

Acadience® Reading: High School



Acadience Learning is pleased to announce that Acadience Reading: High School will be available as a research release product for the 2020–21 school year. Benchmark materials, progress monitoring materials, and preliminary benchmark goals that function within an assessment gating system will be available for 9th–12th grade.

Acadience Reading: High School is a set of brief, standardized indicators of advanced phonics and decoding skills, accurate and fluent reading of text, and reading comprehension. Unlike other Acadience Reading screening assessments, benchmark assessment with Acadience Reading: High School is only conducted at the beginning of the school year. 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. Progress monitoring materials are available for all measures for ongoing assessment throughout the year.

Acadience Reading: High School benchmark and progress monitoring materials are 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: High School for the 2020-21 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 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 passage has a 3-minute time limit. Each Maze form is composed of a triad of one Science, one Social Studies, and one Prose passage. A Maze triad takes approximately 10 minutes to complete. Maze is scored with an answer key. An Adjusted Score is calculated to correct for guessing.

Silent Reading (SR): Silent Reading is a group-administered measure that assesses vocabulary, sentence comprehension (passage details), and inference. The student is presented with three 350- to 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. Each Silent Reading form is composed of a triad of one Science, one Social Studies, and one Prose passage. 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- to 400-word passage and is given 90 seconds to orally read it. The assessor notes errors as the student reads. After reading a passage, 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 it. Each Oral Reading form is composed of a triad of one Science, one Social Studies, and one Prose passage. The total time needed to complete each Oral Reading passage is about 3 minutes. An Oral Reading triad takes approximately 10 minutes to complete.

Sample Materials

Sample materials are attached. The samples include a Maze Science passage, a Silent Reading Social Studies passage with comprehension questions, and an Oral Reading Prose passage with comprehension questions.

For more information, email info@acadiencelearning.org.



Life of a star

A star is an incredibly hot sphere of gas that radiates light and heat energy and is bound together

by its own gravitational attraction. Although a star is not a quiet living hot organism, the period during which a

barren particular higher star exists is referred to as its fuel process lifespan. The lifespan of most stars stretches billions of

series dwarfs years, and a star will undergo several elements transformations copies over the duration of its life.

A balance sequence star is "born" deep within space in a cloud struggle supply of dust and gas called a force nebula temperature.

Within the nebula, particles are drawn together by light gravity entity; as these particles accumulate, it creates the

core duration series of a forming star, or protostar. As additional staggering classified matter is drawn in, the temperature at the

sun core space of the protostar rises, creating a struggle helium majority between gravity pulling atoms in and earth layer gas pressure

pushing light and heat out. In order to become escape pull a star, the protostar must reach hydrogen transformation equilibrium, a

perfect balance between gravity and year production gas pressure. When equilibrium is achieved, the white nuclear accurate

fusion of hydrogen into helium begins, and a star point time comes into existence.

During the first and reddest lengthiest deepest phase of a star's life, it is made referred faded to as a main sequence star.

Sample Maze Passage: G9/Science

A star period process remains classified as main sequence as long as it is fusing living coming hydrogen into helium to create

energy and shedding expiring maintaining equilibrium. Though it seems the opposite would be accurate gravitational white, a star

with a greater mass will end radiate have a shorter lifespan than a smaller star. A mysterious main massive star experiences a

stronger gravitational pull toward its creature sequence center, which increases the core's temperature. Higher

temperatures phases sizes accelerate nuclear reactions, causing the star to exhaust draw refer its fuel supply more rapidly

and reach cease remain the end of its lifespan more extremely quickly incredibly.

A star passes into the next phase particle organism of its life when its core purpose gravity supply of hydrogen has been

depleted. At this point planet surface, the star begins fusing helium into blacker outer heavier elements in the core while

continuing hole center hydrogen fusion at the surface. The star begins pushes expands and briefly becomes a red giant; then,

as equilibrium dust course is lost, the star begins to collapse pass experience inward.

From the main red giant gas phase object a star can either become a particular white short dwarf or a supernova. An

average small sized heavy star, such as our sun, becomes a white gigantic lengthy dwarf. It sheds its outer layers but seems retains becomes

SAMPLE

Sample Maze Passage: G9/Science

its core, a dense entity about the **fusion** **heat** **size** of the earth. A white dwarf will **cool** **bound** **occur** gradually over the

course of a billion **nebulae** **explosions** **years** and eventually become a quiet space **object** **transformation** **pressure**.

If a star is extremely massive, more than eight **times** **reactions** **cores** the mass of our sun, it may **expire** **seem** **maintain**

in a gigantic explosion called a **period** **material** **supernova**. When the hydrogen is depleted in these **huge** **additional** **long** stars, a

series of nuclear reactions eventually **continues** **rises** **results** in the production of iron. Iron cannot **pass** **generate** **reach**

energy. Without energy and with heavy **iron** **earth** **life** in its core, the star can no longer **support** **undergo** **reach** its own mass.

Through a process of **spending** **going** **expanding** and contracting, the core eventually explodes. The **incredible** **opposite** **average** force

of the explosion releases a **sized** **staggering** **white** amount of energy. As a supernova **has** **collapses** **calls** completely

inward on itself, it produces a **quiet** **main** **black** hole. The black hole is so **dense** **quick** **great** and has a gravitational force so

barren **powerful** **particular** that nothing, not even light, can **escape** **accumulate** **contract** it.

Most stars have a remarkably long **attraction** **lifespan** **space** of billions of years. A star **spends** **achieves** **retains** the majority

of its life radiating **light** **protostar** **cloud** and energy as nuclear fusion of **reaction** **supernova** **hydrogen** occurs in its core. Finally,

Sample Maze Passage: G9/Science

after billions of years spheres, a star dies. It may go out as a hugely quietly remarkably fading and cooling white dwarf, particularly a gradually exploding supernova, or a mysterious black hole force violently fuel .

SAMPLE



Correct _____

Incorrect _____

3 Acadience Reading: High School Grade 9/Passage 3

Causes and Effects of the U.S.-Mexican War

► The U.S.-Mexican war began in 1846 as a boundary dispute; by the time it ended in 1848, the shape of two nations had been altered. The beginning of the dispute can be traced back to 1836, when Texas declared its independence from Mexico.

Many people expected Texas to eventually be annexed, or taken in, as a United States territory. The idea that Texas might become a state was controversial, however, and provoked a fierce debate among the citizens of the United States. Northern abolitionists, who were part of the anti-slave movement, argued against adding a slave-holding territory to the nation, and they were able to delay the annexation.

By 1844, the situation had changed. France and Great Britain had recognized Texas as its own nation, and both countries were eager to establish Texas colonies. The western boundary of Texas had yet to be explored, leaving open the possibility that its border could extend all the way to the Pacific Ocean. The United States was alarmed at the possible intervention of France and Great Britain. It did not want either country establishing southern colonies and interfering with American settlers moving south and west. American popular opinion shifted in favor of annexing Texas, and in

1845 Texas became a state.

The United States claimed that the border between its new state of Texas and Mexico was the Rio Grande, or the “great river.” Mexico, however, had never recognized Texas’s independence and claimed that the true border was farther to the north. The United States offered to pay Mexico for Texas and California, but Mexico refused. Then President James Polk sent American troops to the Rio Grande. Mexico viewed this move as an act of war.

The Mexican and U.S. armies faced each other across the river for several months, and finally, on April 24, 1846, Mexican troops crossed the Rio Grande and launched an attack. President Polk asked Congress to declare war, saying that American blood had been shed on American soil. Congress agreed and declared war on May 13, 1846. The ensuing war continued until 1848.

The United States won the war but also agreed to pay \$15,000,000 for the 529,017 square miles of land that constitutes present-day California, New Mexico, Nevada, Utah, most of Arizona, and part of Colorado. The Rio Grande, where the first battle lines had been drawn, was set as the official border.

3 Acadience Reading: High School Grade 9/Passage 3

Comprehension Questions: Causes and Effects of the U.S.-Mexican War

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

1. The river that divides the current U.S.-Mexican border is the:
 - A) Rio Grande.
 - B) Colorado.
 - C) Mississippi.
 - D) Pacific.
2. According to the passage, the word *annexed* refers to:
 - A) going to war to take land from another government or organization.
 - B) being removed from a government or organization.
 - C) being absorbed by another government or organization.
 - D) legal action to remove land from another government or organization.
3. According to the passage, if France and Great Britain were to prevent American settlers from settling in new areas, it would be an act of:
 - A) refusal.
 - B) war.
 - C) interference.
 - D) intervention.
4. According to the passage, the word *abolitionist* refers to a group of people:
 - A) opposed to adding a slave-holding state.
 - B) in favor of slavery.
 - C) in favor of adding a slave-holding state.
 - D) opposed to slavery.
5. In 1846, the war started over:
 - A) France and Great Britain's desire to establish colonies.
 - B) a boundary dispute.
 - C) American troops on the border.
 - D) the United States' plan to establish Texas as a state.
6. Why did the U.S. object to France and Britain's plan for Texas?
 - A) Great Britain had recognized Texas as its own nation.
 - B) France wanted to make Texas a French territory.
 - C) The U.S. wanted settlers to freely move and settle to the south and west.
 - D) France sent explorers to uncharted areas of Texas to explore and settle the land.
7. Why was the idea of Texas becoming a state at first controversial?
 - A) It would greatly extend the border between the U.S. and Mexico.
 - B) Texas wanted to be free from Mexico and the U.S.
 - C) It would add a slave-holding territory to the nation.
 - D) If Texas spread to the Pacific, it would be too large of a state.
8. What one of these was not an event that led to the war?
 - A) The U.S. sent soldiers on to what Mexico considered Mexican property.
 - B) The U.S. offered to pay Mexico for Texas and California.
 - C) Mexico had never recognized that Texas had proclaimed its independence.
 - D) The U.S. claimed that the U.S.-Mexican border was further south than Mexico claimed.
9. According to the passage, at the end of the war, the U.S. agreed to:
 - A) release prisoners that had been captured during the war.
 - B) pay \$15,000,000 to Mexico for newly acquired land.
 - C) pay \$15,000 to families whose soldiers died in the war.
 - D) sign a treaty that would ensure lasting peace with Mexico.
10. In the passage the word *shed* refers to:
 - A) a small building made of wood.
 - B) clothing that does not allow liquid to seep in.
 - C) removing the boots of soldier.
 - D) causing blood to flow.

3 Acadience Reading: High School
Grade 9/Passage 3

Comprehension Questions: Causes and Effects of the U.S.-Mexican War, continued

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

11. According to the passage, what conclusion could be made about the importance of Texas to U.S. interests?
- A) Texas was a cornerstone state that provided a promise of expansion.
 - B) The relationship Texas had with Mexico was vital to U.S. trade.
 - C) The U.S. wanted to use Texas to keep Mexico from expanding north.
 - D) Texas had many natural resources that the U.S. wanted to keep and use.
12. The effect of Texas declaring its independence from Mexico was that:
- A) Mexico recognized Texas as a country.
 - B) it began the dispute that led to the U.S.-Mexican War.
 - C) a border war began between Texas and Mexico.
 - D) the U.S. sent troops to help Texas.
13. What would be another good title for this passage?
- A) Expanding the U.S. through Texas by Setting an Official Border
 - B) How the Slavery Debate Prevented Texas from Becoming a State
 - C) Texas Became a State in 1845
 - D) War, U.S. Trade, and Texas
14. From this passage, we can predict that after the war:
- A) the land the U.S. acquired was worth the cost of the war.
 - B) the natural resources that Texas had were used by the U.S.
 - C) U.S. trade with Mexico resumed and flourished.
 - D) the land the U.S. acquired would be recaptured by Mexico during a subsequent war.
15. The point of view of the author about the start of the war was that:
- A) France and Great Britain's actions delayed the start of the war.
 - B) the slavery debate helped to speed up the war between the U.S. and Mexico.
 - C) France and Great Britain came close to handing Texas over to another country.
 - D) the slavery debate almost caused Texas to be taken over by another country.

1 Acadience Reading: High School

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: High School**
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: High School

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

Vocabulary subtotal _____

1 Acadience Reading: High School
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 _____