



Reading Inventory

Software Manual

For use with *Reading Inventory* version 3.x or later
and Student Achievement Manager version 3.x or later



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Overview

Reading Inventory is a reading assessment program that provides immediate, actionable data on students' reading levels and growth over time. *Reading Inventory* helps educators forecast a student's trajectory to grade and college readiness, differentiate instruction, make meaningful interventions, and demonstrate accountability.

Reading Inventory is designed for quick administration across Grades K–12. The program contains 2 subtests that work together to monitor reading skill development from foundational reading skill acquisition to the comprehension of complex texts.

- **Foundational Reading Assessment:** The Foundational Reading Assessment measures and monitors foundational reading skills for kindergarten through Grade 2 students. Use the Foundational Reading Assessment to screen students at the beginning of the school year and as a progress-monitoring tool throughout the year. Students who demonstrate proficiency with foundational reading skills may be ready to take the Reading Comprehension Assessment.
- **Reading Comprehension Assessment:** The Reading Comprehension Assessment measures and monitors students' growth in reading comprehension. The assessment includes nearly 6,000 test items for readers at all levels. Each item consists of a literary or informational text passage, a sentence stem, and 4 answer choices. Results indicate students' reading levels on the Lexile[®] Framework for Reading scale, and these Lexile[®] measures are used to find a range of reading texts custom suited to students' abilities.

The program is designed to help prepare students for Next Generation Assessments. It is recommended that teachers use *Reading Inventory* to determine the starting level for students in *READ 180* as well as to measure students' reading growth over time.

Student Accessibility

Reading Inventory provides accessibility features that can enable some visually impaired students to use the application. The font setting, for example, will help a student who has trouble reading smaller texts.

Reading Inventory requires students to view images and use a computer mouse. Students who have difficulty with these requirements will need assistance when using the program.

Reading Inventory does not provide textual equivalence to bitmap-rendered text and content. Students who are dependent on a Braille or text-to-speech device will not be able to use the program unassisted.

Browser-based accessibility features, such as screen and font magnifiers, are not tested by Houghton Mifflin Harcourt and may not be compatible with *Reading Inventory*; however, students may adjust the font size in the program (*page 16*). Even in cases when the features may work with the program, the input focus is not set to allow students using screen magnifiers to follow the onscreen changes. Similarly, changing display settings may render the program unusable. Students who need to see larger text should use an external screen magnifier rather than change display settings or use a feature of the browser program.

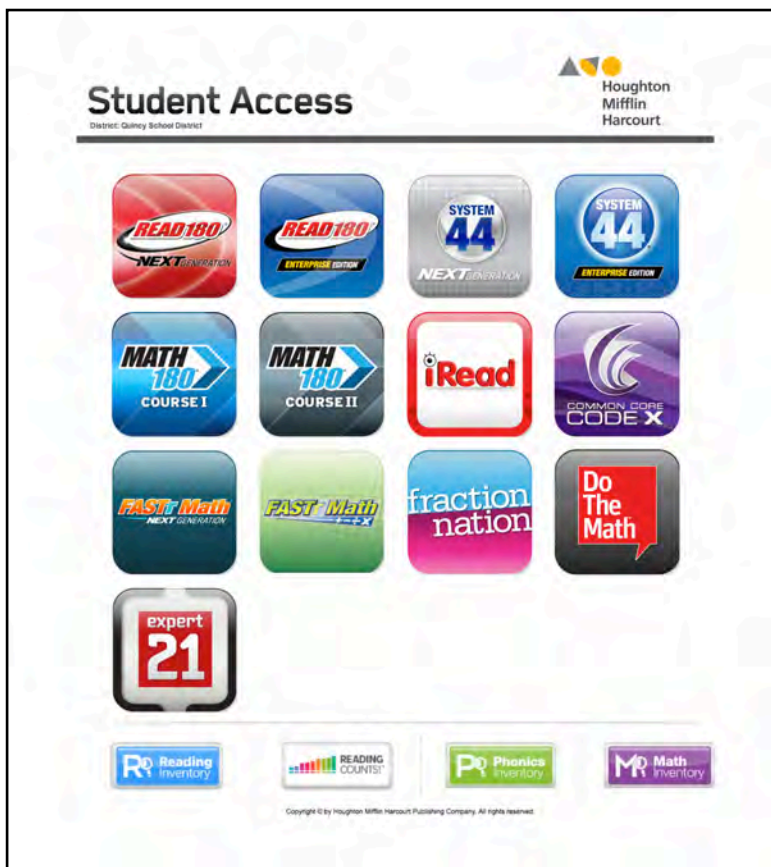
Mac OS X and Windows operating systems, as well as Internet Explorer, Firefox, and Safari browser programs, offer a range of accessibility features that enable users with disabilities to, among other things, perform basic navigation with a keyboard instead of a mouse by using the Tab key.

Logging In

Student Access Screen

Students are enrolled in *Reading Inventory* through Student Achievement Manager (SAM). See [Enrolling and Managing Students Using Student Achievement Manager](#) for detailed instructions on enrolling students.

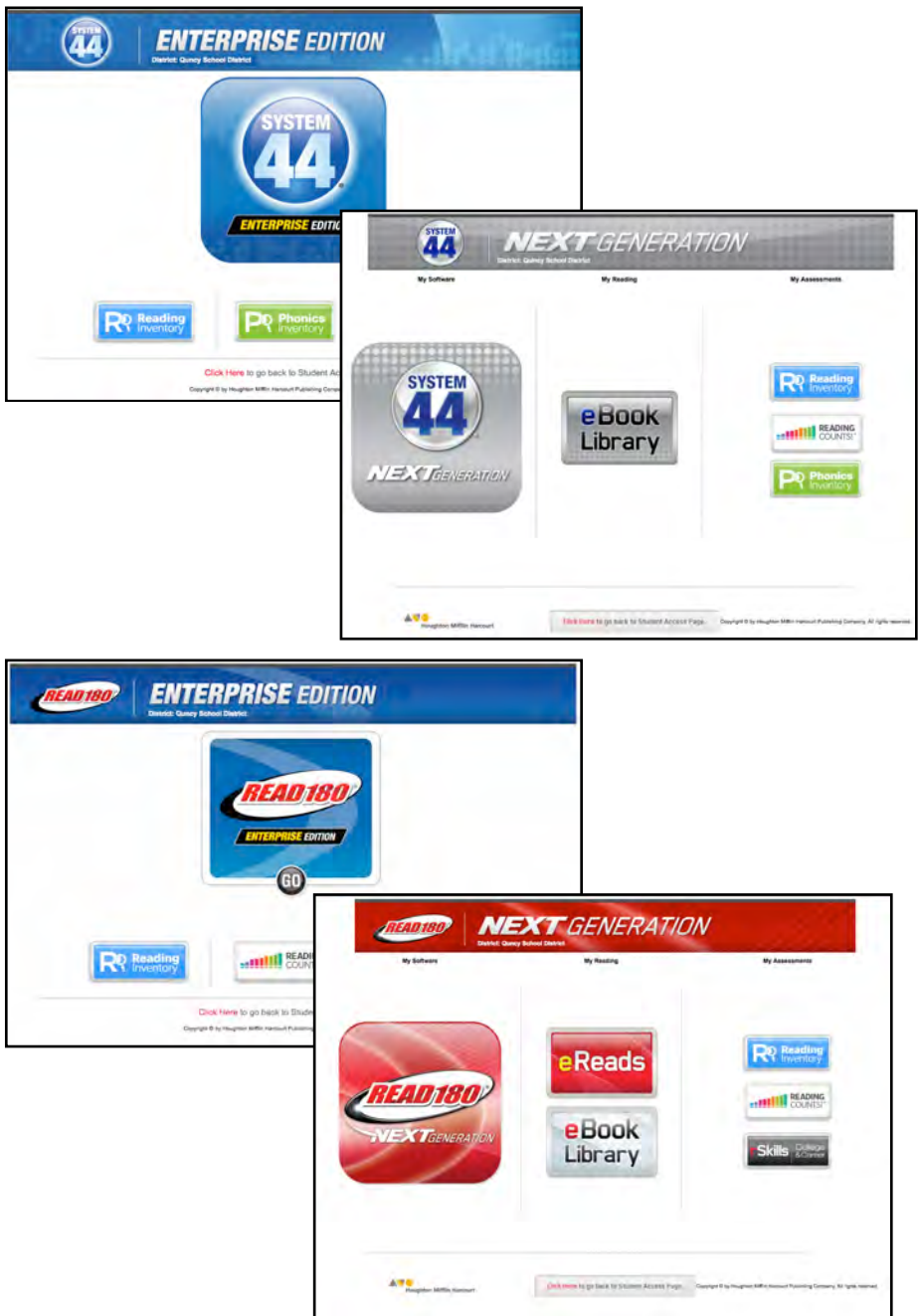
Once students are enrolled in *Reading Inventory*, they may log in to the program through the Student Access screen on the student workstation. To open the Student Access screen, open the workstation's browser, program and use the Student Access screen bookmark (see the [Reading Inventory Installation Guide](#) for help with bookmarking the Student Access screen).



The Student Access screen displays icons for all products installed on the SAM Server.

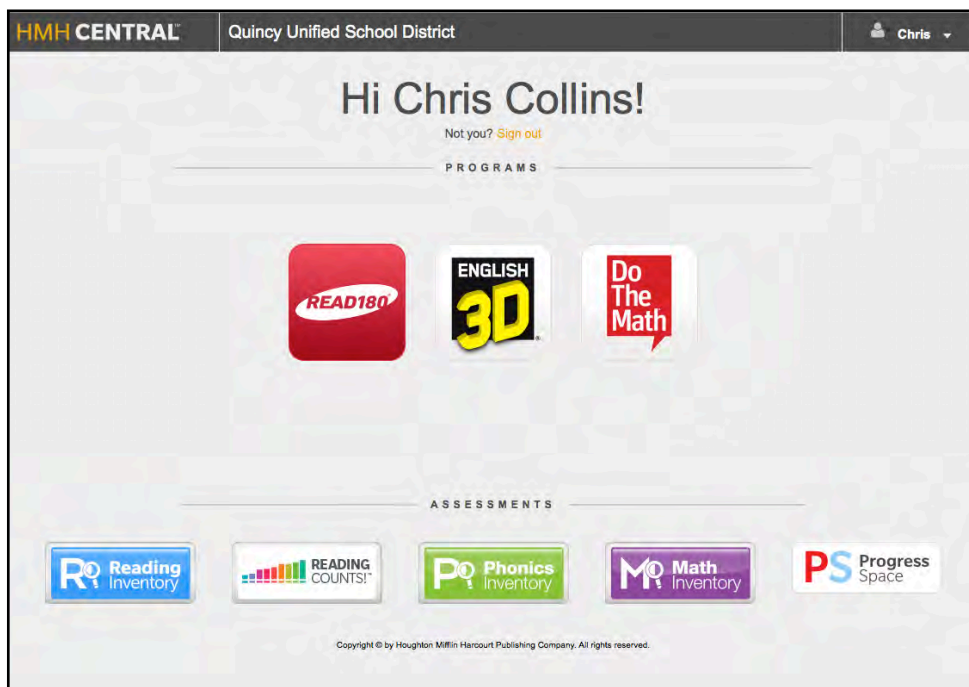
To open the *Reading Inventory* Login screen, click the *Reading Inventory* icon at the bottom of the screen.

Students may also log in to *Reading Inventory* through the product suite screens. If the student is enrolled in the *READ 180* Next Generation or Enterprise Edition suite, or the *System 44* Next Generation or Enterprise Edition suite, click the appropriate icon to open the access screen for the suite.

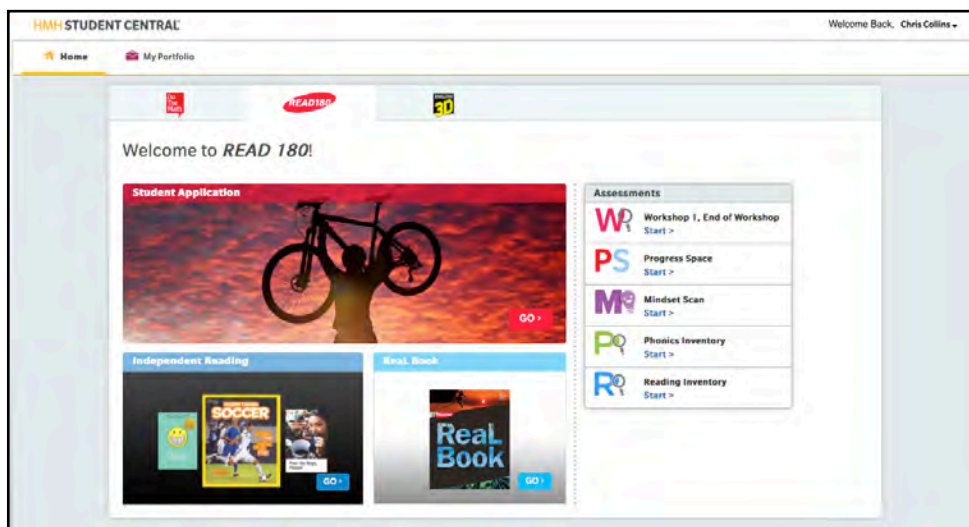


Click the *Reading Inventory* icon to open the *Reading Inventory* Login screen.

Logging In to Reading Inventory from HMH Student Central

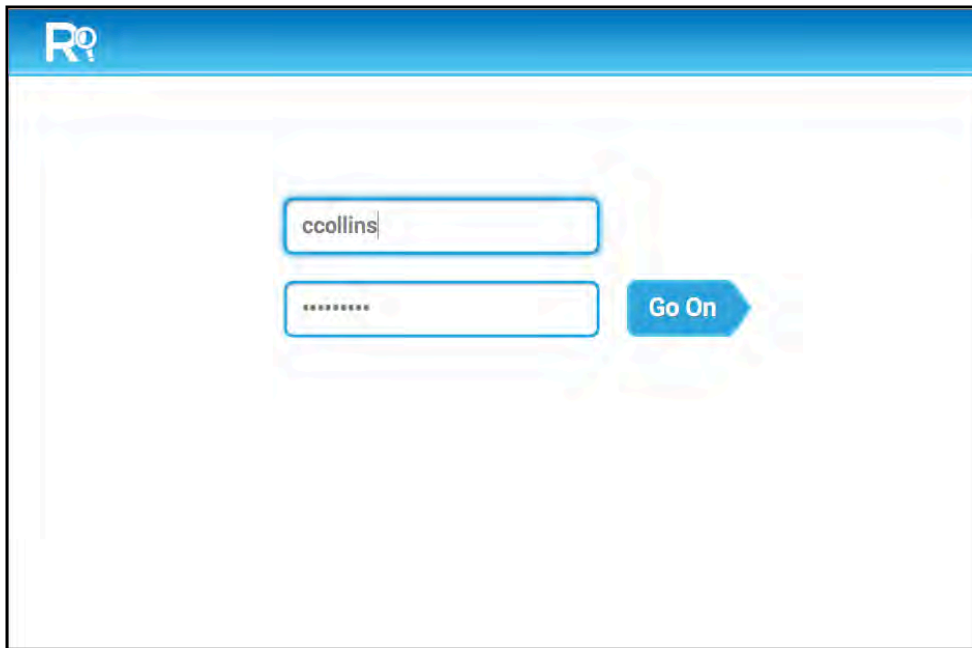


Students using HMH Student Central may log in to *Reading Inventory* from the HMH Gateway (above) or their home page in HMH Student Central (below).



Students who log in to *Reading Inventory* through the Gateway or HMH Student Central do not have to log into the program and go directly to the Assessment selection screen (page 9).

The Login Screen



At the Login screen, students type their usernames and passwords and click **Go On** to start the test.



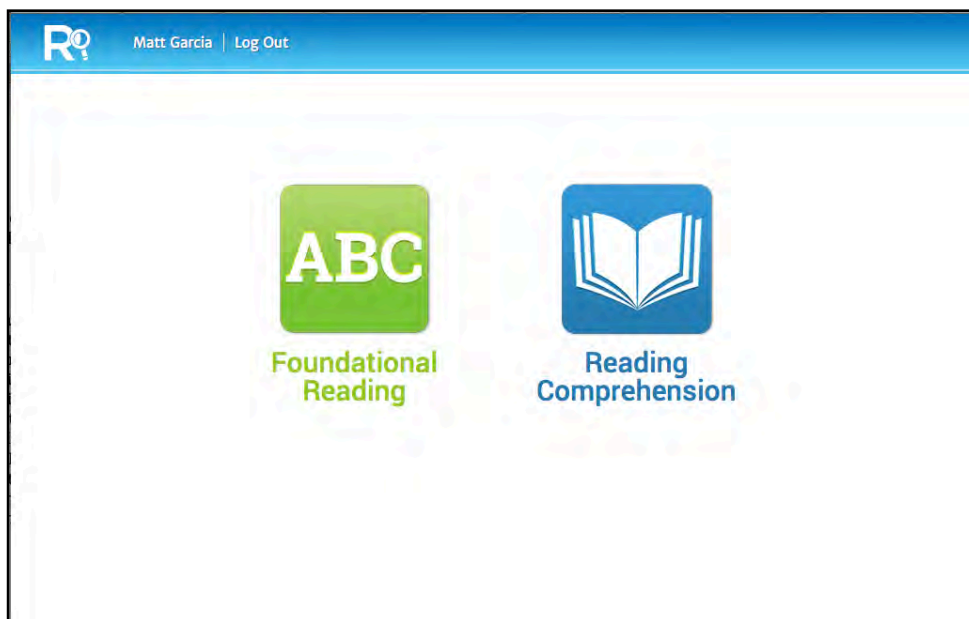
Teacher Tip

Use Estimate the Reading Level in the *Reading Inventory* Program Settings in SAM before students log in to ensure they receive targeted items for a more accurate Lexile measure (see [SAM Settings and Reports for Reading Inventory](#)).

Reading Inventory Assessments

When students log in to *Reading Inventory*, the program recognizes their grade levels from their profiles in SAM.

At first login, students in kindergarten through Grade 2 have the option to take the initial Foundational Reading Assessment (*page 9*) or continue to the Reading Comprehension Assessment. Teachers should inform students which assessment they should start with.



After taking an initial assessment, students in kindergarten through Grade 2 may choose, with their teachers' direction, to take the Foundational Reading Assessment again, or select the Reading Comprehension Assessment by clicking the appropriate icon. Teachers should supervise this selection.

Students in Grades 3 through 12 go directly to the Book Interest screen (*page 14*) and the Reading Comprehension Assessment.

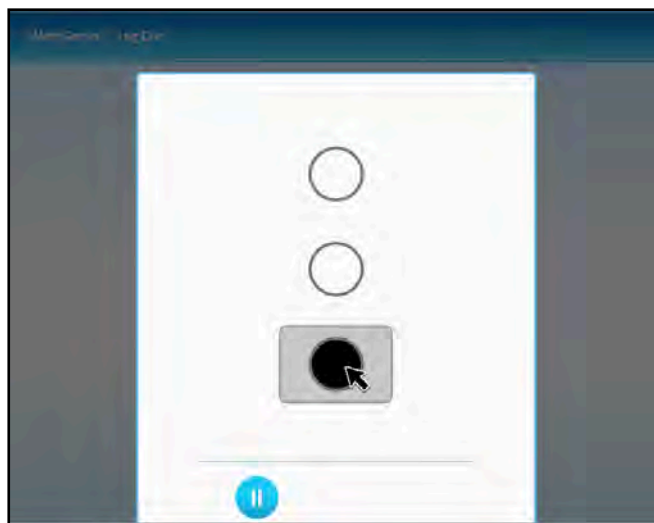
The Foundational Reading Assessment

The Foundational Reading Assessment consists of a practice session and 3 strands of evaluation, with 2 practice items in each strand.

- **Practice:** This practice session measures students' abilities and response times using the pointer, mouse, or track pad in order to ensure the effectiveness of the Assessment.
- **Phonological Awareness:** This portion of the Assessment measures skills in rhyming and identification of beginning, medial, and final sounds in words.
- **Letter-Word Identification:** This portion of the Assessment measures students' letter recognition and knowledge of sight words.
- **Word Attack:** This strand assesses students' decoding skills by having students identify letter sounds and decode nonsense words.

Practice

The Practice section ensures that students are able to hear the instructions and use the pointer effectively, and familiarizes students with the format of the test. These items do not factor into students' measures.

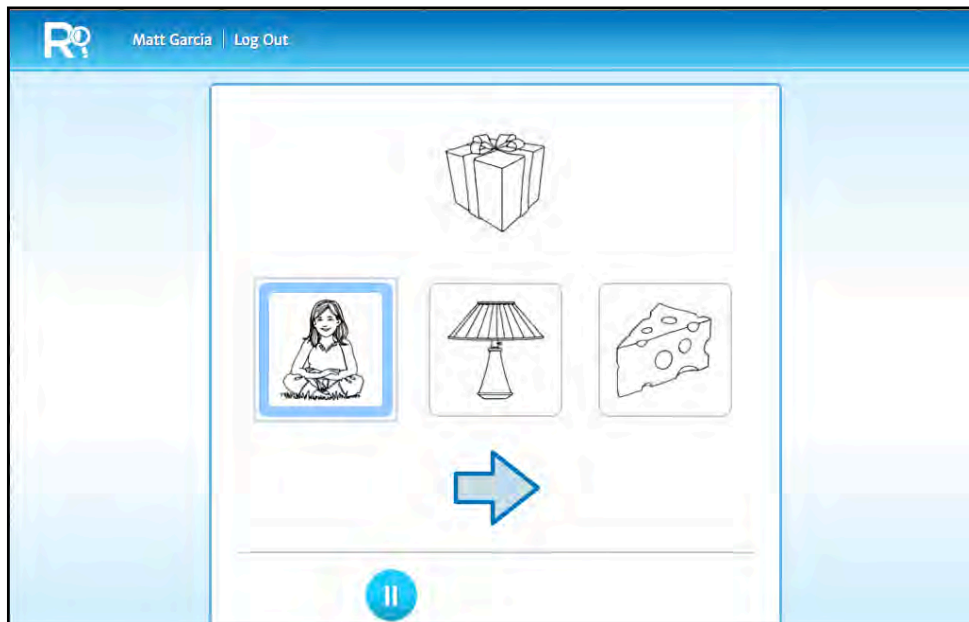


Students see a screen with 3 circles, one of which is shaded black. Audio instructions ask students to click the black circle as fast as they can. Students may click the Pause button to temporarily halt the test and the Play button to resume the test (the button toggles between the 2).

When the Practice is finished, the **Go On** button appears. Click it to move to the next part of the Assessment.

Phonological Awareness

The Phonological Awareness section of the Assessment has 4 segments. Each segment measures students' skills in recognizing rhymes and beginning, middle, and end sounds.



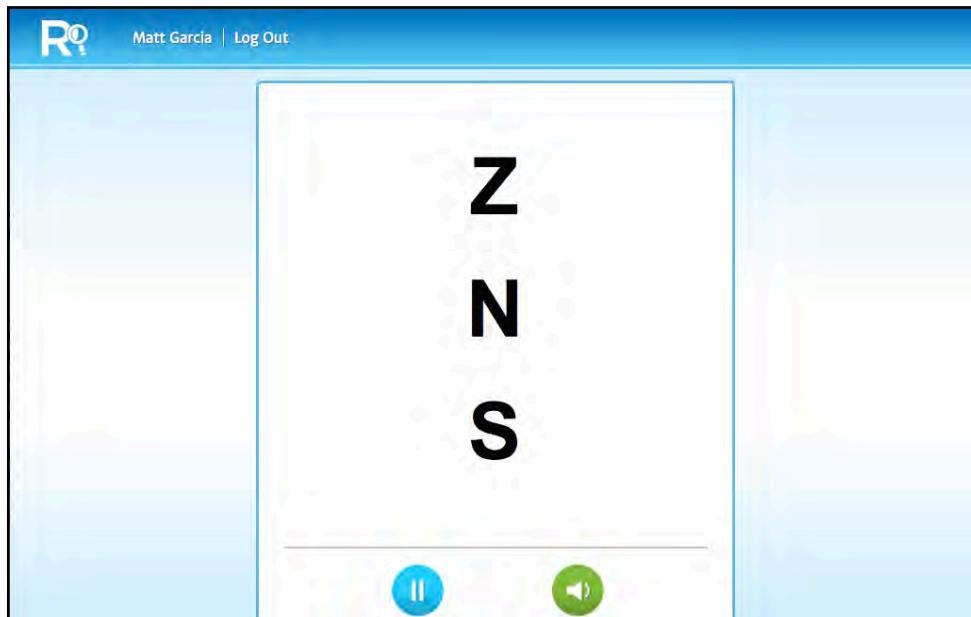
Students see an image and hear a word read aloud. They then see 3 more images and hear 3 more words. One of the words matches either the beginning, middle, or end sound of the first word, or rhymes with the word (depending on the segment). Students are guided through 2 practice questions at the beginning of each segment.

Students select the correct image by clicking it and can hear the word read again by scrolling over the image with the pointer. Click the arrow to submit the answer. Click the Pause button to temporarily halt the test and the Play button to resume the test (the button toggles between the 2).

When the Phonological Awareness section is finished, the **Go On** button appears. Click it to move to the next part of the Assessment.

Letter-Word Identification

The Letter-Word Identification section measures students' letter recognition.

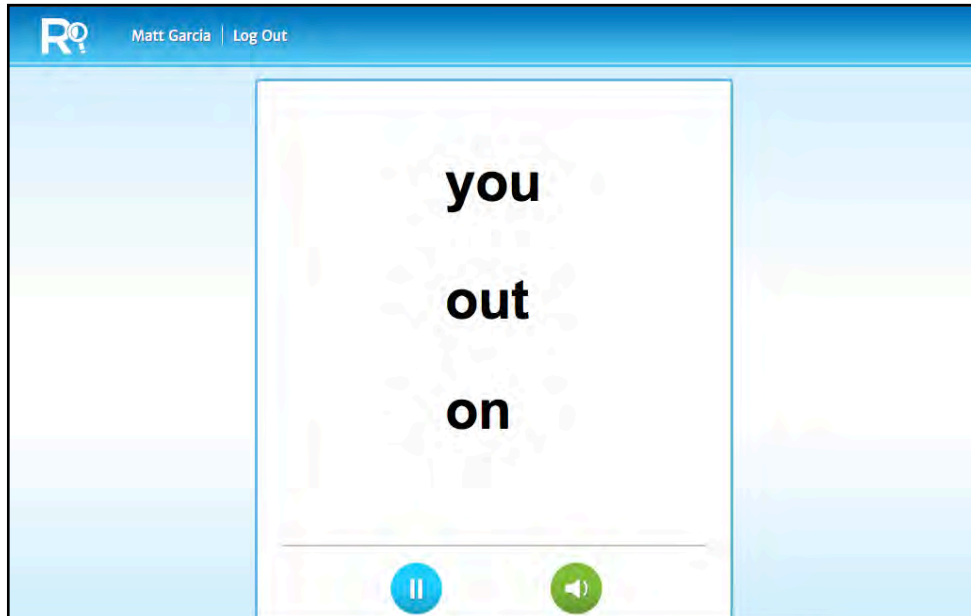


Students hear a letter name and use the pointer to select the corresponding letter from a list of choices. The Assessment measures how quickly and accurately students respond to each item.

Students may click the Pause button to temporarily halt the test and the Play button to resume the test (the button toggles between the 2). Students may click the speaker button to hear a letter name again.

When this portion is finished, the **Go On** button appears. Click it to move to the next section.

In the next section, students hear a word and must use the pointer to select the corresponding word from a list of words.

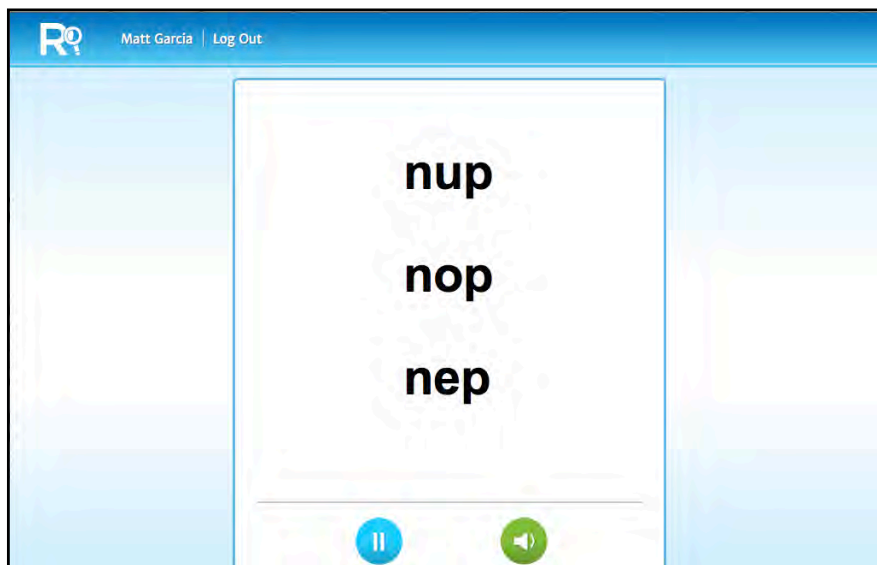


Students may click the Pause button to temporarily halt the test and the Play button to resume the test (the button toggles between the 2). Students may click the speaker button to hear a word again.

When this portion is finished, the **Go On** button appears. Click it to move on.

Word Attack

The Word Attack portion measures students' decoding skills. Nonsense words are used to prevent students from recognizing words by memory.



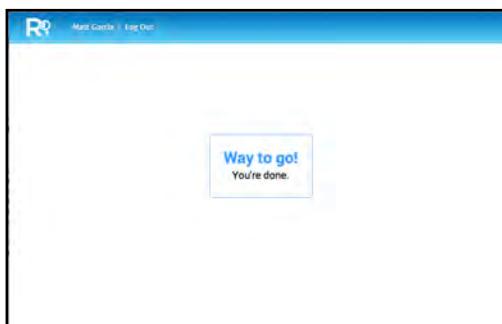
Students hear a nonsense word and must use the pointer to select the corresponding word from a list of choices, all of which are nonsense words. The Assessment measures both the accuracy and speed of students' responses.

Students may click the Pause button to temporarily halt the test and the Play button to resume the test (the button toggles between the 2). Students may click the speaker button to hear a nonsense word again.

When this portion is finished, the **Go On** button appears. Click it to finish the Assessment.

When students finish the Foundational Reading Assessment, they see a congratulations screen. Click **Log Out** to exit *Reading Inventory*.

Student results on the Assessment may be seen on the Foundational Reading Report in SAM. See [SAM Settings and Reports for Reading Inventory](#) at the [Reading Inventory Product Support](#) website (page 23) for more information.

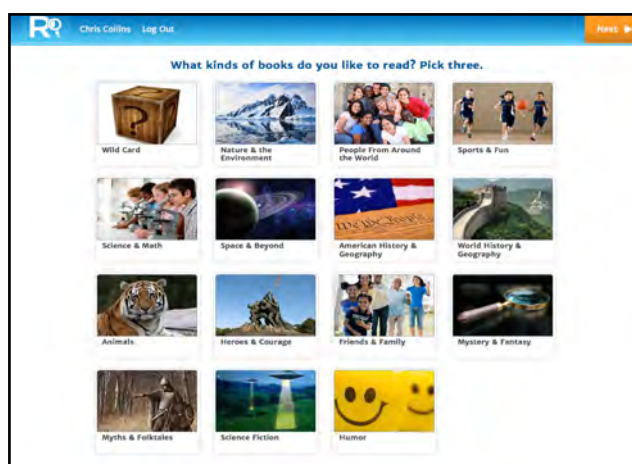


The Reading Comprehension Assessment

The Reading Comprehension Assessment measures and monitors students' Lexile measure growth and comprehension skills.

Students in kindergarten to Grade 2 may move to the Reading Comprehension Assessment after mastering the skills in the Foundational Reading Assessment. Students in Grades 3 through 12 move directly to the Reading Comprehension Assessment upon login.

The Book Interest Screen



If the *Reading Inventory* Program Settings have been set to allow students to choose their own interests, students start the Reading Comprehension Assessment with the Book Interest screen (see [SAM Settings and Reports for Reading Inventory](#) at the [Reading Inventory Product Support](#) website (page 23) for information on how to adjust Program Settings). Students may select up to 3 genres. Student selections and their Lexile measures will be used to create their Recommended Reading List (page 19) at the completion of the test.

To select book interest categories:

1. Click the icons for up to 3 genres. Students may click any selected icon again to deselect that choice.
2. Click the **Next** button to record the genres.



Teacher Tip

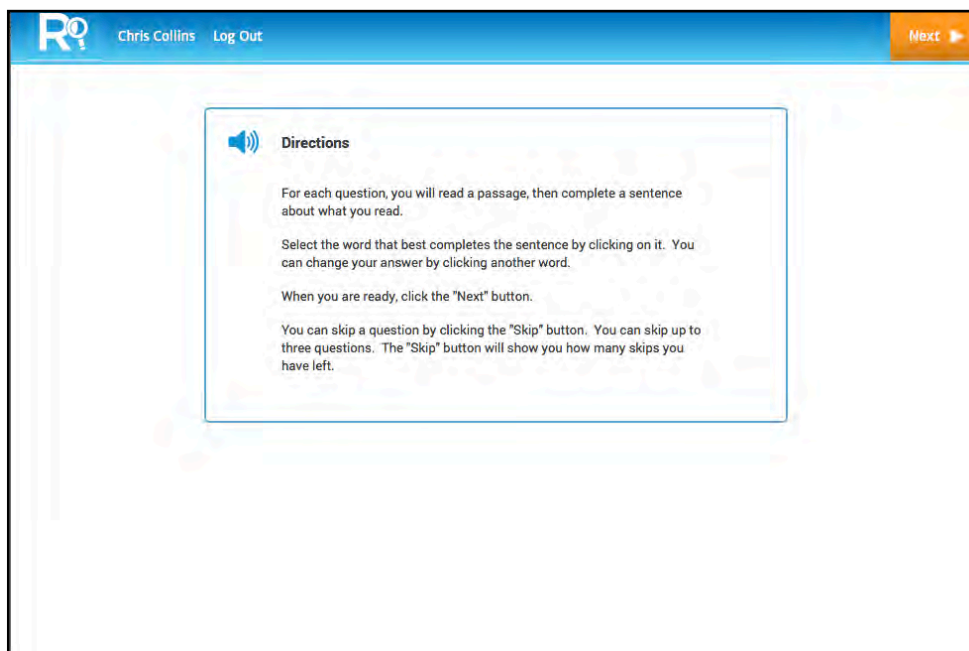
Choosing less than 3 genres increases the percentage of books that will appear from the selected genre(s) in the Recommended Reading List.

The Practice Test

Practice Tests prepare students for the Reading Comprehension Assessment by determining if students understand how to use the computer to answer *Reading Inventory* questions. Practice Test answers do not count toward students' final Lexile measures.

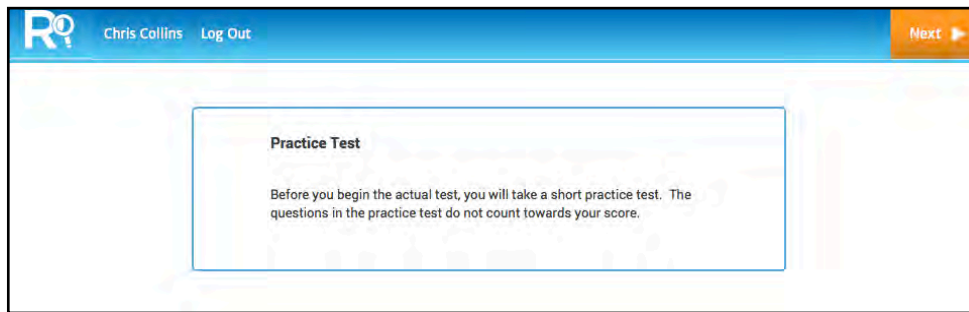
Students take Practice Tests if this option is configured for the student or class in the Program Settings in SAM. See [SAM Settings and Reports for Reading Inventory](#) at the [Reading Inventory Product Support](#) website (page 23) for information on *Reading Inventory* Program Settings.

The Practice Test consists of questions in the same format as the actual test questions designed to assess whether the student understands the directions and the software interface.

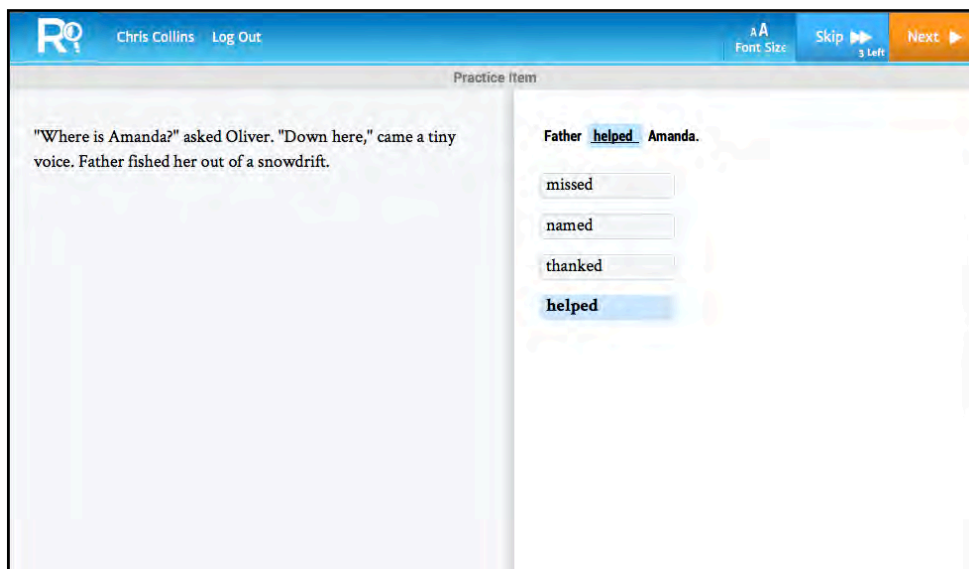


After logging in, students see and hear the test directions. When students finish reading or listening to the directions, they click **Next** to begin the Practice Test.

Click the speaker icon to hear the instructions read again.



Students click **Next** to begin the Practice Test.



To answer a Practice Test question:

1. Click the answer from the list of options. This makes the selected word or phrase appear in the blank of the sentence.
2. Click a different choice to change the answer.
3. Click **Next** to submit the answer and move to the next question. Answers may not be changed after clicking **Next**.

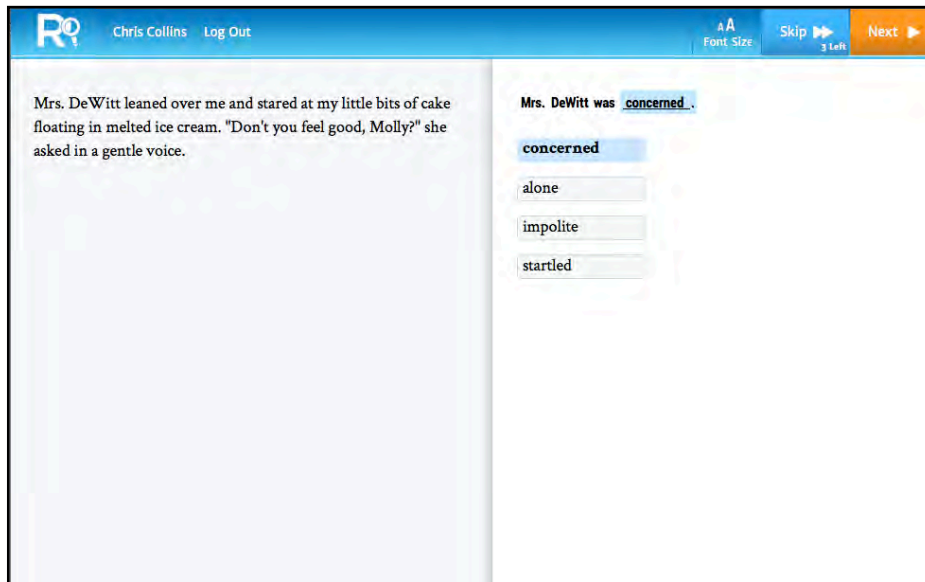
Throughout the Practice Test, students may choose to skip up to 3 questions.

To change the onscreen font size, click **Font Size** (the button toggles between 2 settings). Click **Help** to receive audio assistance.

If students' Estimated Reading Levels are not set in the Program Settings in SAM when the student first logs in to *Reading Inventory*, the Practice Test is followed by 2 to 5 additional questions. These extra questions help determine the appropriate difficulty level for the beginning of the test.

Taking the Reading Comprehension Assessment

The Reading Comprehension Assessment consists of brief selections of authentic fiction and nonfiction literature. After reading each passage, students answer questions by selecting one of the multiple-choice answers.



To select an answer:

1. Click the answer from the list of options. This makes the selected word or phrase appear in the blank of the sentence.
2. Click a different choice to change the answer.
3. Click **Next** to submit the answer and move to the next question. Answers may not be changed after clicking **Next**.

Students may also use the keyboard to answer questions (if taking the Assessment on a workstation). To select an answer using the keyboard:

1. Press the Tab key to activate the keyboard selection process.
2. Use the Up and Down arrows to move through the choices.
3. Press the Enter (or Return) key to select an answer.
4. Use the Tab key to select **Next**, then press **Enter** (or **Return**) to move to the next question.

Throughout the Assessment, students may choose to skip up to 3 questions by clicking **Skip**. Skipping questions does not affect student results.

Pausing and Returning to the Assessment

Students are not required to finish the Assessment in one session and may save and quit incomplete assessments if they need more time or need to share hardware and computer time. When students log in to *Reading Inventory* the next time, the program automatically prompts them to continue taking the test.



To exit the program, click **Log Out**. A confirmation screen appears. Click **Yes** to quit and save the test to continue later; or click **No** to keep taking the test.

To return to a test, students need only to log in to *Reading Inventory* to return to the last unanswered question (students taking the Foundational Reading Assessment will return to the beginning of the section they were working on when they logged out).



Teacher Tip

It is recommended that students quit and save *Reading Inventory* tests during breaks and then return to the tests afterward, to avoid losing data due to a computer crash or power outage.

The Recommended Reading List

When students finish the assessment, the final screen displays their Lexile measures and an individualized Recommended Reading List. The books on the Recommended Reading Report match students' reading interests chosen on the Book Interest screen, their grade levels, and their assessment results. This allows students to read engaging books at their targeted reading levels.

Students only see their Lexile measures or Recommended Reading Lists if the option is configured in their Program Settings in SAM. See [SAM Settings and Reports for Reading Inventory](#) at the [Reading Inventory Product Support](#) site (page 23) for information on *Reading Inventory* Program Settings.

The screenshot shows a user interface for Chris Collins. At the top, it says "Congratulations, Chris! Your test is complete. Your Lexile score is 404." Below this is a graphic of a bookshelf and the text "Here are some great books based on your reading level and interests." A table lists the following books:

TITLE	AUTHOR	LEXILE
Beware! The Complicated Life Of Claudia Cristina ...	Diana G. Gallagher	410
Bozo The Clone	Dan Greenburg	450
Cookies And Crutches	Judy Delton	370
Diary Of A Monster's Son	Ellen Conford	390
Dragon Bones	Paul Hindman	340
Earthquake In The Third Grade	Laurie Myers	430
Five Goofy Ghosts	Judith Bauer Stamper	400
Girl Behind The Glass, The	Jane Kelley	440
Good Children Get Rewards	Eva Moore	310
Hershel And The Hanukkah Goblins	Eric A. Kimmel	400
Junie B. Jones And The Mushy Gushy Valentine	Barbara Park	340

The Recommended Reading List may also be printed using the Reports function in SAM. See [SAM Settings and Reports for Reading Inventory](#) at the [Reading Inventory Product Support](#) site (page 23) for information on using *Reading Inventory* reports.

Reading Inventory Mobile Access

Reading Inventory is fully compatible with mobile devices that have either Safari or Google Chrome installed.

Teachers and students may access the *Reading Inventory* student software either through Safari or Chrome, or by downloading and configuring the *Reading Inventory* app.

Accessing Reading Inventory With Safari or Google Chrome

To access *Reading Inventory* using Safari or Chrome, open the browser and enter the SAM Server URL in the address field, then tap Go on the keyboard. This will open the Student Access screen (page 5). Tap the *READ 180* Next Generation icon from the Student Access screen, then tap the *Reading Inventory* icon to move to the login screen (page 8).

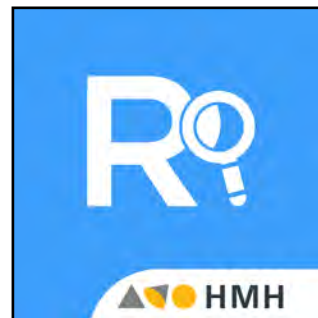
Mobile Device Functionality

Reading Inventory functions identically on a workstation or mobile device, with the exception that users tap buttons and links on the user interface, rather than use a mouse or pointer as they do on workstations.

Downloading and Configuring the Reading Inventory App

To download and access the *Reading Inventory* app, devices must meet the following requirements:

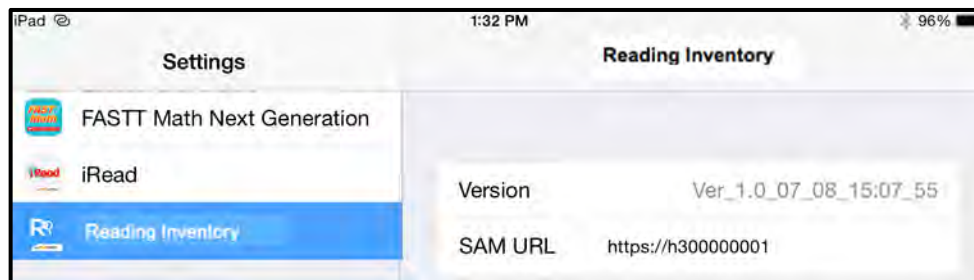
- iPad 2 or later
- iOS version 7.0 or later
- Headphone recommended (available separately)



When the requirements are met, download the *Reading Inventory* app from the iTunes App Store.



Prior to opening the app, tap the **Settings** icon on the iPad Home screen.



Tap the **Reading Inventory** link from the Settings menu.

In the Site ID field, enter the host ID if the district’s SAM Server is hosted at a data center. The host ID is the number that starts with h1 followed by 8 digits in the SAM Server URL:

- SAM Server URL: [http://h100000000.\[server name\]](http://h100000000.[server name])
- Host ID: h100000000

If the district SAM Server is locally installed, enter the server URL in the Site ID field:

- [http://\[SAM Server Name or IP Address\]:55880](http://[SAM Server Name or IP Address]:55880)

SAM Server URL information is also available from the district SAM administrator.

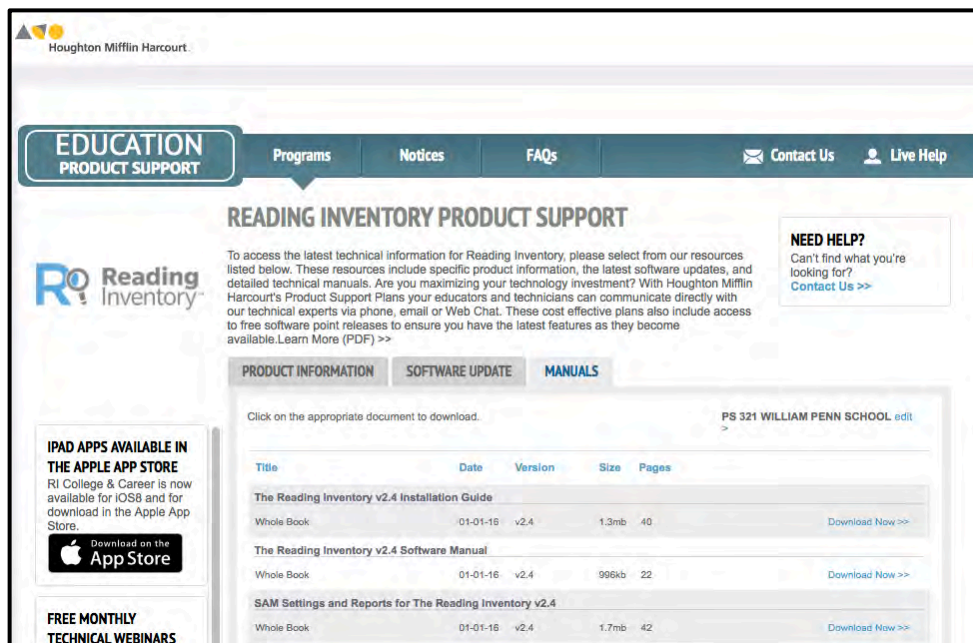
Press the Home button to return to the iPad Home screen. Tap the app to open it and move to the *Reading Inventory* Login screen (*page 8*).

Guided Access

Guided Access is an iOS function that allows users to modify their device settings. Teachers and administrators may use Guided Access to control which iPad functions and buttons are enabled or disabled for student use. For more information on accessing and using Guided Access, see the [iPad User Guide](#) available at apple.com.

Technical Support

For questions or other support needs, visit [Reading Inventory Product Support](http://Reading Inventory Product Support website at hmhco.com/ri/productsupport) website at hmhco.com/ri/productsupport.



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 *Reading Inventory*, contact customer service to speak to a Houghton Mifflin Harcourt technical support representative at: 1-800-283-5974.

For specific questions about using SAM with *Reading Inventory*, click **Help** in the Quick Links along the top of any screen in SAM.