HMH

HMH Assessments

TOGETHER, WE WORK IN PROGRESS

JOURNEYS © **2017** ASSESSMENTS AT-A-GLANCE GUIDE

JOURNEYS

JOURNEYS © 2017 ASSESSMENTS AT A GLANCE

Houghton Mifflin Harcourt's assessments help you to inform instruction, monitor progress, and prepare students. Browse this quick at-a-glance guide to learn what the different assessments designed for use with *Journeys © 2017* can do for you and your students, as well as how to access them.

Assessment	I need to…	What skills are assessed?	How do I administer these and where do I access it?	When and how often do I administer it?	How long does it take to administer?	What does it do for me and my students?
INTERVENTION ASSESSMENTS (Contains Screening, Diagnostic, and Progress-Monitoring Assessments)	• Identify students who are starting the year with reading difficulties • Determine if interventions are needed • Learn about a student's specific needs so that I can target intervention • Monitor the progress of students receiving interventions	**SCREENING** • Letter Naming Fluency (Gr. K–1) • Phoneme Segmentation (Gr. K–1) • Nonsense Word Reading (Gr. 1) • Word Identification (Gr. 1–2) • Oral Reading Fluency (Gr. 1–6) **DIAGNOSTIC** • Print Concepts • Letter-Sound Fluency • Phonological Awareness **PROGRESS-MONITORING** • Correlated to the skills covered in the HMH Decoding Power Systems	• Administered individually • Available on ThinkCentral as a downloadable/ printable pdf • Print copy available • Cannot be taken online	**SCREENING/ DIAGNOSTIC** • Beginning of school year (An opportunity for mid-year in Gr. K–1) • Periodically as needed with new students or to assess individual needs **PROGRESS-MONITORING** • After specific lessons in HMH® Decoding Power (see correlation on the top of each test)	**SCREENING/ DIAGNOSTIC** • Entire survey: approximately 30–45 minutes per student • Can select parts to use that are appropriate for your students **PROGRESS-MONITORING** • 10–20 minutes per student	• Quickly assesses skills related to success of beginning readers and writers • Identifies strengths and needs • Identifies students who need early intervention • Monitors progress after receiving intervention instruction
LANGUAGE WORKSHOP ASSESSMENT HANDBOOK	• Assess English learners' mastery of standards • Measure progress across language proficiency levels • Monitor progress of students receiving intensive English language development instruction	• Measures progress across language proficiency levels • The Lesson Tool helps identify the proficiency level of each student • The Progress Tracker for collecting data toward mastering skills listed in each lesson	• Checklists for the teacher • Available on ThinkCentral as a downloadable/ printable PDF • Print copy available • Cannot be taken online	Use with each lesson of the Language Workshop to document student progress	Ongoing throughout the lesson	Provides a way to document and report student progress

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COLD READS (1–6)	• Give students practice in reading increasingly complex texts while informally monitoring their progress
	• Estimate students' Lexile® levels in order to recommend appropriately challenging books
		30 assessments, including passages and comprehension questions
		• Comprehension of literal, inferential, and higher-level thinking
		• Fluency
		30 passages of increasing complexity with 1/3 below, 1/3 on level, and 1/3 above level and comprehension questions for each passage
			• Individually or group-administered
			• Blackline master format
			• Available online at ThinkCentral as PDF
			• Cannot be taken online
				As often as each week, depending upon the purpose	15–20 minutes	• Flexible placement and administration depending on the purpose or information needed
						• Start students all in the same place (first assessment) and adjust based on performance
						  Below level – Passage 1
						  On Level – Passage 10
						  Above Level – Passage 20
						• Individually administer to listen to students read to identify reading strengths and weaknesses; Group administer to provide ongoing practice with reading increasingly difficult text

STANDARDS-BASED WEEKLY TESTS (K–6)	• Familiarize my students with the format and rigor of high-stakes assessments • Generate grades on a regular schedule that I can report to parents • Assess students' comprehension skills using a fresh passage	Assesses weekly skills taught in lesson: • Vocabulary • Comprehension • Language Arts (Grammar, Writing, Spelling) Incorporates these item types: • Selected-Response (Multiple choice with one or multiple correct answers) • Evidence-Based Selected Response (Two-part items) • Technology-Enhanced – Highlight to Choose, Drag and Drop, Choose Cells in a Table) • Constructed-Response (Short Text)	• Group-administered • Available from ThinkCentral • Available on ThinkCentral in Program Assessment icons as PDFs, too • Can be taken online • Results and reports will be easily available	• Weekly • Can be given in sections	30–45 minutes	• Gives teachers a clear picture, as they go, of what students have mastered from the weekly lesson • Passages for comprehension section are fresh passages and not based on the Anchor Text • Practice in the high-stakes assessment format on a weekly basis to create familiarity • Matches the rigor of high-stakes assessment

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WEEKLY TESTS (1–6)	• Monitor students' understanding of the key skills and vocabulary that I taught this week • Determine small-group placement and the need to reteach skills from the week's lessons • Generate grades on a regular schedule that I can report to parents	Assesses weekly skills taught in lesson: • Vocabulary (10 questions total, 5 questions assess meaning of vocabulary words from weekly selections and 5 questions assess the target vocabulary strategy of the week) • Comprehension (10 questions total, tests main Comprehension skills through selection comprehension) • Decoding (10 questions total) • Language Arts (skill of the week) 10 questions (Grades 2–6 only) (Grade 1 is an observation checklist for the Language Arts skill of the week) • Fluency (references tools to use and scoring procedures in the Grab-and-Go!® Resources Assessment	• Whole-class or small-group administered • Multiple-choice format • Fluency is administered individually and uses Running Records to assess • Blackline master format in Grab-and-Go! resources • Available as a student consumable book • Available on ThinkCentral in Program Assessment icons as PDFs and online versions • Available in ExamView® (download from ThinkCentral) • Can be taken online	• Weekly after finishing the selection • Can be administered as a whole test, or used in sections depending on need • Fluency is assessed as one group per week	• 15–40 minutes • Fluency passages may take 5–10 minutes per student	• Helps determine mastery of weekly skills (questions are not simple recall questions, but rather ask students to apply the skill across genres and in different contexts) • Manual helps score, summarize, and analyze results and customize instruction • Online scoring is available on ThinkCentral • Every third week includes a "Skills in Context" test that provides a passage that has not been read, and comprehension questions on the same skills and vocabulary taught • Answer Keys also document the DOK level
PERFORMANCE ASSESSMENTS (3–6)	• Give students practice in completing performance tasks • Assess students' ability to complete a performance task	• Teaches a process for analyzing sources, gathering text evidence and using that information to respond to a prompt • Teaches/practices Narrative, Informational, Opinion, and Response to Reading genre	PDF, print consumable, and online	Flexible – aligns with *Journeys* units, stop and practice before test time, or assign to students that need extra practice	Multiday lessons per performance task	• Mirrors the kinds of tasks students will have to perform on high-stakes assessments • Can be used as the writing curriculum or as a great wrap-up to the writing instruction in each unit

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FORMATIVE ASSESSMENTS (including Performance Tasks [1–6] and Text-to-Text [K–6] questions)	• Assess students' ability to synthesize information from two texts in constructing a response • Give students practice in completing performance tasks	**TEXT TO TEXT** • One question per lesson, 30 total • Assesses student's ability to draw information from two texts to construct a response to an evidence-based question **PERFORMANCE TASKS** • CCSS are assessed through a performance task; Includes tasks that require reading using the Reading and Writing Anchor Standard and the Speaking and Listening Standards	**TEXT TO TEXT** • Group-administered • Available as a blackline master online in the Assessment icon in ThinkCentral **PERFORMANCE TASKS** Teacher-led, multi-day project that provides rubrics to assess: • Conversations • Listening comprehension • Retellings • Writing	**TEXT TO TEXT** Weekly with the Weekly Lesson Test, the Cold Reads, or by itself **PERFORMANCE TASKS** One per unit - at end of unit	**TEXT TO TEXT** 15–30 minutes **PERFORMANCE TASKS** 4–6 days, spending 60 minutes a day	**TEXT TO TEXT** • Practice drawing information from multiple sources • Incorporating text evidence into a written response **PERFORMANCE TASKS** • Rubrics provide opportunities to record application of the CCSS • Mimics the process needed for high-stakes assessments like PARCC®* and SBAC** • Connects the reading and writing process
STANDARDS-BASED ASSESSMENT RESOURCE (K–6)	• Monitor students' progress towards high-stakes tests • Provide practice with rigorous tasks and questions in tech-enhanced item formats • Assess students' ability to complete a performance task	Assesses a unit's skills through high-stakes format Assessment sections include: • Reading • Writing • Listening • Research • Performance tasks Incorporates these item types: • Selected-Response (Multiple choice with one or multiple correct answers) • Evidence-Based Selected Response (Two-part items) • Technology-Enhanced – Highlight to Choose, Drag and Drop, Choose Cells in a Table) • Constructed-Response (Short Text) • Essay (Long Text)	• Group-administered • Available from ThinkCentral as PDF and online version • Can be taken online • Administration results and reports will be easily available	End of each unit - Assessments at end of units 1, 3, 5; performance asks at end of units 2, 4, 6	45–90 minutes	• Gives teachers a clear picture, as they go, of what students have mastered • Practice in the high-stakes assessment format on a unit basis to create familiarity • Matches the rigor

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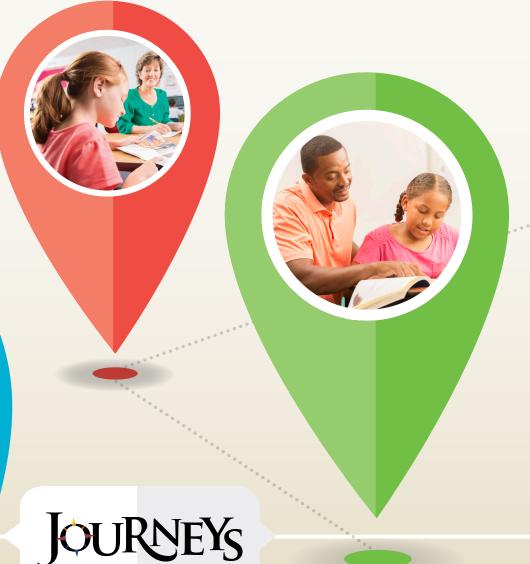| Assessment	I need to…	What skills are assessed?	How do I administer these and where do I access it?	When and how often do I administer it?	How long does it take to administer?	What does it do for me and my students?
BENCHMARK TESTS (K–6) (Bundled with Unit Tests)	• Monitor students' comprehension of complex text and ability to write opinion, informative, and narrative pieces • Assess students' ability to apply learned skills to new texts	• Reading (comprehension and vocabulary) • Revising and Editing (grammar, spelling, and writing taught to date) • Phonics (Grades K–3 only) • Written Composition (writing prompt, reflects modes, forms, and skills taught to date)	• Group-administered • Multiple choice and written response in blackline format (separate booklet) • Available as a consumable version • Available in ThinkCentral as PDFs and online version • Available in ExamView as a download from ThinkCentral • Can be taken online	Recommended three times a year (at the end of units 1, 3, and 5)	1–2 class periods	• Tests are summative, measuring growth over time and provide built-in review of the skills taught to date (cumulative) • Measures how students apply weekly skills to new selections • Reading passages vary in genre, context, and length • Writing prompts vary with each assessment (i.e. Write to Persuade, Write to Express, Write to Inform, etc.)
UNIT TESTS (K–6) (Bundled with Benchmark Tests)	Assess students' retention of new skills learned during a unit	Includes assessment questions from all skills taught in current unit: • Vocabulary strategy • Target vocabulary • Comprehension skill • Decoding • Spelling • Grammar • Writing (Trait, Revising, Editing, etc.)	• Multiple choice and written response in blackline format (separate booklet) • Available as a consumable version • Available in ThinkCentral as PDFs and online version • Available in ExamView as a download from ThinkCentral • Can be taken online	Recommended three times a year (at the end of units 2, 4, and 6)	1–2 class periods	• Provides an additional unit assessment to determine if students are mastering skills taught throughout the unit (only from current unit) • Helps to pinpoint lessons for re-teaching or challenge lessons • Provides practice with test-taking strategies • Reading passages vary in genre, context, and length • Writing prompts vary with each assessment (i.e. Write to Persuade, Write to Express, Write to Inform, etc.)

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TOSCROF (2–6)	• Assess students' silent reading ability • Use a norm-referenced test for screening, diagnostic, and progress-monitoring	There are four forms of the assessment. Each form contains a series of passages that become progressively more difficult in their content, vocabulary, and grammar. The passages are printed without punctuation or spaces between the words in all capital letters. Students have 3 minutes to draw lines between as many words as possible.	• Individually, small-group, or whole-group administered • Available in ThinkCentral as PDFs • Cannot be taken online	• Identification • Screening • Diagnostic • Progress-Monitoring	• 10 minutes • 4 forms available	• Norm-referenced • Returns a raw score, age and grade equivalent, percentile rank • Assesses students' ability to read and comprehend silently in context
HMH READING COMMON CORE PRACTICE AND ASSESSMENT APP	Provide low-pressure, online practice with high-stakes assessment item types	Includes new passages within the correct Lexile® band connected to *Journeys* Anchor Text by topic, and questions in PARCC and SBAC formats that practice and assess the skills of the week from the core program • Comprehension skill and strategy • Vocabulary strategy • Phonics • High-frequency words • Phonemic awareness	• Practice and Assessment for each lesson/unit • Available for iPad® (K–6) and Android™ devices (2–6)	Weekly	20–30 minutes	• Provides a practice passage and questions and assessment passage and question for each lesson and unit • Provides practice for tech-enhanced assessment in preparation for the high-stakes assessments (PARCC and SBAC) • Results in a Teacher Resource Center online
OBSERVATION CHECKLISTS (K)	• Identify strengths and weaknesses among my Kindergarten students • Track students' progress in key skills, including behaviors that must be observed throughout the school day	Assesses key skills taught in each lesson: • Phonological awareness • Phonics • Vocabulary • Fluency • Comprehension • Grammar • Writing	• Informal checklists • Available on ThinkCentral as PDF • Print copy available in Assessment Booklet in Grab-and-Go! • Cannot be taken online	Weekly	Embedded in the lessons and practice/ Informal observation	• Records informal observations • Particularly helpful for activities that are difficult to check paper and pencil • Identifies areas of weakness

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RUNNING RECORDS	Record a student's reading behaviors and understanding so that I can provide targeted instruction	Provides a passage to read and a place to record errors and self-corrections	• Individually administered • Available in ThinkCentral as PDFs • Available in print in the Leveled Reader Teacher Guides • Cannot be taken online	Varies	10–20 minutes	• Running records allow the observation of reading behaviors such as repetition, self-corrections, omissions, substitutions, and insertions • Identifies strengths and weaknesses • Can ask students to do a retelling to get information about sequence and key ideas

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