



Acadience™ Reading: Grades 7-9

DMG is pleased to announce that the Acadience Reading: Grades 7-9 (Content Area Reading Indicators) benchmark and progress monitoring measures for 7th, 8th, and 9th graders will continue to be available as a research release product for the 2018–2019 school year. Preliminary benchmark goals that function within an assessment gating system are available for all grades.

Acadience Reading: Grades 7-9 is a set of brief, standardized indicators of advanced phonics and decoding skills, accurate and fluent reading of text, and reading comprehension. In order to determine the appropriate level of instructional support, assessment recommendations are given within an assessment gating system. Gate 1 includes the group-administered Maze measure for all students. Students who are below the benchmark and need additional assessment to determine instructional placement enter Gate 2 and are given the group-administered Silent Reading measure. Finally, a small percentage of students with the greatest reading challenges enter Gate 3 and are given the individually administered the Oral Reading measure.

Acadience Reading: Grades 7-9 benchmark and progress monitoring materials are always grouped in triads that include one Science, one Social Studies, and one Prose passage. The assessment materials and comprehension questions were designed to align with the skills represented by the Common Core State Standards.

The use of Acadience Reading: Grades 7-9 for the 2018-19 school year is limited to research partners. Research partners can download the assessment materials, use Acadience Data Management to enter scores and run reports, and access brief online training videos free of charge.

Description of the Measures

Maze: Maze is a group-administered maze measure that assesses general reading comprehension. The student is presented with a reading passage in which some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning of the passage. Each Maze assessment has a three-minute time limit. Maze passages include triads of one Science, one Social Studies, and one Prose passage

for benchmark screening and for progress monitoring. The Maze triad of passages takes approximately 10 minutes to complete. Maze is scored with an answer key. An Adjusted Score is calculated to correct for students who guess on the items.

Silent Reading (SR): SR is a group-administered measure that assesses vocabulary, sentence comprehension (passage details), and inference. The student is presented with three 350–400 word passages and 45 multiple-choice questions (15 per passage) and given up to 45 minutes to read the three passages and answer the questions. The multiple choice questions cover vocabulary, details, and inference. The Silent Reading passages include triads of one Science, one Social Studies, and one Prose passage for benchmark screening and for progress monitoring. Silent Reading is scored with an answer key.

Oral Reading (OR): Oral Reading is an individually administered measure that assesses accurate and fluent reading of text and reading comprehension. The student is presented with a 350–400 word passage and is given 90 seconds to orally read the passage. The assessor notes errors as the student reads. At the end of 90 seconds the student is asked to provide a brief recall of everything they can remember about the passage. Following the recall, the student is asked to define vocabulary from within the passage, and answer several inference questions about the passage. Oral Reading passages include triads of one Science, one Social Studies, and one Prose passage for benchmark screening and for progress monitoring. The total time needed to complete each Oral Reading passage is about three minutes. Oral Reading takes approximately 10 minutes to complete.

Sample Materials

Sample Acadience Reading: Grades 7-9 materials are attached. The samples include one 7th grade Maze passage containing Science content, one 8th grade Silent Reading passage containing Social Studies content, and one 9th grade Oral Reading Prose passage.

For more information, email info@acadiencelearning.org.



The Great Backyard Bird Count

Every year, thousands of people across North America take part in an event called the Great Backyard Bird Count (GBBC). The GBBC is an annual event **happened** **figured** **created** to help scientists gather data about **pictures** **birds** **trees** in the winter. With the help of their “**citizen** **due** **diverse** scientists,” scientists are able to collect **huge** **local** **available** amounts of information in a short **period** **winter** **way** of time.

Each February, the National Audubon Society and the Cornell Lab of Ornithology **answer** **figure** **lead** this four-day bird counting event. Ornithology is the **finch** **study** **report** of birds. The goal of the **event** **year** **park** is to collect information about the **ornithologist** **watch** **location** and quantity of birds across the United States and Canada. By

having **using** **traveling** thousands of people report from diverse **birds** **questions** **places**, ornithologists are able to answer critical

questions **moves** **migrations** and make predictions about the health of **conditions** **reports** **birds**. The data give scientists a clear,

real-time **watcher** **quantity** **picture** of how bird populations are changing. With the **data** **time** **places** reported during the GBBC,

scientists can **look** **turn** **choose** at the effects of weather, disease, and **contrast** **health** **pollution** on birds. They can make

predictions about how **feeder** **website** **winter** conditions will affect bird groups. The **data** **crows** **locations** also help scientists

monitor bird migrations and **record** **compare** **hike** the timeline to previous years.

During the **number** **checklist** **event**, bird watchers use two different methods for **giving** **showing** **observing** and counting.

They can choose a **stationary** **clear** **different** or a traveling count. As the **picture** **name** **pollution** implies, a stationary count is

taken in one **change** **place** **period**, such as a local park or a **yard** **list** **timeline**. To conduct a stationary count, watchers

call **compare** **count** the highest number of each species of **owl** **bird** **session** seen together at once. For example, in a

method **yard** **result**, a watcher may see three finches on a **prey** **tally** **tree** limb, four at a feeder, and two at a **birdbath** **data** **life**.

The person should record four finches since that was the **shortest** **highest** **previous** number seen in a group together at

one time. In **information** **contrast** **location** to a stationary count, watchers making a **variety** **traveling** **birdbath** count do just that: they

travel. They **figure** **recover** **count** birds of different species while moving over a **distance** **person** **group**, such as while taking a

hike. During a **careful** **traveling** **many** count, the watcher must be careful not to **look** **gather** **count** the same bird twice. After

completing a **stationary** **counting** **high** session, watchers enter their bird tallies in an **annual** **online** **able** checklist on the GBBC

web site.

Sample Maze Passage: G7/Science

How much **amount** information **example** is really being gathered? During the GBBC of 2011, **information** bird **goal** watchers turned in more than 92,000 **continents** species **checklists**. They counted more than 11 million **animals** birds **scientists** from 596 separate species. In 2012, **years** life cycles **watchers** turned in more than 104,000 **limbs** effects **checklists** with more than 17 million birds from 623 **varieties** species **diseases**. From these lists, scientists can monitor **trends** names **counts** in bird groups. For example, in the 2000s, the GBBC closely **helped** affected **watched** the crow population as the West Nile virus **observed** caused **thought** many crows to die across the U.S. and Canada. In the 2010s, the **weather** number **pattern** of crows increased and scientists used the GBBC **predictions** counts **increases** to figure out that the crows **have** involved **collected** recovered. In 2012, the GBBC results **took** monitored **showed** an increase in the number of Snowy Owls across the **study** trend **continent**. Scientists think that the increase is most likely **huge** critical **due** to an increase in the number of **prey** same **online** animals available for the owls to **eat** complete **be**. To learn what is happening to birds across North America, **events** populations **scientists** need ways to gather information. The Great Backyard Bird Count **involves** makes **studies** people of all ages in the United States and

Sample Maze Passage: G7/Science

Canada in

seeing
counting
having

 different bird species in a variety of

locations
names
citizens

. The collected data helps scientists

study

cycle
bird
people

 populations and life cycle patterns.

SAMPLE



Correct _____

Incorrect _____

3 Acadience Reading: Grades 7–9
Level 8/Passage 3

Europe “Reborn”

In European history, the period between the 1300s and the 1600s is called the Renaissance, which is a French word meaning “rebirth.” In this case, the Renaissance refers to a resurgence of interest in learning, the arts, and the sciences that would change the course of Western civilization.

The Renaissance began in Italy, when ancient writings from Greece and Rome were discovered. The ideas in these texts led to a movement known as Humanism. Humanism is a way of thinking with a focus on people and human nature: what people do, why they do it, and what they are able to do. It is rooted in the belief that, by using reason, people can and should shape the world around them. Humanism led to different goals in education with a focus on producing responsible, thoughtful citizens. In the past, education was largely religious; in the Renaissance, it was expanded to include philosophy, grammar, and oration, or public speaking.

Along with this new interest in the human mind came a burst of creativity. In literature, writers such as Dante produced works that captured the full range of human experience. In

fine arts, painters like da Vinci found new ways to paint beautiful works. One of these methods was the use of perspective, or looking at objects from different points of view. This method was important because art that focused on people was seen as one way to record knowledge. Paintings such as the “Mona Lisa” called attention to the beauty of human form and invited people to respond with both their mind and their heart.

During the Renaissance, changes in learning and the arts brought advances at all levels of society. Inventions such as the printing press made books more available, and more people learned to read. Businesses grew and travel to new places increased. With the help of better maps and new tools such as the compass, sailors pushed farther across the oceans. Eventually, they discovered new lands, which in turn led to the founding of new nations, including our own.

The Renaissance was a time of amazing activity in the arts, the sciences, and the world. It was not only the re-discovery of old ideas, but also the birth of the new world we still live in today.

3 Acadience Reading: Grades 7–9 Level 8/Passage 3

Comprehension Questions: Europe “Reborn”

Mark the correct answer on your answer sheet. DO NOT write on this form.

1. A way of thinking with a focus on people and human nature is called:
 - A) western perspective.
 - B) human philosophy.
 - C) humanism.
 - D) re-discovery.
2. The word *Renaissance* refers to the rebirth of interest in:
 - A) ancient writings from Greece and Rome.
 - B) learning, the arts, and the human form.
 - C) religious teachings, the arts, and philosophy.
 - D) learning, the arts, and the sciences.
3. When something has renewed public interest or attention there is said to be a/an:
 - A) resurgence.
 - B) confluence.
 - C) public debate.
 - D) oration.
4. The word *oration* is another word for:
 - A) grammar.
 - B) public speaking.
 - C) responsibility.
 - D) public debate.
5. According to the passage, the Renaissance changed the course of:
 - A) Western civilization.
 - B) Western religion.
 - C) Italian government.
 - D) Greek education.
6. Compared to the era before, education during the Renaissance focused on:
 - A) the experience of people in nature.
 - B) mainly on the arts, specifically the use of perspective.
 - C) supporting the process of thought and responsibility.
 - D) mainly religion, but also philosophy.
7. The Renaissance first began in:
 - A) Italy.
 - B) Greece.
 - C) Rome.
 - D) Europe.
8. How are Dante's works related to the concept of Humanism?
 - A) They both occurred during the Renaissance and focused on philosophy.
 - B) His work invited people to respond with their minds.
 - C) His paintings called attention to the beauty of the human form.
 - D) They both focus on the human experience and human nature.
9. The movement known as Humanism resulted from:
 - A) new goals in education that focused on human nature.
 - B) the ideas in ancient writings from Greece and Rome.
 - C) the ideas in ancient scientific writings from Italy.
 - D) a burst of creativity in the arts and sciences.
10. According to this passage, the word *advances* refers to:
 - A) the exploration of the new world by European sailors and soldiers.
 - B) more people learning to read, resurgence of the arts, and a decline of responsible citizens.
 - C) religious goals in education, using new artistic methods, and increased business.
 - D) more people learning to read, increased business and travel, and the discovery of new lands.
11. According to this passage, what was the effect of Humanism on literature and the arts?
 - A) It helped lead to a burst in creativity.
 - B) It helped lead to a burst in productivity.
 - C) It led to many new, useful inventions.
 - D) It encouraged the use of traditional methods.

3 Acadience Reading: Grades 7–9
Level 8/Passage 3

Comprehension Questions: Europe “Reborn”, continued

Mark the correct answer on your answer sheet. DO NOT write on this form.

12. The main idea of this passage is that the Renaissance was a period of:
- A) decreased focus on human experience and human nature that did not influence Western civilization.
 - B) economical expansion in Northern Europe that did not influence Western civilization.
 - C) renewed focus on religion, tradition, and the sciences that greatly influenced Western civilization.
 - D) renewed focus on learning, the arts, and the sciences that greatly influenced Western civilization.
13. This passage leads us to believe that encouragement of:
- A) humanism directly led to the exploration of the oceans and the discovery of new lands, including our own.
 - B) a diverse education can lead to new artistic methods such as the use of patina in painting.
 - C) new ideas, curiosity, and creativity can lead to the rapid enrichment and development of civilization.
 - D) new ideas, curiosity, and creativity can lead to the rapid decline and suffering of a civilization.
14. Based on this passage, what can be predicted about a civilization that focuses on learning, the arts, and the sciences?
- A) The civilization will grow smaller, while experiencing cultural development.
 - B) The civilization will experience economic development and cultural activity.
 - C) The civilization won't likely experience any changes or economic development.
 - D) The civilization won't grow quickly due to new technological inventions.
15. The point of view of the author in writing about the Renaissance is that:
- A) the Renaissance improved the lives of the wealthy and of artists.
 - B) the Renaissance had some positive effects but also some negative effects.
 - C) the influences of the Renaissance improved society.
 - D) over the long term the Renaissance had a negative effect on society.

1 Acadience Reading: Grades 7–9
Grade 9/Passage 1

Say these specific directions to the student:

- ▶ ***I would like you to read a passage to me. Please do your best reading and read for meaning. If you do not know a word, I will read the word for you. Keep reading until I say “Stop.” Be ready to tell me all about the passage when you finish.*** (Place the passage in front of the student.)
- ▶ **Begin testing. *Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Captain of Change

0 Every football season presented unique challenges, and this one was 10
 10 obviously no exception. Coach Robertson stalked through the locker room 20
 20 barking about what a mess it was. I heard him coming, but several players 34
 34 hadn’t and were engaged in a towel fight in the weight room instead of 48
 48 lifting weights. 50
 50 The door slammed shut and we all fell silent as each player digested 63
 63 the coach’s look of immense displeasure. Although we recognized the 73
 73 problem that in his absence all discipline had flown out the window, it was 87
 87 summer and just innocent revelry. Coach Robertson clearly didn’t see it 98
 98 that way and reprimanded us severely, then sent us to run twelve incline 111
 111 drills. 112
 112 Upon our return, Coach Robertson outlined new expectations, telling 121
 121 us that he was weary of repercussions and wanted us to motivate and 134
 134 lead each other. He told us to take responsibility for our own actions and 148
 148 inspire our teammates to make necessary positive changes. 156

1 Acadience Reading: Grades 7–9
Grade 9/Passage 1

Captain of Change (continued)

156	Normally, players elect their own team captains but because of the	167
167	misconduct the coach decided that those positions would have to be	178
178	earned this year. He reminded us that being on the team was a privilege,	192
192	and a lot of boys that had been cut would jump at the chance to take	208
208	our places. He told us that for the next three days, everyone would be	222
222	evaluated for performance both on and off the field. Afterwards, captains	233
233	would be announced. Captains would be expected to lead the team	244
244	every day in effort and discipline, thus setting the very best example for	257
257	their teammates. They would exhibit integrity and remain academically	266
266	conscientious. The coach ended the meeting by reminding us that actions	277
277	always speak louder than words.	282
282	I wondered who would emerge as leaders and decided to arrive early	294
294	the next day. I played in the second scrimmage, and competition was	306
306	stiff among our group. I noted which other players arrived on time and	319
319	watched the coaches as they recorded names of players that pushed hard	331
331	during practice and offered guidance to others who were struggling.	341
341	By the third day, the outlook of the coaches and players seemed	353
353	markedly different. Coach Robertson was more enthusiastic, and the team	363
363	as a whole seemed more focused and positive. At the meeting to announce	376
376	team captains, he commended everyone on their improved attitudes and	386
386	impressive work ethic and spoke of the great season ahead.	396

Notes:

1 Acadience Reading: Grades 7–9
Grade 9/Passage 1

Oral Reading Comprehension: Captain of Change

Passage-specific Knowledge

Now tell me as much as you can about the passage you just read. Ready, begin (set stopwatch for 60 seconds).

If the student stops or hesitates for 3 seconds, say, **Can you tell me more about the passage?**

Listen for the student to state key concepts and details and check the corresponding boxes. Circle a 1 if *either* the key concept *or* detail is mentioned (partial credit). Circle a 2 if the student mentions *both*.

After the student completes the recall, look to see if both the concept and detail are missing for an item. If a student missed any items say, **Now, I am going to ask you some questions.** Ask the corresponding follow-up question(s).

The correct response to the follow-up question is the detail (after the +) in the key concept box. Circle the 1 for a correct response to the question. Circle the 0 for incorrect responses or no response.

	Student Recall	Follow Up Question	Incorrect Response
1	Correct response provided during recall 2	Partial credit 1	Incorrect response 0
	Key concept + detail: <i>The boys were in the weight room</i> (+) <i>having a towel fight instead of lifting weights; (or) having a towel fight; (or) playing around instead of lifting weights; (or) goofing off.</i>	<input type="checkbox"/> What were the boys doing in the weight room at the beginning of the story? (+) <input type="checkbox"/>	<ul style="list-style-type: none"> • Don't know • Lifting weights • Taking a shower
2	Correct response provided during recall 2	Partial credit 1	Incorrect response 0
	Key concept + detail: <i>The coach punished the boys</i> (+) <i>by having them run incline drills (or) by having them run laps.</i>	<input type="checkbox"/> How did the coach punish the boys for not lifting weights? (+) <input type="checkbox"/>	<ul style="list-style-type: none"> • Don't know • Stay late for practice • Sent home
3	Correct response provided during recall 2	Partial credit 1	Incorrect response 0
	Key concept + detail: <i>The coach laid out new expectations for the team, asking them</i> (+) <i>to motivate and lead each other; (or) to take responsibility for their actions; (or) to inspire other teammates to make necessary positive changes.</i>	<input type="checkbox"/> What new expectations did the coach outline for the team? (+) <input type="checkbox"/>	<ul style="list-style-type: none"> • Don't know • Work harder • Stop playing around team
4	Correct response provided during recall 2	Partial credit 1	Incorrect response 0
	Key concept + detail: <i>There was a new plan for naming captains:</i> (+) <i>team captain positions would be earned; (or) instead of players choosing team captains, they would have to be earned; (or) the coach will choose team captains based on performance.</i>	<input type="checkbox"/> What was Coach Robertson's plan for naming team captains? (+) <input type="checkbox"/>	<ul style="list-style-type: none"> • Don't know • Players vote for team captains • Nothing changed

Passage-specific knowledge subtotal _____

1 Acadience Reading: Grades 7–9
Grade 9/Passage 1

Oral Reading Comprehension: Captain of Change (continued)

Vocabulary

For each vocabulary word, ask the student the following question, **What is the meaning of the word _____ in the passage?** Circle the 2 when the student correctly defines the word within the context of the passage. Circle the 1 when the student provides some information about the word but does not sufficiently define the word or does not use the definition that is appropriate for the context of the passage. Circle the 0 when the student is unable to define the word or provides incorrect information about the word. Write student responses if you are unsure how to score the response, then score later.

5	Innocent:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • <i>Lack of corruption (or)</i> • <i>Without knowledge of something's significance or possible consequences</i> 	<ul style="list-style-type: none"> • <i>Not guilty (or)</i> • <i>Blameless (or)</i> • <i>Didn't do anything wrong</i> 	<ul style="list-style-type: none"> • <i>Don't know</i> • <i>Babies are innocent.</i> • <i>Nice</i>
Other:			
6	Revelry:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • <i>Goofing off, horseplay (or)</i> • <i>Celebration and fun (or)</i> • <i>Lively and noisy festivities</i> 	<ul style="list-style-type: none"> • <i>Having fun</i> 	<ul style="list-style-type: none"> • <i>Don't know</i> • <i>A joke</i> • <i>Towel fight</i>
Other:			
7	Reprimand:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • <i>To sharply disapprove of, or criticize, someone or someone's actions (or)</i> • <i>Tell someone what they are doing is wrong</i> 	<ul style="list-style-type: none"> • <i>Give a warning (or)</i> • <i>Lecture</i> 	<ul style="list-style-type: none"> • <i>Don't know</i> • <i>Yell at someone</i> • <i>Snapping towels</i>
Other:			
8	Repercussions:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none"> • <i>The negative consequences of an action (or)</i> • <i>Unintended consequences occurring after an event or action</i> 	<ul style="list-style-type: none"> • <i>Results or effects of a behavior</i> 	<ul style="list-style-type: none"> • <i>Don't know</i> • <i>Acting badly</i> • <i>Misbehaving</i>
Other:			

Vocabulary subtotal _____

1 Acadience Reading: Grades 7–9
Grade 9/Passage 1

Oral Reading Comprehension: Captain of Change (continued)

Inference Questions

Say, *Now, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.*

Circle the 2 when the student correctly answers the question within the context of the passage. Circle the 1 when the student provides some information about the question but does not justify their answer. Circle the 0 when the student is unable to answer the question or gives an incorrect response.

9	Question: What lessons do you think the boys might have learned from this experience?		
	Key Concept: The boys learned about responsibility and consequences (includes specific information from the passage).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none"> • The boys learned that it is important to act responsibly to show you are worthy of privileges such as being a team captain. • When the coach punished the boys for goofing off, they learned that actions have consequences. • They learned that in order to be on the football team, you have to act responsibly. 	Sample responses: <ul style="list-style-type: none"> • Actions have consequences. • It pays to be responsible. 	Sample responses: <ul style="list-style-type: none"> • Don't know • Don't get caught goofing off • Work hard
10	Question: Based on the passage, what conclusions can we make about the kind of person that Coach Robertson was?		
	Key Concept: The coach valued personal responsibility and self-discipline (includes an example based on information from the passage).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none"> • The coach wanted to teach the players to be responsible on and off the field because he valued self-discipline. • The coach was a disciplined person who believed that actions speak louder than words. • The coach was strict in his belief that everyone needs to take personal responsibility for their actions. 	Sample responses: <ul style="list-style-type: none"> • He was a strict coach • He expected a lot out of his players • He disciplines players when they break the rules. 	Sample responses: <ul style="list-style-type: none"> • Don't know • He is mean. • He is grumpy.

Inference subtotal _____

Comprehension total _____