

CALIFORNIA Escalate English

ASSESSMENT OVERVIEW

California Escalate English provides a wide array of assessments to help inform, guide, and monitor successful student progress!



ASSESSMENT OPTIONS:

- Smarter Balanced Assessment Preparation and Practice
- Formative and Progress Monitoring
- Self-Assessment



PREPARING FOR SBAC SUCCESS

California Escalate English exceeds the expectations of traditional assessments with tools and practice opportunities to prepare students for California Common Core assessments.

To prepare students for **Smarter Balanced Assessments**, the performance tasks after each selection in **California Escalate English** include:

- Highly scaffolded instruction and practice
- Questions about individual texts that require comparison, contrast, and synthesis across multiple texts
- Students are required to cite text evidence in Written and Oral Production

Performance Task

Finalize Your Plan
You've got your outline. Now you need to decide how to present the information. Use the diagram in the Writing Toolbox to help you.

WRITING TOOLBOX
Elements of a Research Report

Opening Paragraph
In the opening paragraph, present your topic. Introduce the person and why you chose to write about him or her. Hook your readers with an interesting detail or a quotation.

Main Idea and Supporting Details
Each paragraph should include a main idea and supporting details.

Conclusion
The conclusion should sum up how the details support your main idea. You may want to include a final thought about your subject based on the research you did.

Draft Your Research Report
Now start writing! As you write, here are some things to think about:

- **Audience** What effect do you want your report to have on readers? Will it give them a better understanding and appreciation of the person you wrote about?
- **Purpose** Tell why you chose this person early on in your report, so readers can follow the points you're making. Is it clear why you chose this person?
- **Title** The title should identify the individual or refer to him or her in a way that gets the reader's interest.
- **Structure** Use the diagram on the opposite page to help you organize your information. Link your paragraphs together in a way that makes sense. Make sure your sentences flow smoothly.
- **Conclusion** Use a concluding paragraph to tie your ideas together. Restate why you chose to write about this person.

Revise
Self Evaluation
Use the checklist and rubric to guide your analysis.

Peer Review
Exchange your report with a classmate. Use the checklist to comment on your classmate's report.

Edit
Edit your report to correct spelling, grammar, and punctuation errors.

Publish
Finalize your report and choose a way to share it with your audience.

146 UNIT 3 | PERFORMANCE TASK

Performance Task

Speaking Activity: Oral Opinion
In this unit, you have read about exploration from different points of view. Your task is to present an oral opinion on this theme, using evidence from the selections to support your ideas.

Planning and Taking Notes
Connect to the Theme
The dictionary tells us that to explore means "to travel through an unfamiliar area," but also "to discuss something in depth." The two meanings are not all that different. Whether we're exploring the Arctic or exploring a new idea, we're crossing into unfamiliar territory. We're taking a risk. We don't know exactly how things will turn out.

When the fifteenth-century explorers took off for parts unknown, they had no idea what would happen to them. When people set out to explore an issue they never know how it will affect their thinking. Your task is to present an oral opinion based on the theme of "exploration." But first you need an issue. What will it be?

Write Down Possible Topics
In this activity, you will give an opinion on the theme of exploration and support it with evidence from the text. Think about the selections you read. What is an opinion you could give based on the selections? Write it in the form of a sentence. Here are some examples:

- The early explorers did not learn anything important.
- We do not need to explore space.
- The pioneers who traveled west were brave.

Decide the Basics
Now that you have decided on an issue and made an opinion, you'll have to back up your opinion with reasons from the text. You'll need to organize your thoughts and decide how to express yourself.

State Your Opinion
• Write your opinion in the form of a statement.
• Make sure your opinion is clearly stated at the beginning of your oral opinion. Try to grab the listener's attention in your opening statement.
• Begin your oral opinion with a fact or a question that will make listeners curious.

Find Reasons
Reasons are examples from the text that back up your opinion.
• Use only those examples that support your opinion.
• Make sure your reasons are presented in logical order.

Vocabulary
• Remember that this is an oral presentation—listeners get one chance to hear it. Use time-order words (first; then; finally) to help them out.
• Include connecting words and phrases such as at the beginning, for example, and however to make your opinion easier to follow.

Prepare for Speaking Out Loud
• Speak loudly enough to be heard, at a normal speed. Speak clearly.
• Pay attention to tone and word choice.
• Use language that sounds natural.
• Use physical cues. Hand gestures, facial expressions, and eye contact can help listeners understand your points.

238 UNIT 5 | PERFORMANCE TASK

*This product is not endorsed by nor affiliated with Smarter Balanced Assessment Consortium

Unit Performance Tasks

assess students' mastery and ability to apply the concepts through:

- Research
- Opinion
- Informative Essay
- Response to Literature
- Narrative
- Narrative Presentation

myWriteSmart

myWritesmart is an interactive, collaborative writing tool that prepares students for the writing required by the California Common Core State ELA/ELD Standards.



FORMATIVE and PROGRESS -MONITORING

Unit Pretests provide valuable information about what students know, aiding the teacher in determining how to maximize instructional time.

Unit 4 • How English Works Pretest GRADE 5

A. Choose the correct response.

1. Identify whether the verb in the following sentence is in the present progressive, past progressive, or future progressive tense.
We were learning how to scuba dive.

a. present progressive c. future progressive
b. past progressive d. none of the above

2. Identify whether the verb in the following sentence is in the present progressive, past progressive, or future progressive tense.
Sam tries to trick me a lot!

a. present progressive c. future progressive
b. past progressive d. none of the above

3. In the following sentence, decide which modal auxiliary verb fits best.
Jane _____ ride a unicycle. It's really cool to watch!

a. have to c. can
b. must d. none of the above

Minute-by-Minute Assessment Trackers enable teachers to record students' progress against California ELD Standards.



PL1 Exchanging Information and Ideas

	Date/Evidence	Next Steps
Emerging <input type="checkbox"/> Contributes to conversations by asking and answering yes-no and wh- questions. <input type="checkbox"/> Contributes to conversations by responding using short phrases. <input type="checkbox"/> Expresses ideas by asking and answering yes-no and wh- questions. <input type="checkbox"/> Expresses ideas by responding in short phrases.		
Expanding <input type="checkbox"/> Contributes to class, group, and partner discussions, including sustained dialogue. <input type="checkbox"/> Follows turn-taking rules. <input type="checkbox"/> Asks relevant questions. <input type="checkbox"/> Affirms others. <input type="checkbox"/> Adds relevant information.		
Bridging <input type="checkbox"/> Contributes to class, group, and partner discussions, including sustained dialogue. <input type="checkbox"/> Follows turn-taking rules. <input type="checkbox"/> Asks relevant questions. <input type="checkbox"/> Affirms others. <input type="checkbox"/> Adds relevant information and evidence.		



How English Works Assessments administered after every five lessons measure mastery of language structures and concepts in oral and written formats at different levels of production.

Ask your partner to fill in the blank with one of the following modal auxiliary verbs: *should, can, must, or have to/ has to*. Mark a circle in the **Correct** box if your partner gets one of the right answers.

Name _____ Partner's Name _____		
Prompt	Response	Correct
I'd like to leave. _____ we wait any longer?	should; must	
I know he had other things to do, but Marcus still _____ have finished this faster.	should	
To catch a fish, you _____ be patient.	should; must; have to	
Aw, do we really _____ get up early on Saturday?	have to	
We _____ fix this pillar, or the bridge will collapse!	must; have to	

Vocabulary Assessments after every 10 lessons confirms that students know and can use newly acquired academic and critical vocabulary.

Language Analysis Formative Checklists provide a running record of students' language performance.

Unit 1 • Vocabulary Assessment GRADE 7

A. Choose a word with the same meaning as the underlined word or phrase. Circle the letter of the correct choice.

- That song is extremely popular right now.
 - fairly
 - immensely
 - reasonably
 - enthusiastically
- The view of the land that we saw was full of trees.
 - woodwork
 - landscape
 - paycheck
 - backpack
- I think the lovely fragrant smell is coming from the lilac blossoms!
 - emanating
 - reversing
 - inside
 - placed
- All of the runners raced toward the finish line.
 - sprinted
 - engulfed
 - spotted
 - confronted
- Josie agreed to the queen's request.
 - requested
 - acquiesced
 - descended
 - grieved
- The flames surrounded and covered the building.
 - inspired
 - trotted
 - engulfed
 - dashed
- The hikers didn't get lost in the woods because they had a device used to determine geographic direction.
 - map
 - cell phone
 - radio
 - compass
- I fully understand why you are upset.
 - partially
 - completely
 - hardly
 - incredibly
- The people living on this land have done so for thousands of years.
 - roaming
 - inhabiting
 - admiring
 - visiting

UV1

Language Analysis Formative Assessment

Use with Lessons 26–30 in each unit and at any other points as needed.

This chart is for teachers, for observation and analysis of student progress throughout the year. During each unit, use the information to plan future instruction for your students.

Unit _____ Date _____

	Student names									
Use of Grammar										
Does the student use appropriate verb types and tenses?										
Does the student expand noun phrases to enrich meanings?										
Does the student use adverbs and prepositional phrases to provide details?										
Does the student combine ideas (for example, combining clauses to make compound sentences with <i>and, but, so</i> ?)										
Does the student condense ideas to create precise sentences? (for example, by adding prepositional phrases or embedded clauses?)										
Use of Vocabulary										
Does the student use a variety of words to create interest and precision (for example, a range of words with similar meanings)?										
Does the student accurately use academic vocabulary or domain-specific words?										
Organization										
Does the student create sequences that unfold naturally and logically?										
Does the student use pronouns and other resources appropriately?										
Does the student use connecting words to link events?										
Spelling and Punctuation										
Does the student use appropriate punctuation?										
Does the student spell words correctly?										
Register and Style										
Does the student use appropriate register (language that is appropriately formal, informal, or conversational)?										
Does the student speak with confidence and clarity?										

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SUMMATIVE ASSESSMENT

Unit Assessments feature questions in multiple formats, including selected response, constructed response, and open-ended questions.

TECH-ENHANCED
ITEM BANKS



Unit 1 • Comprehension Assessment

GRADE 7

GoGirl

1. What is GoGirl's main focus in her blog?
 - a. to talk about running
 - b. to keep track of her days running and days off
 - c. to describe how she gets ready for a 10K
 - d. to let everyone know how hard running is
2. GoGirl organizes her blog like a journal or diary, describing events as they happen. Put the following events from GoGirl's blog posts in order.
 - _____ a. She takes a day off to rest and recover from training.
 - _____ b. She sets a personal best in her time for running one mile.
 - _____ c. She hurts her ankle while running.
 - _____ d. She pushes her usual limits while running.

Rubrics for Evaluation allow teachers to assess students in the areas of speaking and listening based on their levels of English proficiency.



Student Name _____			
PI.2 Interacting Via Written English			
		Date/Evidence	Next Steps
Emerging	<input type="checkbox"/> Collaborates with peers on joint writing projects of short informational and literary texts. <input type="checkbox"/> Uses technology when appropriate for publishing, graphics, etc.		
Expanding	<input type="checkbox"/> Collaborates with peers on joint writing projects of short informational and literary texts. <input type="checkbox"/> Uses technology when appropriate for publishing, graphics, etc.		
Bridging	<input type="checkbox"/> Collaborates with peers on joint writing projects, consisting of a wider variety of informational and literary texts. <input type="checkbox"/> Uses technology when appropriate for publishing, graphics, etc.		





SELF ASSESSMENT

Performance Checklists

encourage students to take ownership of the learning process by assessing their preparation of a performance task product.

Opinion Essay Checklist

Use with G4 U1, GS U2, and elsewhere as needed.

REVISING

Language

- ☐ Do you use appropriate and varied vocabulary?
- ☐ Do you use a formal tone?
- ☐ Do you explain specific topic vocabulary and proper nouns?
- ☐ Do you use transitional words and phrases to connect one idea to the next?

Organization and Essay Elements

- ☐ Does your introduction clearly state the topic and give your opinion about it?
- ☐ Do you give several factual reasons to support your opinion?
- ☐ Do all your examples relate to your position?
- ☐ Do you present your reasons in logical order?
- ☐ Do you include thought-provoking quotes or questions?
- ☐ Does your conclusion restate your opinion and summarize the information that supports it?

EDITING AND PROOFING

Grammar and Usage

- ☐ Do you correctly form plural nouns?
- ☐ Do you correctly form sentences with subjects and objects?

California Escalate English

Reporting informs instruction by generating reports by student, class, unit, and standard.

Student Profile System

tracks student growth over time and indicates exit readiness.

STANDARDS TESTED

HIGHEST PERFORMING STANDARDS

RL.8.3

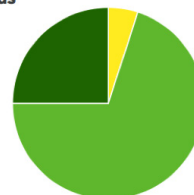
L.8.2

L.8.2b

LOWEST PERFORMING STANDARDS

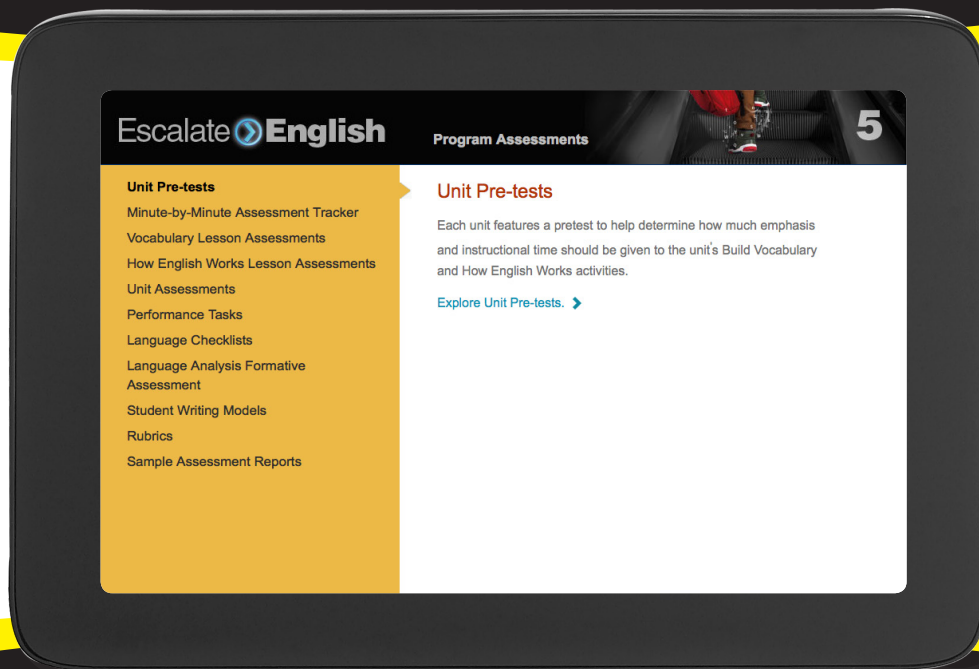
PERFORMANCE SUMMARY

Bands



- Advanced (81-100%)
25% - 5 students
- Proficient (61-80%)
70% - 14 students
- Basic (41-60%)
5% - 1 student
- Below Basic (21-40%)
0% - 0 students
- Far below Basic (20-0%)
0% - 0 students

REPORT



GO TO learn.hmhco.com/CASuccess

1. **SELECT** [Sample Now](#)
2. **ENTER** Sample Word: [ESCALATECA17](#)
3. **Complete the form**
4. **Write down** [Username](#) and [Password](#)
5. **Log in at** my.hrw.com

Locate your HMH Representative
hmhco.force.com/relocator

#CASuccess

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