



READ 180 Universal Workshop Assessment User's Guide

For use with Workshop Assessments, *READ 180* Universal,
and HMH Teacher Central™



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Workshop Assessment Overview

The Workshop Assessment program allows teachers to monitor students' reading progress in *READ 180* Universal with reading passages and assessment questions connected to *Real Book* Workshops. The Workshop Assessment program consists of computer-based assessments for each *READ 180* Universal stag, and two difficulty levels for each assessment (grade level and below grade level).

The Workshop Assessment program includes the following features:

- Untimed questions, so students are not pressured to answer questions quickly
- Assessment items that correspond to the skills taught in *READ 180* Universal
- Options for students to review and change responses prior to submitting
- Questions that students may skip and return to later (though students must answer all assessment questions before the assessment can be graded)

With these criterion-referenced assessments, teachers will be able to measure students' reading trajectory to college and career readiness, and students will build mastery and confidence with various item types found on new, more rigorous assessments.

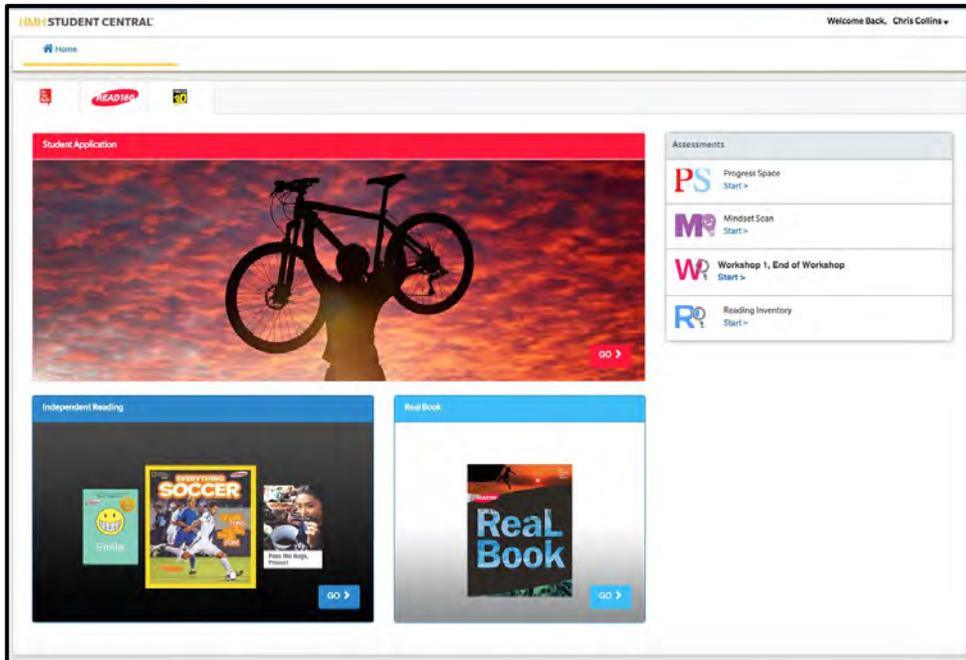
There are two types of assessments: interim and end of Workshop. Interim Assessments have no constructed-response or extended writing questions (*page 14*) and are worth 15 points. End-of-Workshop Assessments are worth 30 points.

Assessments gradually introduce Next Generation Assessment (NGA) item types. For example, in Workshop 1 the Interim Assessment has multiple-choice questions and introduces the student to one NGA item type. Subsequent Assessments will include the new NGA item type from Workshop 1, multiple-choice questions, plus a new NGA item type. This process continues until students have been exposed to all NGA item types.

Logging In to Workshop Assessments

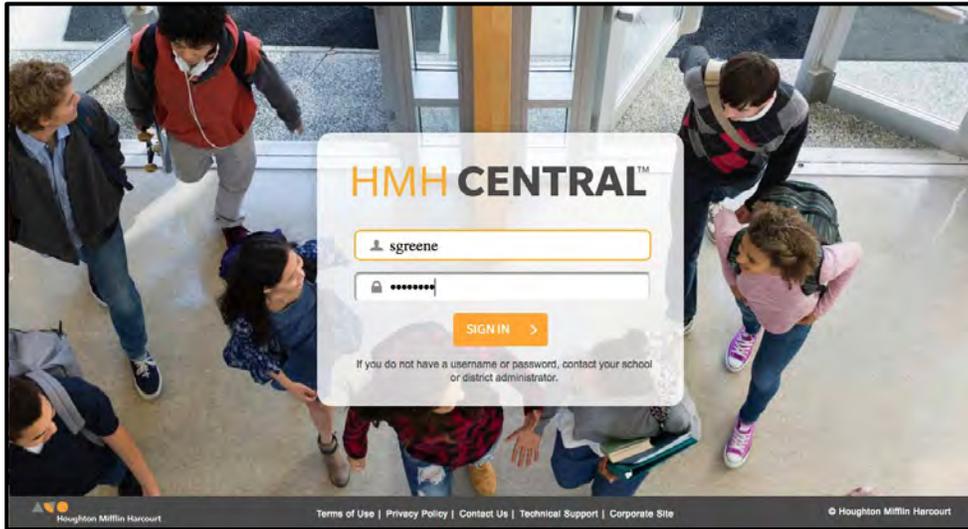
HMH Student Central™

When students are enrolled in *READ 180* Universal and Workshop Assessments, they may log in to the program through the Student Access screen through HMH Student Central. Contact the school or district administrator for more information on enrolling students and bookmarking the HMH Student Central URL.

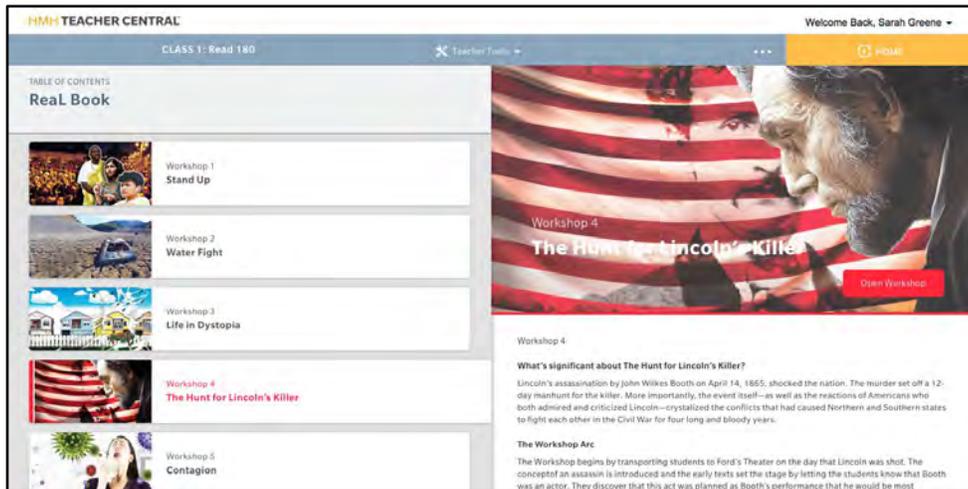


Any assigned Assessments will appear in the Assessments field of HMH Student Central. Click **Start** to open the Workshop Assessment.

HMH Teacher Central

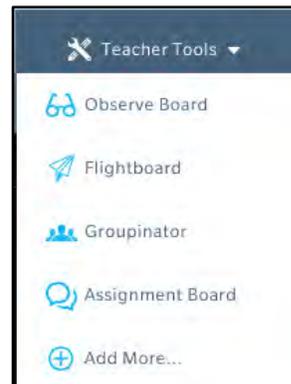


From the HMH Teacher Central URL, log in with the HMH Teacher Central username and password (see the district or school administrator for the URL and username and password). Bookmark the URL for easier use.



Click **Teach** from the Home screen to open the *Real Book* Digital Teacher's Edition and Teacher Tools. Teacher Tools is a menu of tools for teachers to use while teaching the Digital Teacher's Edition lesson.

Click **Teacher Tools** at the top of the Digital Teacher's Edition screen to open the pull-down menu of tools.



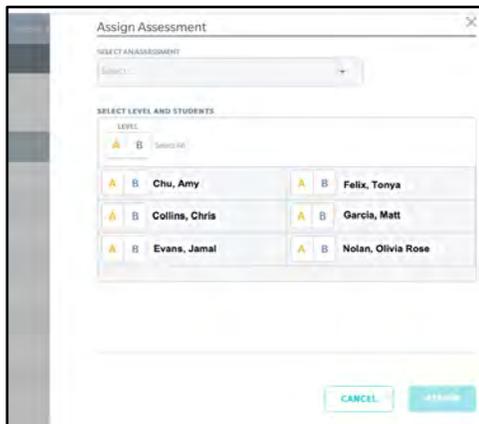
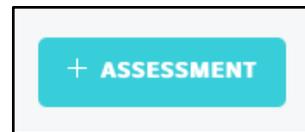
Assigning an Assessment

Student	Total Logins	Last Activity	Type	Date Assigned	Date Submitted
Chris Collins	1	Workshop 2, End of Workshop	Workshop Assessment Assignment	03/04/16	---
Tonya Felix	1	Workshop 2, Interim	Workshop Assessment Assignment	03/04/16	---
Olivia Rose Nolan	1	Workshop 2, Interim	Workshop Assessment Assignment	03/04/16	---
Matt Garcia	1	Workshop 5, Interim	Workshop Assessment Assignment	03/04/16	---

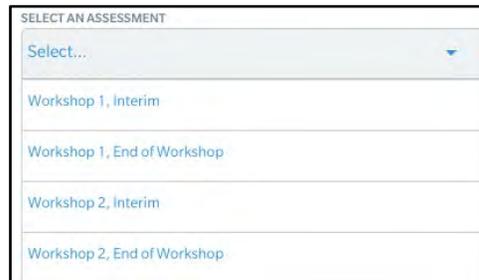
The Assignment Board allows teachers to assign Workshop Assessments to students and then view and review student work once they have submitted it back to the teacher.

To access the Assignment Board, click **Assignment Board** from the Teacher Tools pull-down menu.

To assign Assessments to students, click the **+Assessment** button. This opens the Assign Assessment window.



Select the assessment from the pull-down menu at the top of the window.



Click the level desired for each student, either A or B, or select the level for the whole class at the Select All field. Click **Assign** to send the Assessment to students. The date will appear in the Date Assigned column of the Assignment Board.

The assessment will also appear in the student's Assignment menu on HMH Student Central.



Teacher Tip

Students who quit in the middle of a test automatically skip the Directions screen the next time they log in and go immediately to the question at which they stopped.

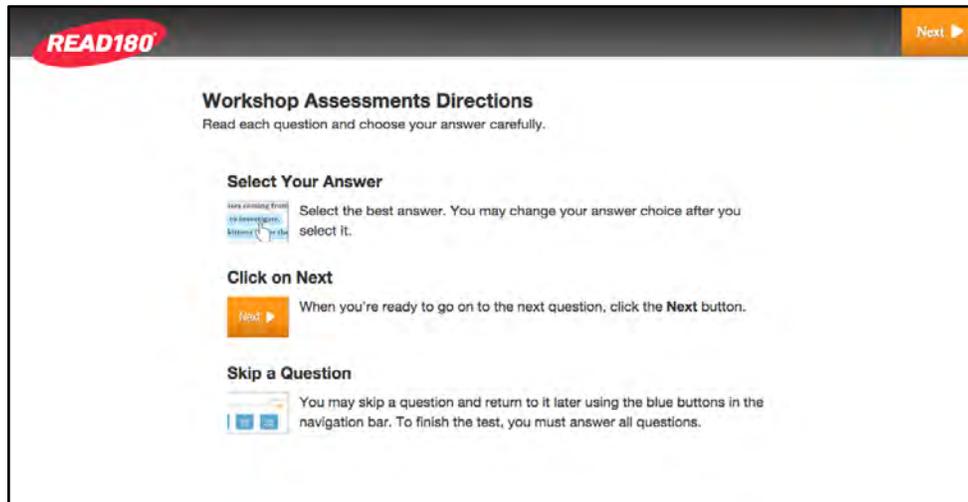


Taking an Assessment



When students click **Start** from the Assessment listing in their Assignment menu, they go to the Workshop Assessment Welcome screen. Click **Go On** to launch the Assessment.

Using the Test Screen



The Test Screen shows directions for using the Workshop Assessment program. Students answer the question, then click **Next** to move to the next question. Click **Back** to move back through the questions. Students may change any answers until they submit their assessments (page 16).

Taking the Assessment

The Workshop Assessment contains six types of text-based choice questions: single selected-response questions, multiple selected-response questions, two-part questions, highlighting questions, matching questions, and chart questions; and two types of constructed-response questions: constructed-response and extended writing.

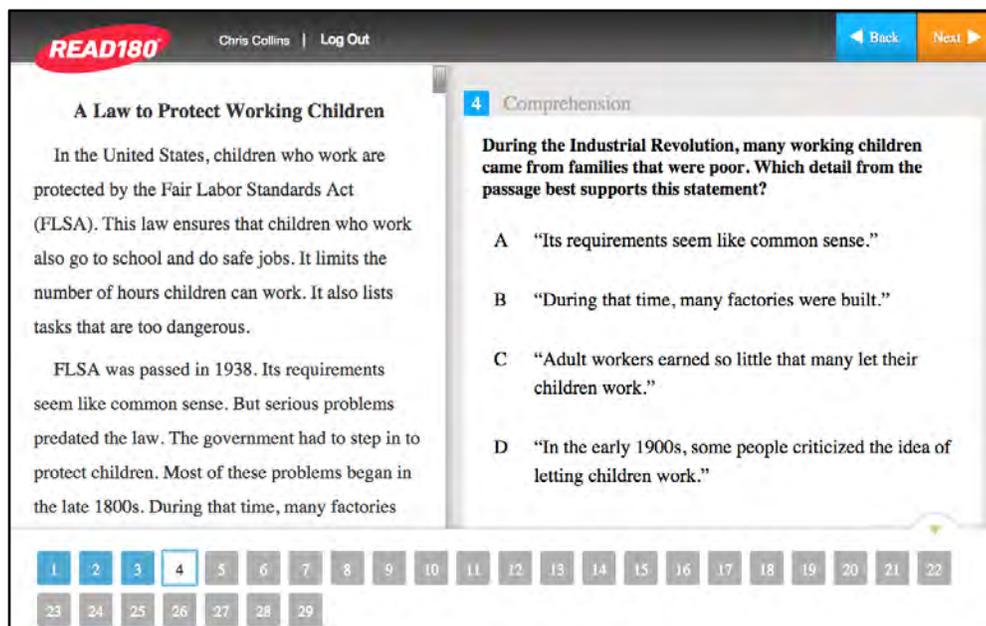
Students respond to the choice questions by choosing an answer based on the text, scrolling over their choices, then clicking their choices to select them. When students are satisfied with their answers, they click **Next** to proceed to the next question. Students may click a different choice to change their answers prior to clicking **Next**.

Students answer constructed-response questions by composing a written response in the field provided. Students may review their written work prior to submitting it; when satisfied with their responses students click **Next** to move to the next question.

Responses to constructed-response questions are forwarded to the Assignment Board in HMH Teacher Central for teacher review.

Students may also click **Log Out** at any point in the test; their work will be saved, and they will continue with the test at the point they left off the next time they log in.

The Progress Bar



Clicking **Progress** at the bottom of the screen shows the Progress Bar, which students may use to move through the questions on the test. Answered questions appear in blue; unanswered questions appear in gray. The current question appears in white.

Answering Selected-Response Questions

The screenshot shows a user interface for a READ180 assessment. At the top, it says "READ180" and "Chris Collins | Log Out". There are "Back" and "Next" buttons. The main content area is divided into two columns. The left column has the title "A Law to Protect Working Children" and two paragraphs of text. The right column has a question number "1" and the heading "Comprehension". The question asks "Which sentence best states a central idea of the passage?". There are four multiple-choice options: A, B, C, and D. Option D, "In 1938, a new law was created to protect child workers.", is highlighted in blue, indicating it is the selected answer.

Selected-response questions require students to choose an answer from one of the choices. The Workshop Assessments contain two types of selected-response questions: single and multiple. Some questions require students to choose one response; others require choosing several appropriate choices.

The screenshot shows a user interface for a READ180 assessment. At the top, it says "READ180" and "Chris Collins | Log Out". There are "Back" and "Next" buttons. The main content area is divided into two columns. The left column has the title "A Law to Protect Working Children" and two paragraphs of text. The right column has a question number "2" and the heading "Comprehension". The question asks "Based on details in the passage, which two sentences best summarize how working in factories affected child workers?". There are five multiple-choice options: A, B, C, D, and E. Options B, "Working in factories caused child workers to miss out on an education.", and E, "Working in factories caused child workers to get injured.", are highlighted in blue, indicating they are the selected answers.

To answer a selected-response question, students select an answer by clicking their answer choice(s). If they are satisfied with their answers, they click **Next** to proceed to the next question. Students may click a different choice to change their answers prior to clicking **Next**.



Answering Two-Part Questions

Unlike multiple selected-response questions, two-part questions are broken into two individually scored parts, A and B, with each part of the question worth one point in the assessment.

The screenshot shows the READ180 assessment interface. At the top, it says "READ180 Chris Collins | Log Out" and has "Back" and "Next" buttons. The main content area is titled "A Fateful Day" and contains three paragraphs. The first paragraph states that John F. Kennedy became the 35th President in 1961. The second paragraph describes his arrival in Dallas on November 22, 1963, where he met with state leaders. The third paragraph, titled "The Assassination", describes the event where a bullet hit the president in the head. To the right of the text is a "Comprehension" section with "PART A" and "PART B".

2 Comprehension

PART A

According to the author, how did most people feel about President Kennedy's visit?

A They were angry.

B They were excited.

C They were calm.

D They were confused.

PART B

Read paragraph 3. Select the sentence that best supports the answer to Part A.

• Cheering crowds lined the streets.

To answer each part of the question, students select an answer by clicking their answer choices. If they are satisfied with their answers, they click **Next** to proceed to the next question. Students may click a different choice to change their answers prior to clicking **Next**.

Answering Highlighting Questions

The screenshot shows the READ180 assessment interface. At the top, there is a navigation bar with the READ180 logo, the user name 'Chris Collins', and a 'Log Out' button. On the right side of the navigation bar are 'Back' and 'Next' buttons. The main content area is divided into two panels. The left panel, titled 'Mummies Around the World', contains two paragraphs of text. The second paragraph is highlighted in blue. The right panel, titled '1 COMPREHENSION', contains a question: 'In some cultures, mummies are a way of preparing bodies for life after death. Select the paragraph in the text that supports that conclusion.' Below the question is a list of two options, with the first option selected. The first option is: 'The world's oldest mummies were found in the South American countries of Chile and Peru. To make mummies, the Chileans took bodies apart and dried the pieces by heat. Then they put the bodies back together. People who preserved the bodies used sticks and grasses to hold them together. Sometimes they also used animal skins. The mummies were painted, so they all looked alike. Researchers think that these mummies were supposed to stand up so they could walk in the afterlife.'

Highlighting questions ask students to answer a question by choosing a relevant sentence, section, or paragraph from a passage.

Students answer highlighting questions by clicking their choices in the passage on the left side of the screen. The choice then appears on the right side of the screen under the question. To change a response, students click the sentence or paragraph again to deselect it. If students are satisfied with their choices, they click **Next** to go on to the next question. Students may also click a different choice to change their answers prior to clicking **Next**.

Answering Matching Questions

11 VOCABULARY/WORD STUDY

Read the following passage. Then match each idiom in the left column with the correct definition in the right column. To make a match, select an idiom on the left; then select the correct definition on the right.

Our soccer team hasn't lost a game so far this year. I told the coach I was keeping my fingers crossed for an undefeated season. She said that if I really was keeping my eyes on the prize, I would work harder in practice.

keep one's eyes on the prize	look into the distance
keep one's fingers crossed	dream about the future
	hope for success
	fear that something will happen
	focus on a future goal

To answer a matching question, students click one of the choices in the left column to highlight it, then click the choice in the right column to match the choices. Students may click the choices again to unmatch them and make a different choice.

When students are satisfied with their choices, they click **Next** to go on to the next question.

Answering Chart Questions

2 COMPREHENSION

Select a mummy or group of mummies. Then select a box in the column that describes what preserved that mummy or group of mummies. Repeat for each mummy or group of mummies.

	chemicals	heat	cold
Chilean mummies		<input checked="" type="checkbox"/>	
Scythian mummies		<input checked="" type="checkbox"/>	
Otzi			<input checked="" type="checkbox"/>
bog mummies	<input checked="" type="checkbox"/>		

Progress

Students answer chart questions by selecting a box on the chart and clicking it. A blue dot appears in the chosen field. Students may click the chosen field a second time to deselect it. When students are satisfied with their choices, they click **Next** to move to the next question.

Answering Constructed-Response Questions

Constructed-response questions allow students to demonstrate their writing skills by having them answer questions with short responses.

The screenshot shows the READ180 assessment interface. On the left, there is a reading passage titled "A Law to Protect Working Children". The passage discusses the Fair Labor Standards Act (FLSA) and its impact on child labor. On the right, there is a question box labeled "21 Constructed Response" with the text: "According to the passage 'A Law to Protect Working Children,' how did the Fair Labor Standards Act (FLSA) make life better for children who worked? Write 3 or 4 sentences to explain. Analyze details from the passage to support your ideas." Below the question is a text input box containing the answer: "The FLSA protected child workers in many ways. It limited the amount of hours children could work, and the age they could start work. It also said children could not do certain jobs." The interface includes a "Back" button and a "Next" button at the top right.

To answer constructed-response questions:

1. Read the text passage on the left side of the screen, using the scroll bar to see the text for longer passages.
2. Type a response directly into the text box on the right. A scroll bar appears if the answer goes beyond the size of the text box.

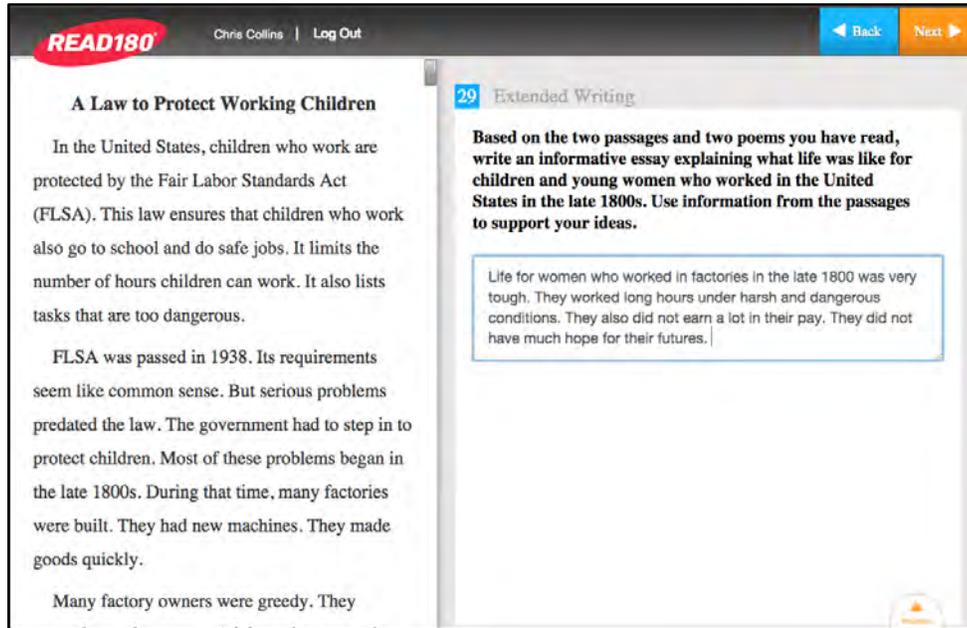
When students are finished with their responses, they click **Next** to proceed to the next question.



Teacher Tip

Speak to students before assigning a constructed-response question. Give them guidelines and tips, such as how long their answers are expected to be, or suggest that they write their answers out on paper first, before they type them into the text box.

Answering Extended Writing Questions



The screenshot shows the READ180 assessment interface. At the top, there is a navigation bar with the READ180 logo, the user name 'Chris Collins', and a 'Log Out' link. On the right side of the navigation bar are 'Back' and 'Next' buttons. The main content area is split into two columns. The left column contains a passage titled 'A Law to Protect Working Children'. The right column contains an extended writing question labeled '29 Extended Writing'. The question asks the student to write an informative essay based on two passages and two poems. Below the question is a text box for the answer, which contains a sample response about the life of women in factories in the late 1800s.

A Law to Protect Working Children

In the United States, children who work are protected by the Fair Labor Standards Act (FLSA). This law ensures that children who work also go to school and do safe jobs. It limits the number of hours children can work. It also lists tasks that are too dangerous.

FLSA was passed in 1938. Its requirements seem like common sense. But serious problems predated the law. The government had to step in to protect children. Most of these problems began in the late 1800s. During that time, many factories were built. They had new machines. They made goods quickly.

Many factory owners were greedy. They

29 Extended Writing

Based on the two passages and two poems you have read, write an informative essay explaining what life was like for children and young women who worked in the United States in the late 1800s. Use information from the passages to support your ideas.

Life for women who worked in factories in the late 1800 was very tough. They worked long hours under harsh and dangerous conditions. They also did not earn a lot in their pay. They did not have much hope for their futures.

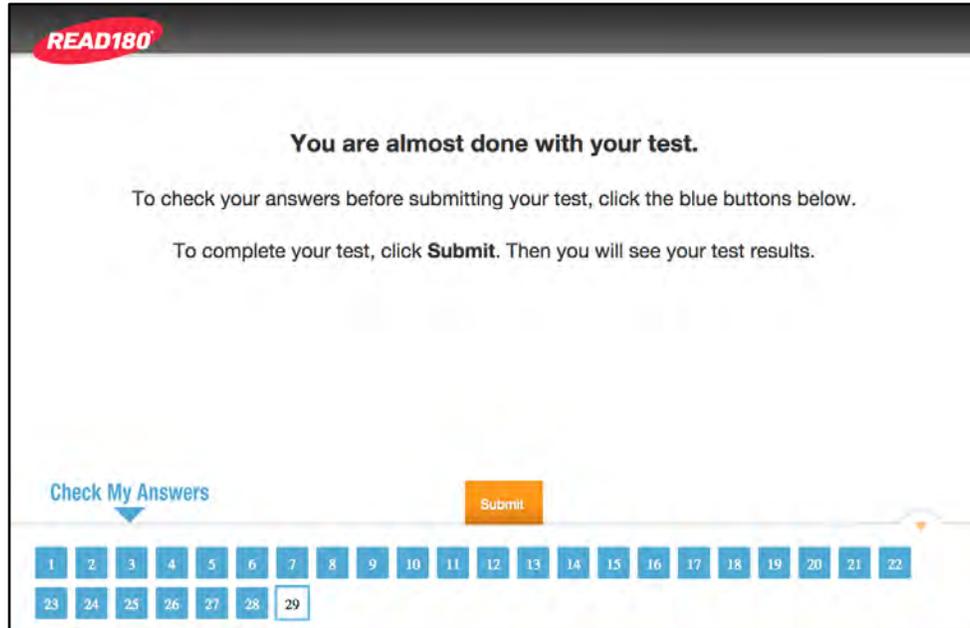
Extended writing questions allow students to demonstrate their writing skills and creativity by writing on a text-based subject that corresponds with the Workshop theme and writing genre.

To answer the extended writing question, students should type their responses directly into the text box. A scroll bar appears if the answer goes beyond the size of the text box.

The extended writing question is the last question in the assessment. When students are satisfied with their writing, they click **Next** to move to the end of the assessment.



Finishing an Assessment



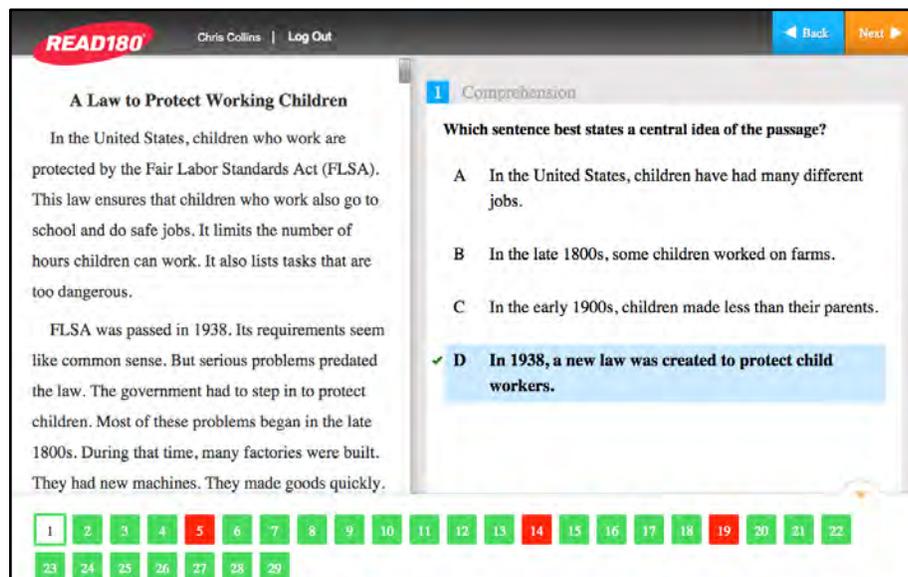
When students click **Next** after the extended constructed-response question, the Workshop Assessment program checks to make sure they have answered all of the questions. Students are prompted to answer questions they skipped and to review their work. The Progress Bar indicates answered questions in blue and unanswered questions in gray.

Tests are not finished until students answer all questions. Once students have answered all skipped questions, they may click **Submit**. When they do, all responses are recorded as final, and constructed-response questions are forwarded to the Assignment Board for review. Students may not do any further work at that point.

Viewing Assessment Results



The Results screen allows students to see how well they performed on the Assessment. Results appear as a raw score as well as a percentage. Results of the constructed-response questions are not included in these tabulations. Students may click **Review** to view the Progress Bar and review their Assessments.



In the Progress Bar, correct answers are shown in green and incorrect answers are shown in red. A green check appears next to the correct answer. A red “X” appears next to each incorrect answer.

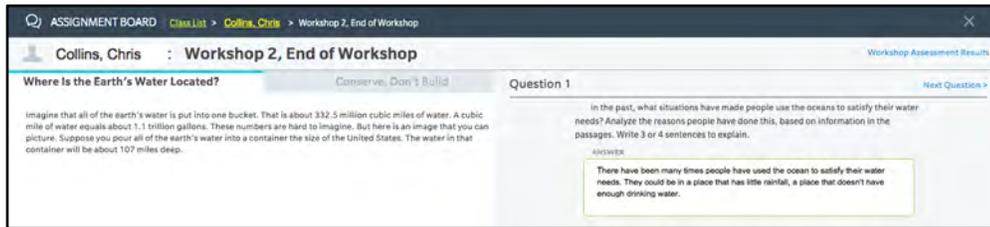
After reviewing their test results, students click **Log Out** to exit the Workshop Assessment.

Reviewing the Assessment

To review the assessment, click the assessment name on the Assignment Board in HMH Teacher

Class List		
Student	Total Ungraded	Last Activity
Chris Collins	1	Workshop 3, End of Workshop

Central (see the [READ 180 Universal Technology User's Guide](#) for more information on the Assignment Board).



In the review area, teachers can review student answers to the Constructed-Response areas of the Workshop Assessments. Click **Next Question** or **Previous Question** to scroll through student responses.

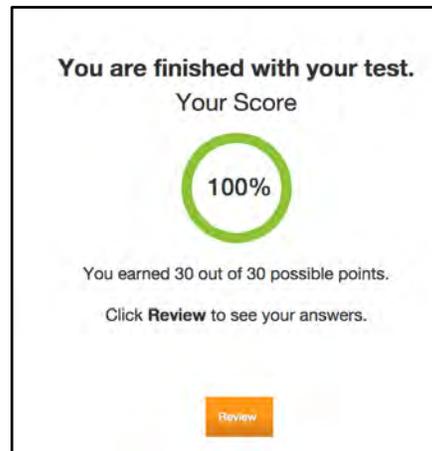
To view all assignments for the student, click the student's name in the Assignment Board.

ASSIGNMENT BOARD					
Collins, Chris					
		Ungraded	Graded		
Activity	Type	Date Completed	Score	Comments	
Workshop 1, Interim	Workshop Assessment Assignment	02/22/16	3.0		
Workshop 3, Interim	Workshop Assessment Assignment	03/01/16	15.0		
Workshop 2, Interim	Workshop Assessment Assignment	03/01/16	14.0		

Click the **Graded** and **Ungraded** links at the top of the screen to toggle between viewing graded or ungraded.

Click **Workshop Assessment Results** from the review area to see the student's score on the Workshop Assessment. Click **Review** from this screen to review the student's assessment.

Click the "X" at the top of the Assignment Board screen to close the Assignment Board.





Technical Support

For questions or other support needs, visit the [READ 180 Universal Product Support](http://hmhco.com/read180u/ProductSupport) website at hmhco.com/read180u/ProductSupport.

The screenshot shows the 'READ 180 UNIVERSAL PRODUCT SUPPORT' page. It has a dark green navigation bar with the following items: 'EDUCATION PRODUCT SUPPORT', 'Programs', 'Notices', 'FAQs', 'Contact Us', and 'Live Help'. Below the navigation bar, the page title is 'READ 180 UNIVERSAL PRODUCT SUPPORT'. There is a 'NEED HELP?' box with the text 'Can't find what you're looking for? Contact Us>>'. The main content area has three tabs: 'PRODUCT INFORMATION', 'SOFTWARE UPDATE', and 'MANUALS'. Under the 'MANUALS' tab, there is a table of documents for download. The table has columns for 'Title', 'Date', 'Version', 'Size', and 'Pages'. There are two rows of data in the table.

Title	Date	Version	Size	Pages
READ 180 Universal Technology User's Guide Whole Book	06-27-16		106	
READ 180 Universal Workshop Assessment User's Guide Whole Book	06-27-16		19	

At the site, users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support.

For specific questions regarding *READ 180* Universal and Workshop Assessments, contact customer service to speak to a Houghton Mifflin Harcourt technical support representative at 1-800-283-5974.