Mississippi State Review

HMH Into Literature
Grades 9–12

HMH Response to Ratings
Grades 9–12  *HMH Into Literature*

**Executive Summary**

- HMH is very pleased that *HMH Into Literature* Grades 9–12 was found to meet expectations in the state review process, and we look forward to working with educators across Mississippi to implement the program in their classrooms.

- HMH is grateful to the reviewers for their thorough and thoughtful evaluations, and we commend them for their outstanding work. It appears, however, that the Summary Report for *Into Literature* Grades 9–12 contains inaccurate information regarding certain features in the program. Those inaccuracies may have adversely affected the scoring, especially in Gateway 3, and could be misleading to potential users of the program. We felt it important, therefore, to offer this response.

- The following slides identify each of the areas where the Summary Report misstated or failed to identify features in the program. Ultimately, we want reviewers to feel confident that they are choosing a high-quality program that will meet their needs.
The instructional materials reviewed for grades 9–12 meet the criterion: teacher supports identify opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development. Materials provide a Teacher’s Edition including standards correlation information that explains the role of the standards in the context of the overall series, that contains full, adult-level explanations, and examples when necessary, of the more advanced concepts so that teachers can improve their own knowledge of the subject. However, standards alignment documentation refers to the printed text and does not reflect navigation through the digital text materials. Materials provide strategies for informing all stakeholders, including students, families, or caregivers about the program and suggestions for how they can help support student progress and achievement while also providing a comprehensive list of supplies needed to support instructional activities and explanations of the instructional approaches of the program and identification of the research-based strategies.
“However, standards alignment documentation refers to the printed text and does not reflect navigation through the digital text materials.”

**HMH Response:**
- Teachers can view resources by navigating to each specific lesson in Discover. Within the lesson, find Mississippi standards alignments for each resource.
- Click *Show Details* on any resource card to view the standards covered.
Reviewer Feedback on Gateway 3, Indicators 3a–3f

“However, standards alignment documentation refers to the printed text and does not reflect navigation through the digital text materials.”

HMH Response:
• Additionally, teachers can View By Standard to see all resources that cover each individual Mississippi standard.
The instructional materials reviewed for grades 9-12 partially meet the criterion: assessments identify how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards. Assessment information included in the materials did not indicate assessed standards, and there are no standards listed in the unit guide. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up. Although assessments include item types that measure the depth and rigor of the expectations of the standards, the multiple choice questions provided in assessments do not significantly range in difficulty. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment. However, assessments do not provide a system that includes multiple opportunities throughout the grade, course, and/or series to determine what students are learning and what they have learned.
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Reviewer Feedback on Gateway 3, Indicators 3g–3k

“Assessment information included in the materials did not indicate assessed standards, and there are no standards listed in the unit guide.”

**HMH Response:**
- In the Assessment Resource bucket, each Online Test lists standards covered on that assessment.
- Reviewers can click *Show Details*, as shown in this example from Grade 10, to expand and review standards.
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Reviewer Feedback on Gateway 3, Indicators 3g–3k

“Assessment information included in the materials did not indicate assessed standards, and there are no standards listed in the unit guide.”

**HMH Response:**

- In Data & Reports, teachers can view item alignments and most-missed standards for each specific assessment assigned.
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Reviewer Feedback on Gateway 3, Indicators 3g–3k

“Although assessments include item types that measure the depth and rigor of the expectations of the standards, the multiple choice questions provided in assessments do not significantly range in difficulty.”

HMH Response:
- In the Student eBook, there is Assessment Practice after each text, which is intended to be a comprehension check to help teachers assess whether students are ready for more substantive critical analysis.
- See this example from “The Book of the Dead” in Grade 10.
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**Reviewer Feedback on Gateway 3, Indicators 3g–3k**

“Although assessments include item types that measure the depth and rigor of the expectations of the standards, the multiple choice questions provided in assessments do not significantly range in difficulty.”

**HMH Response:**
- However, Online Selection and Unit Tests, which assess students’ understanding of the standards, reflect the rigor of items that students typically encounter on state summative tests.
- See sample multiple-choice questions from the Online Selection Test for “The Book of the Dead” at Grade 10.
“However, assessments do not provide a system that includes multiple opportunities throughout the grade, course, and/or series to determine what students are learning and what they have learned.”

HMH Response:
• The Standards Report provides a cumulative view of each domain and Mississippi standard.
• Teachers can view this report by individual student or by class.
• For each standard, teachers can see the number of items students encountered.