own?

O   Give teachers more insight by letting them view which specific questions the students are getting correct/incorrect.

STANDARDS AND LEVELING SYSTEM

O   Consider aligning the categories to Common Core Standards.

O   If the current terms/categories of skills are to be used, it would be helpful to have definitions of terms and/or examples of the types of questions that students would be seeing for the existing three categories of skills: find & locate, integrate & interpret, and reflect & evaluate.

O   Consider placing the Leveling System within the Library tab since the leveling system references the books.

O   Consider displaying the level of each book alongside the relevant grade.

O   The appropriate level of all books needs to be reconsidered and matched with the Fountas & Pinnel expectations, as this is the system all the teachers in this study were familiar with. The levels of the books are likely aligned

to native speakers in Latin America, but even for native Spanish speakers in the United States, the books were too advanced by at least a grade or two. Thus, re-labeling the level of each book is necessary along with adding more books at much lower levels.

EVALUATION

O   Most teachers were okay with Beereaders only using multiple choice questions. Furthermore, while teachers liked the idea of open ended questions, they didn't want to have to review/score those on their own.