Understanding how the Pupil Dashboard motivates pupils

Giving pupils a purpose

When we try something new, it is important that we have a purpose or objective. Once we have a meaningful objective, this creates a force that either pushes us forward or pulls us towards our goal. This push and pull is the basic driving force behind every type of motivation. Motivation can be broken down into two types: Intrinsic and Extrinsic Motivation. In DreamBox Reading Plus, we use both of these self-motivation types to create a desire for pupils to want to succeed.

What is extrinsic motivation?

Extrinsic Motivation occurs when pupils are motivated to perform a behaviour, or engage in an activity, to earn a reward. This type of motivation is due to an external factor. In Reading Plus, we use the extrinsic motivators of challenge, curiosity, control, and cooperation and competition to initially engage pupils. Once engaged, our aim is for pupils to develop the intrinsic motivation to want to read without the need to earn rewards.

What is intrinsic motivation?

Intrinsic Motivation involves engaging in a behaviour because it is personally rewarding. Pupils who are intrinsically motivated are engaging in an activity for its own sake rather than the desire for some external reward or factor.

When pupils become proficient at using Reading Plus, they are less motivated by the rewards and become motivated by internal desire - the behaviour itself is the reward. Pupils enjoy reading or see it as an opportunity to explore, learn and actualise their potential - simply reading for the enjoyment of the reading itself!
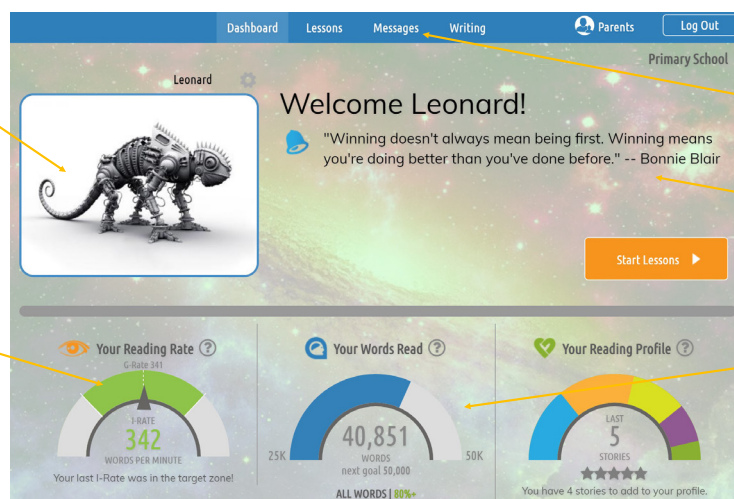
A Guide to the Pupil Dashboard

Personalise the dashboard

Click here to change Avatars, background colours and password.

Reading rate

G-Rate = reading speed with the Guided Window.

I-Rate = reading speed without the Guided Window (independent reading).

Messages

Access instant personalised messages from teachers.

Messages from Reading Plus

To reward key achievements.

Monitor total words read

Use this to reward pupils when they have read 50,000 /100,000 words or more.

Click the **More Info** tab to expand the selection and to learn more about Reading Rates and Comprehension gains.

Reading rates

G-Rate indicates starting and current reading speed using the Guided Window (in words per minute or wpm).

I-Rate is the current independent reading rate (i.e. without the Guided Window).
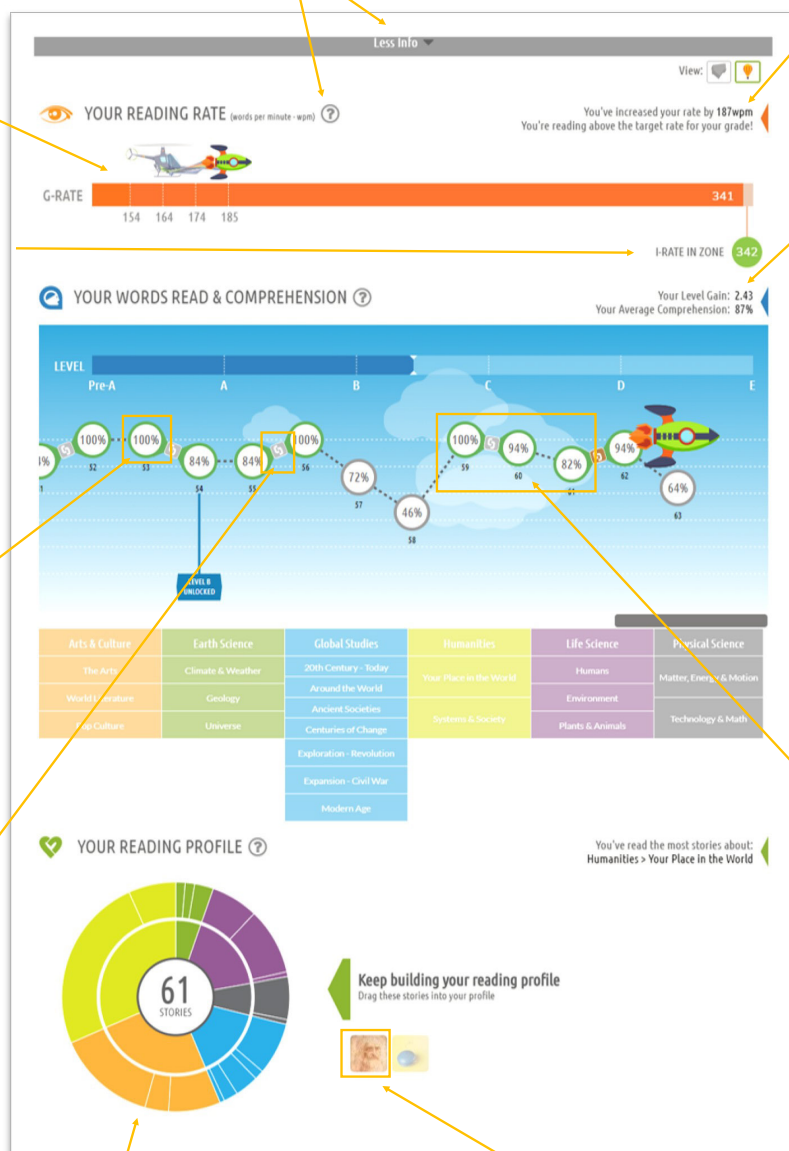
Comprehension scores

Pupils need to be aiming for scores consistently above 80%.

Building Combos

Combos are the building blocks to success on Reading Plus.

A pupil earns a Combo when they complete 2x Reading lessons in a row at over 80%
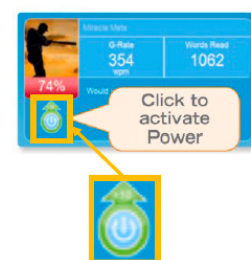
Reading Speed Gains.

Level gains

For each Level unlocked, text selections increase in complexity by 1 year.

Streaks & powers

A Streak is the number of 80% scores in a row.

To earn a Power, pupils need a Streak of 3 or more lessons with 80+% comprehension.

A Power increases the last comprehension score by 10%.

Reading profile

Indicates the different categories that pupils are reading.

Drag and drop the completed Reading lessons on to the wheel to update the Reading Profile.

Reading, vocabulary and visual skills widgets

Children are free to complete these in any order that they choose to.

Weekly targets

Are set based upon the pupil's needs. Each lesson completed is coloured depending on the comprehension score.

- ✅ 80%+ comprehension score
- ✅ 70-80% comprehension score
- ✅ >60% comprehension score

Monitor number of Combos achieved

Click on View to see the Level that a pupil is working at together with the number of Combos achieved (3 in this example) and the number of Combos required to unlock the Level (7 in this example).

Click on each bar to expand the selection
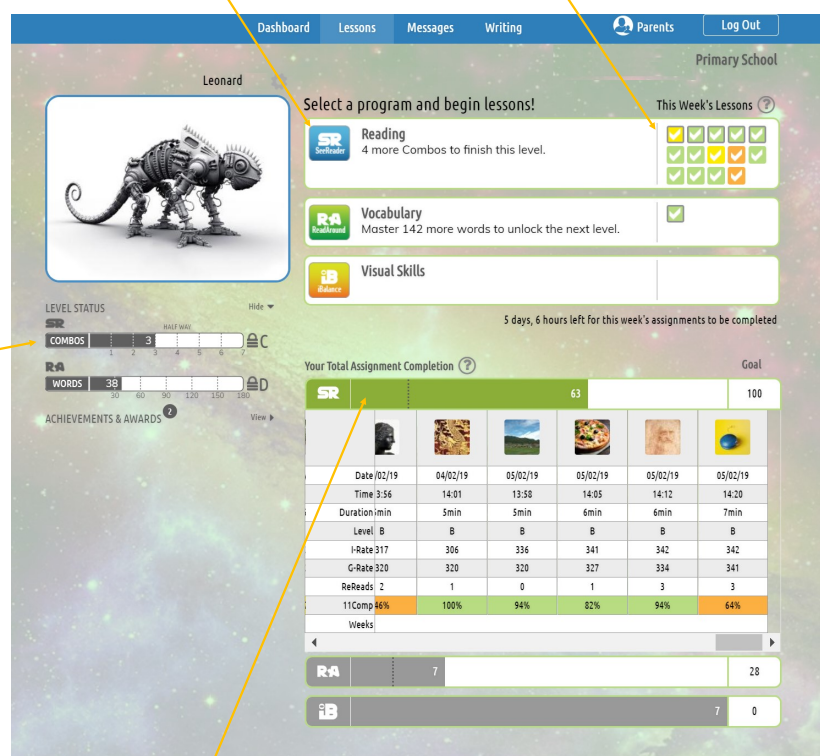
Information includes the date that the pupil worked on the lesson, the amount of time on task (as a guide, this should be between 8-18 minutes per lesson), the Level (A-L), independent reading rate (I-Rate), reading rate working within the Guided Window (G-Rate), and number of ReReads used.

ReReads are the most important support scaffold pupils can use when they are answering the comprehension questions. Re-reading a portion of text allows pupils to practice retrieving information before answering the question, rather than guessing.