

Monitoring Student Progress

Introduction

This guide explains how teachers monitor student progress using Prentice Hall Literature © 2010. Program features provide frequent opportunities for teachers to evaluate student progress and make instructional decisions. The program offers a variety of tests that enable teachers to determine student understanding and mastery of important skills and concepts.

In addition to utilizing Prentice Hall Literature, teachers can leverage the power of PH Lit Online. When students take tests online, the results are compiled into three different reports. The system can automatically adjust learner settings and can assign remediation based on test results.

Monitoring Student Progress During Instruction

Prentice Hall Literature includes three program features that enable teachers to monitor student progress during instruction.

First, teachers can use comprehension checks in the side-margin notes of the Student Edition. PH Lit Online offers the same side-column notes as well as text boxes for students to record their thinking while they read.

Critical Viewing
Which details in this painting suggest the power of Patrick Henry's oratory? [Analyze]

Literary Analysis
Speeches and Allusions
Why do you think Henry makes allusions to Homer's *Odyssey* and the Bible?

Reading Check
Does Henry agree or disagree with those who spoke before him?

Next, at the end of every selection there are Critical Thinking questions in Grades 6–10 and Critical Reading questions in the American Experience and British Tradition.

Critical Thinking

- Respond:** Do you think Harry should tell his father what he learned from Rocky? Why or why not?
- (a)** In the past, why did Harry and his friends visit Mr. Tillan after school? **(b) Infer:** Why have Harry and his friends stopped visiting Harry's father?
- (a)** Who is Rocky? **(b) Analyze Cause and Effect:** Why does Mr. Tillan buy Rocky?
- (a)** Explain how Harry reacts when Rocky says "Where's Harry?" and "Miss him!" **(b) Analyze:** Why does Harry react as he does?
- (a) Analyze:** What does each main character need to understand about the other? **(b) Make a Judgment:** Which character has a greater responsibility to be understanding? Why? **(c) Discuss:** Share your response with a partner. Then, explain how understanding someone else's response did or did not change your opinion.

What is the best way to find the truth?
(a) What truth does Rocky reveal about Mr. Tillan's feelings toward Harry? **(b)** Would it have been better for Harry to learn the truth from his father? Explain.

Critical Reading

- Respond:** If you had been in the audience, how would you have responded to Henry's speech? Why?
- (a)** What measures does Henry say the colonists have already tried in their dealings with England? **(b) Analyze:** What examples does he provide to support his position that compromise with the British is not a workable solution?
- (a) Infer:** What course of action does Henry want the colonists to take? **(b) Draw Conclusions:** What is Henry's answer to the objection that the colonists are not ready to fight against the British?
- (a) Speculate:** Do you think Henry was prepared to stand behind his words when he exclaimed, "Give me liberty or give me death"? Why, or why not? **(b) Deduce:** What does his willingness to make such an assertion reveal about his character? **(c) Extend:** If you had been in his place, would you have made such an assertion? Why, or why not?
- Speculate:** What types of people living in the colonies at the time of Henry's speech might have reacted negatively to his words? Why?

These questions help students reflect on and apply what they have learned. They ask students to respond, analyze, speculate, make inferences, and draw conclusions. Answers to each question are provided in the Teacher’s Edition. Students are also asked to make connections to the Big Question or an Essential Question.

Lastly, teachers can use After You Read questions that follow each pair or group of selections. Students complete activities to apply the reading, literary, and vocabulary skills taught during the unit.

Reading Skill: Context Clues

1. In a chart like this, write the italicized word in the left column. Then, write the **context clues** from the passage and decide what the word means. Check your response in a dictionary. **(a)** Harry would *stroll* past the pet shop on his way to somewhere else . . . Mr. Tillian was always talking to the bird. So Harry kept on walking. **(b)** He checked the *furnace* so the bird wouldn’t get cold.

Unfamiliar Word	Context Clues	Possible Meaning

Vocabulary

Practice Answer each of the following questions based on your knowledge of the italicized words. Explain your answers.

1. Would you *resume* a meeting before taking a break?
2. If children *play* in a *cluster*, are they playing together?
3. If *shipments* are ready for delivery, have they already arrived?
4. What part of a bird holds onto a *perch*?
5. If something is *merely* a chance, is it likely to happen?
6. If you *ignored* your friend, would you respond to him?

Word Study Use the context of the sentences and what you know about the **Latin prefix re-** to explain your answers.

1. If a person *rejoins* a group, has he or she been there before?
2. Can you *recall* something you have not learned yet?

Literary Analysis: Narrative Text

2. Identify a reason that the story is called a **narrative**.
3. The order of events is important in **narration**. **(a)** Did Mr. Tillian buy his parrot before or after Harry stopped coming to the store? **(b)** Why is this detail important to the story?

All three program features can be used during whole-class instruction, for small-group discussion, or assigned for students to complete independently.

Prentice Hall Literature Assessments

There are various types of assessments available to help teachers diagnose reading level, monitor progress, and assess mastery of skills and literary concepts. All assessments are found in the Unit Resources book and on PH Lit Online.

Beginning of Year Diagnostic Test

Name _____ Date _____

Diagnostic Test

Read the selection. Then, answer the questions that follow.

1. The doctor believed that the sick child _____ his mother.
 - A. committed
 - B. conserved
 - C. selected
 - D. upheld
2. The earthquake victims were living in camps, suffering from hunger and in great _____.
 - A. consultation
 - B. distraction
 - C. misery
 - D. welfare
3. Some people say that the stars rule our fate, while others say we control our _____.
 - A. builders
 - B. destinies
 - C. prejudices
 - D. sentiments
4. A math expert can figure the likelihood of winning the lottery, or the _____ of it.
 - A. eternity
 - B. execution
 - C. probability
 - D. salvation
5. Joe liked to eat sweets, and cookies were his biggest _____.
 - A. attraction
 - B. remainder
 - C. temptation
 - D. virtue

Purpose

The Beginning of Year Diagnostic Test determines each student’s reading level. It assesses the student’s ability to construct meaning from the context sentences and to choose the word that fits both the semantics and syntax of the context sentence.

When students take the Beginning of Year Diagnostic Test online, their results can modify their Learner Settings, which determine the appropriate text version of each selection and reading support they will view when teachers assign lessons.

Format

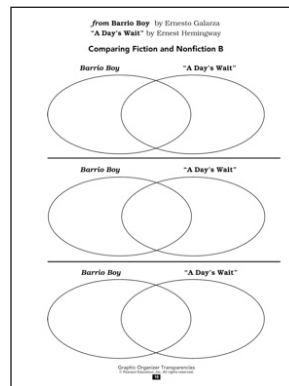
The Beginning of Year Diagnostic Test contains forty-four multiple-choice items.

Using Assessment Data to Inform Instruction

Based on the test results from the Beginning of Year Diagnostic Test, teachers can use the Diagnostic Tests and Vocabulary in Context Branching Suggestions (in the Unit 1 Resources book) to help them make instructional decisions.

They can determine which leveled selection (More Accessible or More Challenging) students should read for Grades 6–10. Since all students using the American Experience and British Tradition read all selections for literary comparison, those students identified as needing more accessible text may require additional reading support when they read the more challenging selections. The Reader’s Notebook Adapted Version may help students requiring more accessible text.

For all students identified by the chart as requiring more accessible text, use version A of the reading and vocabulary warm-ups and the partially filled in graphic organizers from the Unit Resources. Those students identified to read the more challenging selections should use version B of the reading and vocabulary warm-ups and the blank graphic organizers.



Leveled Selection Tests

Name _____ Date _____

**"The Earth on Turtle's Back" (Ojowabaga), "When Grizzlies Walked Upright" (Medoc),
from The Native Origin Legend (Shawnee)**

Open-Book Test

Short Answer Write your response to the questions in this section on the lines provided.

1. In the chart below, list the animals from "The Earth on Turtle's Back" that exemplify the characteristics of strength, courage, compassion, and intelligence. Use a few words from a quotation from the myth to support each answer.

Characteristic	Animal	Quotation
Strength		
Courage		
Compassion		
Intelligence		

2. In "The Earth on Turtle's Back," the Chief's wife dreams that the Great Tree has been uprooted. How does the Chief respond to the dream, and what does his response demonstrate about the cultural beliefs of the Ojowabaga?

3. In "The Earth on Turtle's Back," the Earth and its life are created out of materials from two different places. What are the materials, and what are the places?

4. In many myths, including "The Earth on Turtle's Back," one of the characters is an archetype, or a model or symbol, of something important in the culture. Which of the characters in this myth is an archetype for the age and strength of the Earth? How does this character fulfill the role of archetype?

5. In "When Grizzlies Walked Upright," the Chief of the Sky Spirits creates major landforms and living things. Explain his creation of one of the landforms and one of the living things.

Unit 1 Resources: A Gathering of Voices
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Purpose	The Leveled Selection Tests assess comprehension and mastery of the literary, reading, and vocabulary skills after students read selections.
Format	There are three types of Leveled Section Tests within the PH Lit program. Test A is for less-advanced students and English Learners. It is comprised of multiple-choice and essay questions. Test B is for on-level students, and it is also comprised of multiple-choice and essay questions. The third type of test is called the Open-Book Test. This test is for all levels and contains short-answer questions.
Using Assessment Data to Inform Instruction	Results from the Leveled Selection Tests help teachers determine if there are gaps in learning. Teachers can address the missing skills in more depth as they continue through the unit lessons.

Test Practice (Grades 6–10)

Test Practice: Reading

Context Clues

Fiction Selection

Directions: Read the selection. Then, answer the questions.

After we toured the Egyptian wing at the museum, my Aunt Margaret and I browsed in the gift shop. I had only planned to look, but I found the perfect birthday gift for my mother. It was a replica of a piece of jewelry that was found when King Tut's tomb was discovered. My mother is very interested in archaeology and the Egyptian antiquities found in King Tut's tomb. I really wanted to buy the necklace for her, but then I remembered that my aunt was with me. I did not know if I could trust her to keep my gift a secret. But I overcame my hesitation after my aunt promised to keep quiet. "My lips are sealed, Megan," she said. "I will not tell a soul."

<p>1. What does the word <i>browsed</i> mean in this passage?</p> <p>A. opened things B. looked over things C. bought things D. tested things</p> <p>2. What context clue helps you clarify the meaning of <i>browsed</i>?</p> <p>A. we toured the Egyptian wing B. my Aunt Margaret and I C. I had only planned to look D. the perfect birthday gift</p>	<p>4. What is the meaning of the word <i>hesitation</i>?</p> <p>A. excitement B. uncertainty C. fear D. anger</p> <p>5. In the passage, which words do not help you understand the expression <i>my lips are sealed</i>?</p> <p>A. keep my gift a secret B. overcame my hesitation C. promised to keep quiet</p>
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Purpose	Test Practice allows students to apply all reading and literary skills learned and to gauge their level of understanding as they prepare for the Benchmark Tests.
Format	Test Practice follows standardized test formats, where students apply what they have learned to both fiction and nonfiction selections. It includes a timed-writing practice for students to practice writing for assessment under test-taking conditions. Test Practice appears four times per unit—after each Selection Choices feature and after the Informational Text features.
Using Assessment Data to Inform Instruction	Test results help teachers evaluate the need for reteaching unit skills and concepts.

Test-Taking Practice (The American Experience and British Tradition)

Test-Taking Practice

Reading Test: Social Science Passage

Social science reading passages are one type of reading selection found on standardized tests. The social sciences include disciplines such as anthropology, economics, geography, history, political science, and psychology. These passages tend to be tightly written and logically organized. They are informational, but they also express the author's point of view either directly or indirectly. Questions following these passages usually address elements such as structure, main idea, or author's purpose.

Strategy: Scan, then read.

- **First, scan the passage.** Take 20 seconds to skim the text. Look for a main topic and a few key terms.
- **Second, read the passage in full.** Ask yourself: What is the author's purpose? What information is most important?

Sample Test Item

Focus on Identifying the Author's Purpose
Read the brief passage provided below. Be aware of details that indicate author's purpose. Then, answer the question that follows.

Passage

The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it now, deserves the love and thanks of man and woman. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to tax but) "to bind us in all cases whatsoever," and if being bound in that manner, is not slavery, then is there not such a thing as slavery upon the earth. . . .

If there be as little superstition in the world as any man living, but my secret opinion has ever been, and still is, that God Almighty will not give up a people to military destruction . . . who have so earnestly sought to avoid the calamities of war. . . .

Question: Based on the passage, the author's main goal is to:

- A. accuse certain soldiers of treason.
- B. educate American patriots about British law.
- C. scold people who are superstitious.

Purpose

The Test-Taking Practice Workshop asks students to apply the reading and literary skills they have learned through the course of the unit to gauge their level of understanding.

Format

The Test-Taking Practice questions follow standardized test formats, such as the Preliminary Scholastic Achievement Test (PSAT), Scholastic Achievement Test (SAT), and the American College Test (ACT). There is a timed-writing practice for students to practice writing for assessment under test-taking conditions.

The American Experience and British Tradition Test-Taking Practice appears once per unit at the end of the unit.

Using Assessment Data to Inform Instruction

The results from this Test-Taking Practice help teachers determine students' mastery of unit skills and concepts. This helps teachers evaluate the need for reteaching.

Benchmark Tests

Name _____ Date _____

**Unit 1: A Gathering of Voices
Benchmark Test 1**

MULTIPLE CHOICE
Literary Analysis and Reading Skills

Read the Passage. Then, answer the questions that follow.

(1) Long, long ago, when our people first came to this land, it was totally flat and covered with dry sand. (2) As hard as the people worked, they were unable to grow trees for shelter or plants for food. (3) The land seemed merciless, and many people grew weak and suffered mortal illnesses. (4) One day, two young women walked out into the hot, dry desert. (5) "Please, Great Spirit," they called to the sky. (6) "Please revive our land with rain, green plants, and rolling hills." (7) The Great Spirit was moved by their prayer. (8) "Please," they cried, "bring a rushing river filled with bountiful fish for us to eat." (9) The omnipotent Great Spirit brought a long rainy season to transform the land. (10) The sand washed away, causing hills to form along a rushing river's banks. (11) Out of the drenched earth, green plants sprouted. (12) In modern times, our fertile and beautiful valley represents the Great Spirit's reaction to the ancient women's pleas for help.

- Which statement from the passage best summarizes the purpose of this origin myth?
 - A. It explains how the features of the land came into being.
 - B. It describes the religious rites and traditions of a culture.
 - C. It describes the traditional roles and duties of women in a specific society.
 - D. It explains what causes seasonal weather patterns.
- Which sentence in the passage best conveys an archetype?
 - A. sentence 1
 - B. sentence 4
 - C. sentence 7
 - D. sentence 11
- Which sentence in the passage contains a cultural detail that signals how the people of a culture view religion?
 - A. sentence 3
 - B. sentence 4
 - C. sentence 9
 - D. sentence 10

Answer the following questions.

- Which statement best describes a character that is a literary archetype?

Purpose

The purpose of the Benchmark Tests is to assess students' mastery of the vocabulary, reading, and literary analysis skills covered in each unit.

Format

The Benchmark Tests include multiple-choice items and essay questions.

There are two Benchmark Tests per unit for Grades 6–10—at the midpoint and end point of each unit. Look in the Unit Resources book to see when to give the Benchmark Test or look at the Unit Overview and Pacing Plan, which appears in the Teacher's Edition near the front of each unit.

In the American Experience and British Tradition, give the Benchmark Tests about every three weeks of instruction. This timeframe does vary in each unit, since units have different lengths, so be sure to follow the outline in the Unit Resources book for each unit.

Using Assessment Data to Inform Instruction

Results from the Benchmark Tests determine students' mastery of skills and concepts and help teachers evaluate the need for reteaching.

Grade 11—Benchmark Test 1 Interpretation Guide			
Skill Objective	Test Items	Number Correct	Reading Kit
Literary Analysis			
Origin Myths	1		pp. 142, 143
Archetypes	2, 4		pp. 34, 35
Political Document	5		pp. 188, 189
Symbols	7, 8		pp. 254, 255
Exploration Narrative and Other Accounts	10		pp. 108, 109
Author's Purpose/Audience	11		pp. 40, 41
Text Structure: Chronological Order	12		pp. 258, 259
Puritan Plain Style	6		pp. 194, 195
Syntax and Inversion	13, 14		pp. 256, 257
Extended Metaphor (conceit)	15, 16		pp. 112, 113
Reading Skill			
Cultural Characteristics	3		pp. 72, 73
Analyze philosophical assumptions	17		pp. 14, 15
Recognizing Signal Words	9		pp. 208, 209
Breaking Down Long Sentences	19		pp. 46, 47
Paraphrasing	18		pp. 170, 171
Adjust Reading Rate	20		pp. 2, 3
Vocabulary			
Latin Root: -stud-, -stus-	21, 22, 23, 24		pp. 310, 311
Related forms of part	25, 26		pp. 290, 291
Grammar			
Coordinating Conjunctions	27, 28		pp. 358, 359
Writing			
Speaker Introduction	29		pp. 452, 453
Autobiographical Narrative	30		pp. 418, 419
Reflective Essay	31		pp. 442, 443

Use the Interpretation Guides, in the Unit Resources book, for item analysis of skills not yet mastered. The Interpretation Guide identifies pages in the Reading Kit to assign for remediation and reteaching.

When students take the Benchmark Tests online, they can receive automatic remediation for each skill not mastered. The remediation activities are PDF pages from the Reading Kit. They will appear on students' To Do lists.

Vocabulary in Context Diagnostic Tests

Name _____ Date _____

Vocabulary in Context

Read the sentence. Then, choose the letter for the word that best completes the sentence.

- The patient took the medicine because it was _____ to her health.
A. admirable
B. dishonest
C. vital
D. vulgar
- The travelers on the cruise ship took several _____ to cities on shore.
A. attractions
B. excursions
C. successions
D. traditions
- Melissa thought the sailor who bravely fought the pirate was _____.
A. stiflen
B. valiant
C. vile
D. warped

The short version of the Vocabulary in Context test, which includes twenty questions, can be found in the Unit Resources book.

The full forty-question test is available on PH Lit Online, and the tests are listed in the test menu as Diagnostic Tests.

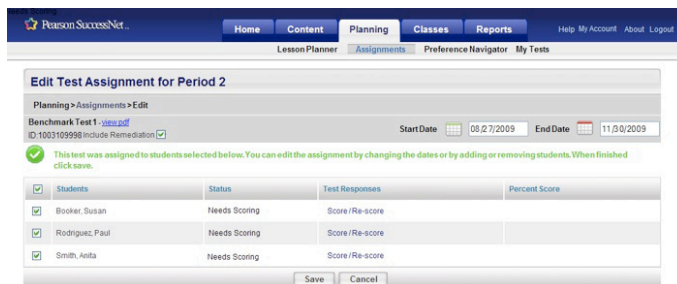
Purpose	The purpose of the Vocabulary in Context Tests is to determine reading level. This test assesses students' ability to construct sufficient meaning from the context sentence to choose the word that fits both the semantics and syntax of the context sentence.
Format	This test contains multiple-choice items. There is a Vocabulary in Context Test with every even-numbered Benchmark Test, except for the last Benchmark Test in Unit 6.
Using Assessment Data to Inform Instruction	Based on the test results, teachers can use the information from the Diagnostic Tests and Vocabulary in Context Branching Suggestions (in the Unit Resources book) to help them make instructional decisions for the next unit of instruction.

They can determine which leveled selection (More Accessible or More Challenging) students should read for Grades 6–10. Since all students using the American Experience and British Tradition read all selections for literary comparison, those students identified as needing more accessible text may require additional reading support when they read the more challenging selections. The Reader's Notebook Adapted Version may help students requiring more accessible text.

For all students identified by the chart as requiring more accessible text, use version A of the reading and vocabulary warm-ups and the partially filled in graphic organizers from the Unit Resources. Those students identified to read the more challenging selections should use version B of the reading and vocabulary warm-ups and the blank graphic organizers.

When students take the Vocabulary in Context Tests online, the results can modify their Learner Setting if teachers have opted to use this feature.

PH Lit Online PH Lit Online enables teachers to assign assessments for students to complete online.



When students complete a test online, the system immediately scores and displays test results for tests that include only multiple-choice items. For tests that include short answer and essay questions, teachers must score these questions before the system posts the results for students.

When students take the Benchmark Tests online, the system can automatically assign the remediation pages from the Reading Kit based on their test results. Students print out these PDF pages and complete the assignment. The Diagnostic Tests can adjust the learner settings profile.

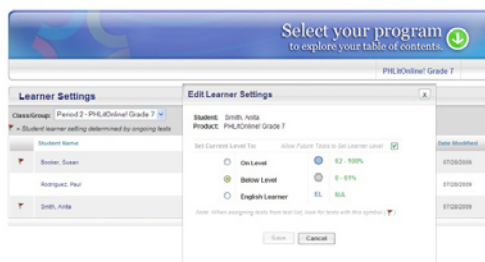
PH Lit Online Learner Settings

The Learner Settings Profile determines which selection text version and reading support are provided to each student when lessons are assigned. Learner Settings is found in the Classes tab.

Students with the On-Level learner profile will be assigned the on-level text. Students with the Below-Level learner profile will be assigned the adapted text. Teachers can designate which students should receive the English Learner version of the text. These adapted text versions are the same as the Reader's Notebooks.

Learner Settings Profile

The Learner Settings profile determines which version of the Reading and Vocabulary Warm-ups and which version of Graphic Organizers are provided to each student when lessons are assigned.



Version A of the Reading and Vocabulary Warm-ups and the Graphic Organizers is provided to English Learners and below-level students. Version B is for on-level and advanced students. Version A of the Graphic Organizers are partially completed.

Only the results from the Beginning of Year Diagnostic Test and the Vocabulary in Context Tests can adjust the Learner Settings profile. Teachers can also choose to manage this feature manually.

To enable this feature for automatic adjustment of the Learner Setting based on test results, just check the box that says "Allow Future Tests to Set Learner Level."

Please note that the system only automatically adjusts for the on-level and below-level versions of the text. It is suggested to manually manage students who are assigned the English Learner profile. This will insure that these students will always view the English Learner version of selections for lessons you assign. To manually manage the Learner Settings for English Learners, do not check the box that says "Allow Future Tests to Set Learner Level."

Review

This guide explained how to monitor student progress during instruction. It discussed each assessment, including the purpose, format, and how to use assessment data to inform instruction. It also discussed assessments on PH Lit Online and explained Learner Settings which determines the text version and reading support provided to students when lessons are assigned.

