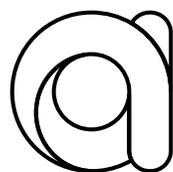


# Acadience® Reading 7–8 Assessment Manual



acadience®

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# Welcome to Acadience® Reading 7–8

Over the last two decades, general outcomes measures like Acadience Reading 7–8 have changed the educational landscape—providing accurate, timely benchmark and progress monitoring information to ensure students receive targeted instructional support. Acadience Reading 7–8 is a premier universal assessment system that has been embraced by educators across the country and used as a tool to help thousands of students reach their full academic potential.

## What is Acadience Reading 7–8?

Acadience Reading 7–8 is a universal screening and progress monitoring assessment that measures the acquisition of content-area literacy skills for 7th and 8th grade students. The assessment is composed of three measures that function as indicators of the reading skills that middle school students need to proficiently read content-area text. These measures are used to regularly monitor the development of literacy skills in order to provide timely instructional support and prevent the occurrence of further reading difficulties.

By design, the Acadience Reading 7–8 measures are **brief, powerful indicators** of literacy skills that:

- are **quick** and **efficient** to administer and score;
- serve as **universal screening** (or **benchmark assessment**) and **progress monitoring measures**;
- identify students in need of **intervention support**;
- evaluate the **effectiveness of interventions**; and
- support the **RtI/Multi-tiered model**.

## Why use Acadience Reading 7–8?

Acadience Reading 7–8 provides reliable and valid universal screening to find students who may be at risk for reading difficulties within different content areas. These measures also help identify the skills to target for instructional support. In addition, Acadience Reading 7–8 provides progress monitoring measures for at-risk students while they receive additional, targeted instruction to close achievement gaps. Finally, these measures assist educators in examining the effectiveness of school-wide literacy supports.

The advantages of Acadience Reading 7–8 are that it:

- directly measures reading skills that are responsive to instruction;
- is standardized;
- is thoroughly researched, reliable, and valid;
- is designed for use within a problem-solving, Outcomes-Driven Model of decision-making;
- provides research-based benchmark goals for interpreting results; and is efficient and economical.

**Key features of Acadience Reading 7–8 include:**

- empirically leveled science, social studies, and prose passages that have been field-tested with students in school settings;
- a multiple-gating process that minimizes assessment time by reducing the number of students who are assessed individually, while providing additional diagnostic information for students for whom additional instructional support is needed;
- a user-friendly format with clear, concise directions and scoring rules;
- a system of progress monitoring by which to assess the effectiveness of intervention and district goals.

**This Acadience Reading 7–8 Assessment Manual provides:**

- an overview of how Acadience Reading 7–8 measures align with middle school content-area reading skills;
- general guidelines on the administration and scoring of the Acadience Reading 7–8 measures and how to interpret results;
- specific administration and scoring procedures for each measure; and
- assessment accuracy checklists.

Anyone who administers Acadience Reading 7–8 or uses Acadience Reading 7–8 scores should read this manual. The best understanding of the information in this manual will come after the reader attends training that includes practice in administering and scoring each Acadience Reading 7–8 measure. Training in how to interpret the data is also important for the reader who will be interpreting the test results.

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We remain dedicated to improving literacy outcomes for middle school students and are humbled by the commitment, talents, and skills of the countless teachers, educational support specialists, program coordinators and administrators, and researchers in the United States and around the world who have contributed to and who continue to share in this important work.

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# Chapter 1: Introduction to Acadience Reading 7–8

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Acadience Reading 7–8 is a screening and progress monitoring tool that was developed to assess the foundational literacy skills of students in grades 7–8. The measures are brief, standardized indicators of advanced phonics and decoding skills, accurate and fluent reading of text, and reading comprehension. Acadience Reading 7–8 assesses these skills across three different measures: Maze, Silent Reading (SR) with multiple-choice comprehension, and Oral Reading (OR), which includes a recall and oral comprehension questions.

The Acadience Reading 7–8 measures are administered in triads that include one Science, one Social Studies, and one Prose passage. Materials are available for benchmark screening three times per year and for ongoing progress monitoring.

You can use Acadience Reading 7–8 to:

- identify students who may be at risk for reading difficulties;
- help teachers identify areas to target instructional support;
- monitor at-risk students while they receive additional, targeted instruction; and
- examine the effectiveness of your school’s system of instructional supports.

## **An Overview of the Acadience Reading 7–8 Measures**

Acadience Reading 7–8 comprises three measures:

- 1. Maze:** Maze is a group-administered 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 sentence. 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. 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 guessing.
- 2. Silent Reading (SR):** SR is a group-administered assessment that measures vocabulary, sentence comprehension (passage details), and inference. The student is presented with three 350– to 400–word passages and 30 multiple-choice questions (10 per passage) and is given 36 minutes to read the three passages silently and answer the questions. The multiple-choice questions cover passage vocabulary, details, and inference. Each SR form is composed of a triad of one Science, one Social Studies, and one Prose passage. Silent Reading is scored with an answer key.
- 3. Oral Reading (OR):** OR 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 reading passage

and is given 90 seconds to read the passage out loud. 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 two inference questions about the passage. Each OR form is composed of a triad of one Science, one Social Studies, and one Prose passage. The total time for each OR passage is about 3 minutes. An OR triad takes approximately 10 minutes to complete.

## **Research Rationale for Acadience Reading 7–8**

### **Common Core State Standards (CCSS)**

Acadience Reading 7–8 is grounded in the research used to establish the Common Core State Standards (CCSS), as well as current reading comprehension research. The goal of the CCSS is to ensure that all American students are college and career ready. The CCSS evolved over a concern about the inadequate academic achievement levels of students educated in the United States. A body of research indicates that, over the decades, textbook complexity has declined (Adams, 2009). Therefore, the CCSS promote a movement toward instruction of increasingly complex texts within a three-part model that measures qualitative, quantitative, and reader/task considerations. Examples of increased qualitative text complexity include: (a) text that moves from a single level of meaning to multiple levels of meaning, (b) text structures that move from simple graphics to more sophisticated graphics, (c) language conventions that move from literal to figurative, and (d) knowledge demands that move from simple themes to more sophisticated themes. Quantitatively, the CCSS recommend a continuing increase in text complexity that is evidenced through the use of text readability formulas. These formulas use metrics such as word length, number of syllables, and sentence length to quantify text difficulty. The third component of the model, the reader and task considerations, takes into account the reader's skill, motivation, and level of background knowledge for any given text. Acadience Reading 7–8 was developed to weave together all three components of the CCSS model.

To address the qualitative component of the CCSS model during the development of Acadience Reading 7–8, topics were chosen and passages written that mirror the complex subject matter that students encounter during their middle and high school years. Passages were specifically written to include more complex written conventions such as cause and effect and figurative language. In addition, according to Cain and Oakhill (2012), comprehension assessment has greater potential to provide useful instructional information if it covers a range of skills. For Acadience Reading 7–8, the comprehension question types reflect a variety of comprehension skills that were taken directly from the Key Ideas and Details and Craft and Structure sections of the College and Career Standards for Reading, Science, and Social Studies. Questions drawn directly from these standards assess the following comprehension skills: memory, convergent thinking, vocabulary recall, vocabulary application, cause and effect, figurative language, main idea, drawing conclusions, prediction, and point of view.

For the CCSS quantitative component, every Acadience Reading 7–8 passage had to meet strict, grade-specific readability standards. All passages were required to meet readability criteria for each grade as measured by the Acadience Learning Passage Difficulty Index, which is software that analyzes median words per sentence, mean words per sentence, rare words, and word length and provides guidance when a passage is outside of target ranges.

To take into account reader and task considerations, a substantial amount of time and effort was spent creating engaging, interesting, and informative passages for Acadience Reading 7–8. Passage topics cover Science, Social Studies, and Language Arts content, are grade and age appropriate, and reflect content across the three

subject domains (see Appendix A). In addition, when possible, the content mirrors the text format used in grade-level textbooks for grades 7–8.

### **Summary of Existing Research on Reading Comprehension**

Reading involves a set of complex tasks that change as the reader develops (van den Broek, & Espin, 2012). The initial Acadience Reading K–6 research and development focused on essential early literacy and reading skills that included those needed for accurate, fluent reading with understanding (see the *Acadience Reading K–6 Technical Manual* for more information). As beginning readers develop into more proficient readers, those early word recognition skills are continually required for successful comprehension as text structures and content become increasingly more difficult. By the time a student reaches 7th grade, word recognition reading skills should be well established. In terms of assessment, word recognition skills for the vast majority of middle and high school students are a given and do not need to be evaluated. Although the Acadience Reading 7–8 Oral Reading measure is available to assess, in part, word recognition skills, the main focus of the assessment is measuring comprehension in silent reading.

The skills involved in reading comprehension fall into three main levels:

- vocabulary (word level),
- details (sentence level), and
- inference (passage level).

The research on vocabulary is well documented. Vocabulary is an essential component to understanding text. Research indicates that there is a strong, positive, reciprocal relationship between word knowledge and reading comprehension (Baumann, Kame'enui, & Ash, 2003). Nagy and Scott (2000) reported that readers must recognize and have at least a basic understanding of 90% of the words in a given text. Vocabulary skill is often discussed in terms of breadth and depth of understanding. Breadth is the sheer number of words that an individual knows. This knowledge ranges from, “I think I’ve heard that word and have a vague idea of what it might mean” to “I can provide a definition and example of that word” (Beck, Perfitti, & McKeown, 1982). Depth refers to the level of understanding of a vocabulary word’s usage and application. Both breadth and depth of vocabulary are critical and are independent contributors to reading skill performance. There are some conflicting opinions about whether breadth or depth is more important to reading skills. Ouellette (2006) found depth of vocabulary knowledge to be a larger contributor to reading skill performance. However, Tannenbaum, Torgesen, and Wagner (2006) reported that breadth of knowledge was a larger contributor to reading skill than depth of vocabulary knowledge. Pearson, Hiebert, and Kamil (2007) concluded that more research in the area of vocabulary measurement should be conducted. What is clear is that vocabulary is a comprehension skill that should be assessed. Within the Acadience Reading 7–8 assessment, passage-specific vocabulary questions are available for both the Silent and Oral Reading passages. Those questions assess basic vocabulary definitions that evaluate the breadth of vocabulary as well as the depth of vocabulary knowledge.

At the detail or sentence level of reading, comprehension is focused on the understanding of the text one sentence at a time. Two different question types are used to assess comprehension at the sentence level: literal and inferential. Literal questions are the most direct, basic type of question. The answers to literal questions come directly from the text, so this type of question helps determine if students are able to recall basic information. Inferential questions require the reader to connect current information in text to previously encountered information. Inferential questions may connect information from the current sentence being read

to a previous sentence, or they may require the reader to put two pieces of related information together to gain understanding of the text (Landi & Perfetti, 2007). For example, consider the following sentences: “Maddy threw the bananas and strawberries into the blender. The smoothie felt cool as it slid down her throat.” The reader must make a connection or association that bananas and strawberries put into a blender can make a smoothie. The detail questions for Acadience Reading 7–8 at the sentence level include both literal questions and simple inference questions.

At the passage level, all questions are inferential and require students to take into account overarching themes about the text. The ability to make inferences is critical to understanding text. Inferring requires taking printed words and mixing in what is known about the text topic (prior knowledge) and text features. For example, in order to make determinations about the narrator’s or character’s point of view, the reader must be able to read the words in the text, understand that the text is written from a point of view, and then mix that information in with prior knowledge about the subject and content within the passage. What is known is that students who are good at comprehending use inferences to help facilitate text understanding and to build an internal representation of text content (Graesser, Singer, and Trabasso, 1994). When there is less cohesion in a text, a student must make more inferences to make sense of the text.

Inferring is triggered by the need to further understand text content. Narvaez, van den Broek, and Ruiz (1999) reported that the purpose for reading, as well as the text type, affects the kinds of inferences that readers generate. Thus, the reader decides what inferential strategies to use and how to use comprehension strategies. Although the reader may not think actively about the author’s point of view, the ability to do so is an important upper-level inference skill that is called upon as needed. Therefore, assessment should reflect the upper-level skills that students don’t necessarily need to use every time they read a text but need to have ready to use when those upper-level inference skills are needed.

This type of assessment is especially important for students that are not good at comprehending text. Cain and Oakhill (1999) suggest that at least some aspects of inference skill could be causally linked to comprehension development. For example, Cain, Lemmon, and Oakhill (2004) reported that students with good decoding skills and poor reading comprehension skills had the greatest difficulty in using contextual or inferential information in stories to understand unique vocabulary. As the demand of the tasks grew, so did the level of student inability to complete the inference task. These studies provide insight into deficits in upper-level processing that is required to comprehend text.

## **Acadience Reading 7–8 and Students With Special Needs**

Acadience Reading 7–8 is appropriate for most students for whom an instructional goal is gaining the skills required to successfully read content-area text of increasing complexity in English. For English language learners who are learning to read in English, Acadience Reading 7–8 is appropriate for assessing and monitoring progress in the acquisition of those skills.

Acadience Reading 7–8 is also appropriate for students in special education for whom reading content-area text is expected or for whom it is an IEP goal. For students receiving special education, it may be necessary to adjust goals and timelines and use below-grade materials for progress monitoring.

Acadience Reading 7–8 is not appropriate for (a) students who are learning to read in a language other than English or (b) students with severe disabilities for whom reading content-area text is not an IEP goal. Additionally,

it may not be appropriate with (a) students who are deaf or (b) students who have fluency based speech disabilities, such as stuttering or oral apraxia.

### **Students Who Are Learning to Read in a Language Other Than English**

Acadience Reading 7–8 is designed to provide information about the progress of students in acquiring skills for reading content-area text in English. For students who are learning these skills in languages other than English, it would be most meaningful and appropriate to assess their acquisition of reading skills in the language in which they are being instructed.

### **Students Who Are Deaf**

Acadience Reading 7–8 measures were developed based on the research examining the process of learning to read for students with functional hearing. For most students who are deaf, the ability to use phonological representations of letters is seriously compromised (Leybaert & Charlier, 1996; Moores, 1996); therefore, the core competencies assessed by Acadience Reading 7–8 may not apply or may apply differently for students who are deaf and are learning to read content-area text of increasing complexity. Acadience Reading 7–8 would be appropriate for students with mild to moderate hearing impairments who have residual hearing and who are learning the skills required to successfully read content-area text of increasing complexity.

### **Students Who Have Fluency or Oral Motor Speech Disabilities**

Speech fluency is compromised in students who stutter or have oral motor speech disabilities such as oral apraxia. Given that the nature of such disabilities is slow and/or dysfluent speech (Paul, 2001), the use of fluency-based measures for these students would not be appropriate. A professional judgment is necessary for students who stutter. Acadience Reading 7–8 may be appropriate for a student who stutters if the student does not stutter while reading the Acadience Reading 7–8 passages or completing other Acadience Reading 7–8 activities.

### **Students With Severe Disabilities**

There is a small number of students for whom learning to read content-area text of increasing complexity is not a goal. For these students, it would be most meaningful and appropriate to use other assessment strategies to monitor progress toward their individual IEP goals and objectives.

## **How Acadience Reading 7–8 Is Used**

### **Benchmark Assessment**

Benchmark assessment refers to testing all students within a school or grade three times per year (i.e., beginning of year, middle of year, end of year) for the purpose of identifying those who may be at risk for reading difficulties. Benchmark assessment is always conducted using grade-level material.

### **Progress Monitoring**

Progress monitoring refers to testing students more frequently who may be at risk for future reading difficulty on the skill areas in which they are receiving instruction to ensure that they are making adequate progress. Progress monitoring can be conducted using grade-level or out-of-grade materials, depending on the student's needs. Decisions about the skill areas and levels to monitor are made at the individual student level. There are three progress monitoring triads available for Maze and six progress monitoring triads available for SR and OR. We recommend that a progress monitoring triad be administered during one session or over three consecutive days.

Benchmark assessment and progress monitoring are the types of assessment necessary for use within a Response-to-Intervention (RtI) model such as the Outcomes-Driven Model.

## Acadience Reading 7–8 and Gating Procedures

Benchmark assessment with Acadience Reading 7–8 is conducted within a system of multiple gating. This allows students to be assessed three times per year so that students who may be at risk can be identified throughout the school year. At the same time, the multiple-gating process minimizes assessment time by reducing the number of students who are assessed individually.

**Gate 1:** In Gate 1, assessors administer the Maze measure to all students. The student's Maze score is used to calculate the equated Gate 1 Score. Students whose Gate 1 Scores are At or Above Benchmark are not assessed until the next scheduled benchmark. Students whose Gate 1 Scores are Below Benchmark enter Gate 2 and are assessed with the group-administered SR measure.

**Gate 2:** Students who enter Gate 2 are administered SR. Their Maze and SR equated scores are averaged to create a Gate 2 Score. Based on the student's Gate 2 Score, a decision is made if further assessment is needed. Students who score At or Above Benchmark are not assessed until the next scheduled benchmark, and core or strategic support is recommended. The instructional recommendation for students who are Below Benchmark at Gate 2 is strategic support. A progress monitoring schedule can be set up as needed. Students whose Gate 2 Scores are Well Below Benchmark enter Gate 3 and are assessed one-on-one with the OR measure.

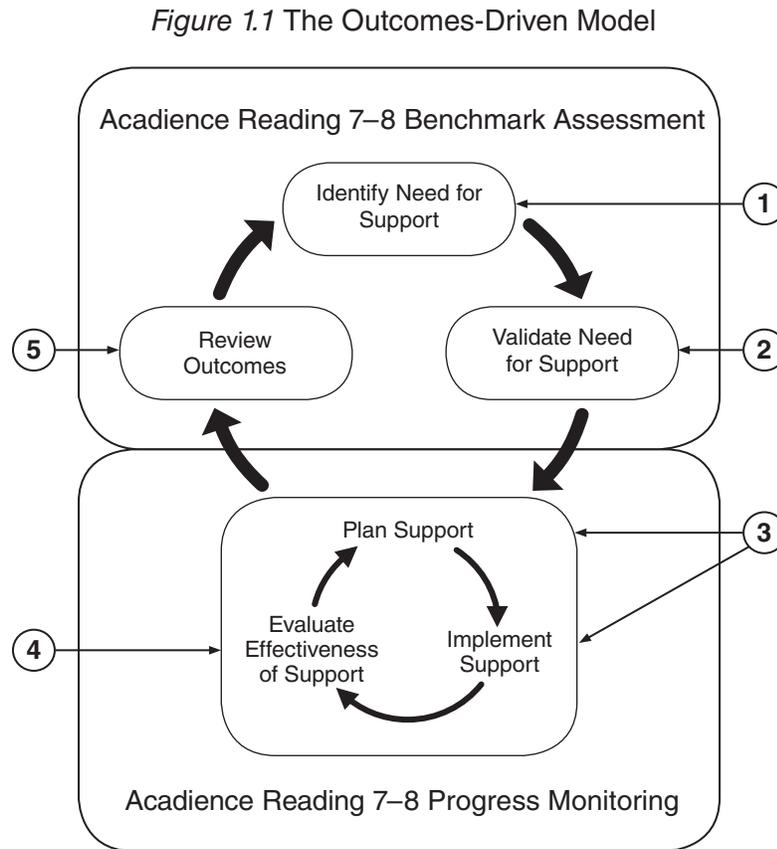
**Gate 3:** Students who move to Gate 3 are administered OR. Although OR requires the most time to administer, it provides additional information about the student's reading fluency, accuracy, and comprehension skills. The student's Maze, SR, and OR equated scores are averaged to calculate the Gate 3 Score. Based on the student's Gate 3 Score, a decision is made about whether additional assessment is needed. Students who score At or Above Benchmark on each OR component receive no further assessment and an instructional recommendation of core, strategic, or intensive instruction is suggested. For these students, a progress monitoring schedule can be set up as needed. For students whose Equated Scores are Below Benchmark and above the cut point for risk, supplemental, strategic support is recommended. A recommendation is made that students who score Well Below Benchmark on the OR components receive intensive instructional support. For these students, additional information from Acadience Reading Survey and Acadience Reading Diagnostic may be helpful in guiding appropriate steps for instruction.

## Acadience Reading 7–8 and RtI: The Outcomes-Driven Model

The Acadience Reading 7–8 measures were developed to provide teachers with information they need to make decisions about instruction. The authors of Acadience Reading 7–8 advocate a data-based decision-making model, which is referred to as the Outcomes-Driven Model because the data are used to make decisions to improve student outcomes by matching the amount and type of instructional support with the needs of the individual students. The Outcomes-Driven Model consists of five steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support as needed.
5. Review outcomes.

Figure 1.1 illustrates these five steps.



These steps repeat each semester as a student progresses through each grade. At the beginning of the semester, the first step is to identify students who may need additional support. At the end of the semester, the final step is to review outcomes, which also facilitates identifying students who need additional support for the next semester. In this manner, school staff can ensure that students who are proficient readers continue to make adequate progress and that those students who are not on track receive the support they need to become proficient readers.

**Step 1: Identify need for support.** This process occurs during benchmark assessment and is also referred to as universal screening. The purpose is to identify those students who may need additional instructional support to achieve benchmark goals. The benchmark assessment also provides information regarding the performance of all students in the school with respect to benchmark goals. All students within a school or grade are assessed with Acadience 7–8 three times per year on grade-level material. The testing occurs at the beginning, middle, and end of the school year. Students who are identified as Below Benchmark at Gate 1 proceed to Gate 2 and are assessed with the SR measure. Students who are Well Below Benchmark after completing Gate 2 move into Gate 3 and are assessed with the OR measure. Each additional measure provides information to staff about the skill areas in which students are having content area difficulties.

**Step 2: Validate need for support.** The purpose of this step is to be reasonably confident that the student needs or does not need additional instructional support. Before making individual student decisions, it is important to consider additional information beyond the initial data point obtained during

benchmark assessment. Teachers can always use additional assessment information and knowledge about a student to validate a score before making decisions about instructional support. If there is a discrepancy in the student's performance relative to other information available about the student or if there is a question about the accuracy of a score, the score can be validated by retesting the student using alternate forms of the Acadience 7–8 measures or additional diagnostic assessment as necessary.

**Step 3: Plan and implement support.** In general, for students who are meeting the benchmark goals, a good, research-based core classroom curriculum should meet their instructional needs and they will continue to receive benchmark assessment three times per year to ensure they remain on track. For students who move from Gate 1 to Gate 2 and/or Gate 3, each additional measure provides information to staff about the skill areas in which students are having content area difficulties.

**Step 4: Evaluate and modify support as needed.** Students who are receiving additional support should be progress monitored more frequently to ensure that the instructional support being provided is helping them get back on track. Students should be monitored on the measures that test the skill areas where they are having difficulties and receiving additional instructional support. In general, students who need the most intensive instruction are progress monitored most frequently. Chapter 5 includes recommendations for progress monitoring based on Acadience 7–8 gating procedures.

**Step 5: Review outcomes.** By looking at the benchmark assessment data for all students, schools can ensure that their instructional supports—both core curriculum and additional interventions—are working for all students. If a school identifies areas of instructional support that are not working as desired, the school can use the data to help make decisions on how to improve.

# Chapter 2: Guidelines for Administering and Scoring Acadience Reading 7–8

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The Acadience Reading 7–8 measures are standardized assessments, which means every assessor, or person who administers the assessment to students, should administer and score the measures the same way every time with every student. A standardized assessment allows you to compare results across students and time and to compare student scores to a target goal. A standardized administration also ensures that the research on the reliability and validity of the measure is applicable to the obtained scores.

This chapter describes the general guidelines for administering and scoring all of the Acadience Reading 7–8 measures. Each measure then has its own chapter that details its specific administration and scoring procedures. Since every measure works a bit differently, it is important to follow the correct rules for each measure.

## Standard Features of Acadience Reading 7–8

The standard features of the Acadience Reading 7–8 measures are:

- **Literacy Skill(s):** The skill(s) that the measure assesses.
- **Administration Time:** The length of time for which the measure is administered after the assessor has given directions and started the stopwatch.
- **Administration Schedule:** The grades and times of year in which the measure is administered for benchmark assessment.
- **Administration Directions:** The specific procedures to follow when administering the measure, as well as the script to say to the student.
- **When to Start the Stopwatch:** The point at which the stopwatch should be started for the measure.
- **Score(s):** The description of the reported score(s).
- **Scoring Rules:** Detailed scoring procedures.
- **Reminder(s):** Prompts that may be given under certain circumstances. Some prompts may be given only once, while others may be given as often as needed.
- **Wait Rule(s):** A rule for how long the student is allowed to hesitate on an item before the next item is presented or a prompt is given.
- **Discontinue Rule(s):** A rule for discontinuing the measure if the student is unable to perform the task.

Note that some measures do not include every feature. All of the features are explained in detail in the chapter for each measure, and the beginning of each chapter includes a table with a brief summary of main features.

## Administration Guidelines

### Equipment

In addition to the testing materials, each assessor will need the following tools to administer Acadience Reading 7–8:

- Pen or pencil
- Clipboard
- Stopwatch or timer

The timer used for Acadience Reading 7–8 assessment should (a) be small enough to hold in the palm of the hand or attach to the clipboard, (b) track time accurately within one-hundredth of a second, and (c) be simple to operate. The timer may function as a stopwatch or as a countdown timer. A countdown timer should be one that makes a quiet, unobtrusive beep at the end of the countdown. A stopwatch should either be silent or make a quiet, unobtrusive beep when starting or stopping the timing.

### Testing Environment

The Acadience Reading 7–8 Maze and Silent Reading measures are conducted in a whole-group setting. They may be administered individually to students as well.

The Oral Reading measure is administered one-on-one with students. Assessment is best conducted at a small table or student desk in a relatively quiet location and at a time with minimal disruptions and noise. For example, if Acadience Reading 7–8 assessment is being conducted in the classroom, it is best to use a corner of the classroom with partitions to minimize distractions and to conduct the assessment at a time when the other students are engaged in work or quiet activities.

During Oral Reading, the assessor should be positioned in order to see the student’s face and should sit near enough to the student to clearly hear what the student says. When using a desk or small table, the assessor and student might sit across from each other. With a larger table, the assessor and student might sit around the corner from each other. The assessor should hold the clipboard in such a way that the student cannot see what is being written.

### Timing

It is important to time each measure according to the administration and scoring procedures for that measure. Timing allows the assessor to capture not only a student’s knowledge and ability with the literacy skills, but also the student’s fluency on, and confidence with, the skills. A student who performs a task fluently—that is, both accurately and quickly—has learned the skill to mastery, is automatic in performing the underlying skills, and is more able to remember, maintain, and apply the skill than a student who does not. Both accuracy and fluency in literacy skills are critical to successful reading and comprehension.

### Encouragement and Reinforcement

The Acadience Reading 7–8 measures are standardized assessments. What the assessor can say during testing is in bold italics in the administration procedures provided in this manual. No other comments or prompts should be provided to the student as part of the testing situation. In particular, the administration scripts do not allow the assessor to tell students they are right or wrong on an item during or after the assessment; however, it is appropriate for the assessor to provide general encouragement to the student between passages or measures. It is best to reinforce the student’s effort with general, non-specific statements such as, “You are working really hard.”

## Modeling Items

The Acadience Reading 7–8 measures begin with the assessor modeling the activity. Modeling is intended to clearly communicate to the student what is expected on the task and must be presented exactly as it is stated in the administration procedures.

## Repeating Directions or Items

If you judge that the student did not hear or understand the directions, a practice item, or a test item, you may repeat the directions or the item. If the timer is already running, the timer should continue to run while you are repeating the item. It is your responsibility as the assessor to articulate clearly and loudly enough for the student to hear. You are also responsible for ensuring that the testing environment is not too noisy or distracting and that the student is attending adequately to the directions and items. If the student continually asks you to repeat items even when these issues have been adequately addressed, the student’s hearing may need to be evaluated.

## Discontinuing an Assessment

Some of the Acadience Reading 7–8 measures include a discontinue rule for students who are unable to perform the task. When following the discontinue rule, refer to the administration directions and scoring rules.

## Invalidating an Assessment

If an error was made in administering or scoring a measure and that error cannot be corrected without retesting the student, then the score should be discarded as invalid. Reassess the student as soon as possible using an alternate form from the progress monitoring materials.

If a student refuses to participate in the testing, do not record a score. Stop the assessment and try again on another day, perhaps with an assessor who is more familiar to the student.

If you determine that a student is not able to do their best at the time of assessment, then do not test the student, or if testing has already begun, stop the assessment. For example, the student may not be wearing glasses or a hearing aid, seems ill or particularly nervous, or an interruption occurs such as a fire drill or an announcement. Under these circumstances, do not record a score. Reassess the student at another time using an alternate form from the progress monitoring materials.

## General Scoring Guidelines

### Articulation and Dialect Differences

During the Oral Reading measure, students are never penalized for articulation or dialect differences that are part of their typical speech. For example, a student who typically says /th/ for /s/ would not be penalized for pronouncing the word *see* as *thee*. It is helpful for assessors to be familiar with the speech patterns of the students they assess. If a student has articulation or dialect differences that are difficult to understand, consider someone retesting the student who is more familiar with the student’s articulation or dialect.

### Response Patterns

At the end of administering an Acadience Reading 7–8 measure, it is optional but often valuable to note student response patterns in the scoring booklet. Making a note of any noticeable or recurring student response patterns provides information about how the student performed on specific items and what types of errors were made. This information may be useful for planning instruction. These notes are especially useful if the person testing the student is different from the person who will be teaching the student.

## Recording and Scoring Responses

The Oral Reading measure is designed to be recorded and scored in real time as the student is responding. At times, it will be necessary to make a quick judgment about a student's response. It is important to use your best professional judgment and move on. Audio recording is not recommended. The amount of time required to listen to and score recordings afterward makes the assessment inefficient. Additionally, it is often more difficult to score from audio recordings than scoring live due to poor sound quality and background noise.

The Maze and Oral Reading measures are designed so that most students will not complete a measure within the time limit. For those few students who do, simply record the score achieved. Do not prorate the scores.

The individual chapters for each measure describe how to mark and score the student responses for that measure. The following rules apply to multiple Acadience Reading 7–8 measures, as noted:

- A slash mark denotes an incorrect response (Maze, Silent Reading, Oral Reading).
- If a student marks more than one answer, the response is counted as an error (Maze, Silent Reading).
- If there are erasure marks, crossed out options (bubbles or distractor words), or any other extraneous markings and the student's final response is obvious, score the item based on that response. If the marking is ambiguous, score the item as incorrect (Maze, Silent Reading).

## Accommodations

Assessment accommodations are used with students for whom the standard administration conditions would not produce accurate results.

### Approved Accommodations for Acadience Reading 7–8

*Approved accommodations* are those accommodations which are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted as official Acadience Reading 7–8 scores. Approved accommodations should only be used with students for whom the accommodations are necessary to provide an accurate assessment of student skills.

The following accommodations are approved for use with Acadience Reading 7–8:

- The use of student materials that have been enlarged or with larger print for students with visual impairments.
- The use of colored overlays, filters, or lighting adjustments for students with visual impairments.
- The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.
- The use of a marker or ruler to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one.

### Unapproved Accommodations for Acadience Reading 7–8

*Unapproved accommodations* are accommodations that are likely to change how the assessment functions. Scores from measures administered with unapproved accommodations **should not** be treated or reported as official Acadience Reading 7–8 scores, and cannot be compared to other Acadience Reading 7–8 scores or benchmark goals.

An unapproved accommodation may be used when (a) a student cannot be tested accurately using the standardized rules or approved accommodations but the school would still like to measure progress for that student or (b) a

student's Individualized Education Plan (IEP) requires testing with an unapproved accommodation. Scores for a student using an unapproved accommodation can be used to measure individual growth for that student.

#### Examples of Unapproved Accommodations

- Students with limited English proficiency may be given the directions in their primary language.
- A student whose IEP requires assessments to be given untimed may be administered the Acadience Reading 7–8 measures without the timing component. This would measure only accuracy, not fluency.

## Training

Acadience Reading 7–8 was designed to be administered by educational professionals and other school-approved personnel, provided they have received sufficient training on the administration and scoring rules. Educational professionals and school personnel who will be interpreting Acadience Reading 7–8 test results or using those results to make group- or student-level decisions should receive training in how to interpret that data.

It is the responsibility of the school-based administrator or other appropriate school leader to ensure that ample time is available for assessors to be trained prior to administering Acadience Reading 7–8, and the responsibility of assessors to ensure that they are adequately trained and can administer and score Acadience Reading 7–8 reliably, according to the standardized procedures.

Training on Acadience Reading 7–8 should cover the following topics:

- Foundations of Acadience Reading 7–8, including the purposes, design, and uses
- Administration and scoring of each measure
- Framework and procedures for data-based decision-making

Practice opportunities should take place during and after the training. Scores from practice administrations should not be used to make decisions about students. When practicing with students, use materials that those students will not receive during actual test administration.

In order to use scores for educational decisions, the assessor must reliably administer the measures according to the rules given in this Assessment Manual. An Assessment Accuracy Checklist for each measure is available in *Appendix B*.

**A variety of training opportunities are available for Acadience Reading 7–8. Learn more about training opportunities at [www.acadiencelearning.org](http://www.acadiencelearning.org).**

## Appropriate Use of Acadience Reading 7–8

The Acadience Reading 7–8 measures were designed for *formative assessment*, or assessment that is used to adapt teaching to meet student needs (see *Table 2.1*). Unlike high-stakes testing, which is used for decisions that have substantial consequences for students, such as retention or placement in special education, formative assessment is considered low-stakes testing because the results are used for making modifications to instruction to enhance student learning (Kaminski & Cummings, 2007).

Table 2.1 Uses of Acadience Reading

	Appropriate Uses	Inappropriate Uses
<b>Student Level</b>	<ul style="list-style-type: none"> <li>• Identify students who may be at risk for reading difficulties</li> <li>• Help identify areas to target instructional support</li> <li>• Monitor at-risk students while they receive additional, targeted instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Label, track, or grade students</li> <li>• Make decisions regarding retention and promotion</li> </ul>
<b>Systems Level</b>	<ul style="list-style-type: none"> <li>• Examine the effectiveness of a school's system of instructional supports</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate teachers</li> <li>• Make decisions about funding</li> <li>• Make decisions about rewards for improved performance or sanctions for low performance</li> </ul>

## Test Security

Test items or copies of the Acadience Reading 7–8 materials should never be used for student instruction or practice in the classroom or at home. Such practices compromise the validity and value of Acadience Reading 7–8 as measurement tools. Having students practice the tests may result in artificially high scores, which could prevent those students from receiving the instruction they need.

# Chapter 3: Implementing Acadience Reading 7–8 in Your School

The Acadience 7–8 assessment is conducted in two ways: benchmark assessment and progress monitoring. Benchmark assessment is the process of universally screening all students in a grade, school, or district three times per year with grade-level materials. There are two primary purposes for conducting benchmark assessment with Acadience Reading 7–8: (a) identifying students who may not be on track to reach important content-area reading outcomes so that instructional support can be provided and (b) providing schoolwide indices of status and progress. Students who are identified as not being on track during benchmark assessment are likely to need additional instructional assistance to reach future benchmark goals. Progress monitoring is the more frequent, ongoing measurement of individual student growth for students who are receiving additional instructional assistance, to ensure that those students are making adequate progress.

## Conducting Benchmark Assessment

### When to Test

Benchmark assessment is conducted three times per school year testing all students, at the beginning, middle, and end of the year. Recommended testing windows are shown in *Table 3.1*.

*Table 3.1* Benchmark Assessment Yearly Schedule

Time of Year	Beginning of Year Benchmark 1	Middle of Year Benchmark 2	End of Year Benchmark 3
Recommended testing windows	Months 1 to 3 of the school year	Months 4 to 6 of the school year	Months 7 to 9 of the school year
Most frequent benchmark month	Month 1	Month 5	Month 9
Example benchmark schedule for a district with a September to June school calendar	September	January	May

Benchmark assessment can take place any time within the recommended testing windows. However, the times provided as examples are most closely aligned with the timing of the Acadience 7–8 benchmark goals.

When a school or district schedules the time within that window when testing will actually take place, all testing should occur within a two- to three-week timeframe so that students have had roughly the same amount of instructional time. There should be a roughly equal amount of time between benchmark assessments. When scheduling benchmark assessments, it may be helpful to use the school calendar to avoid other assessments,

holidays, and important school events. For example, after a significant break, such as winter break, wait at least one week before testing begins. It is also important to try to prevent overlap with major events (e.g., state-level testing) and to coordinate with other important events (e.g., assessing prior to parent conferences). When creating the school testing calendar, plan time for training or updating the data collection team, the time required for testing, and the final date by which all data must be collected. This includes building in time to assess students who were absent and for multiple gates of assessment.

### **Who Administers Benchmark Assessment**

Any educator who has been trained on Acadience 7–8 administration and scoring can conduct benchmark assessment. This might include classroom teachers, special educators, reading specialists, instructional assistants, student teachers, paraprofessionals, principals, related service personnel such as speech/language therapists and school psychologists, counselors, central office administrators, and librarians.

Two Acadience Reading 7–8 measures, Maze and SR, are group administered. Administration on these two measures requires a well-trained assessor to administer the measure and potentially several trained individuals to assist with logistics and monitoring. The OR measure is individually administered and, therefore, requires a well-trained assessor or group of assessors to administer this measure. The individuals who administer the Maze and SR measures do not necessarily have to be the same individual(s) who administers the OR measure.

### **Testing Approaches**

Multiple approaches to conducting Acadience 7–8 benchmark assessment are possible. Each approach has advantages and disadvantages. Selecting an approach will depend on the resources and characteristics of a particular school or district. Three common approaches are detailed below.

#### **Gate 1 Testing**

*Within Classroom.* The within-classroom approach involves classroom teachers, and their assistants when available, conducting the Maze benchmark assessment within their classroom. An advantage of this approach is students don't leave the room for test taking, which reduces transition time. A disadvantage is that all teachers must be trained in administering the Maze assessment. In addition, it may promote a within-classroom, as opposed to a school-wide, approach to providing support to change literacy outcomes.

*School-wide/Grade-wide: One Day.* The school-wide approach to conducting benchmark assessment in one day involves a team of trained assessors and potentially a large area, such as a multi-use room, auditorium, or large library. In this approach, the team assesses multiple classrooms at one time. Classroom teachers and other school staff could be used as monitors as one staff member conducts assessment procedures. Advantages of this approach include efficient testing with fewer numbers of teachers requiring training. Disadvantages include the potential for disruption to special services for the day if support staff are involved and the addition of transition time to and from testing for students.

*School-wide: Multiple Days.* The multi-day schoolwide approach uses a small team to cycle through all of the classrooms in a school. An advantage of this approach is that it requires a smaller assessment team. A disadvantage is that it takes longer overall to collect the benchmark data.

### Gate 2 Testing

All of the above options are also possible for Gate 2. However, since few numbers of students complete the SR measure, pooling students across classrooms may work best. The advantage is that all students in any given grade could be tested in one setting. The disadvantage is the disruption to each student's daily schedule and the logistics of gathering the students in a central location.

### Gate 3 Testing

The OR measure is collected individually with a small number of students but requires more extensive training for the assessor. A likely scenario for OR testing is that one or two individuals in the school become trained on OR data collection and then individually pull students from classrooms for a concentrated day or two of testing.

### Scoring of Assessments

Attention to personnel who will score paper and pencil assessments should be taken into consideration. Although it is relatively quick to assess a large number of students at one time, each individual assessment must be scored. The Maze assessment that is given to all students takes 2–3 minutes to score. This scoring does not need to be completed by teachers. However, care should be taken that student anonymity is protected. Once assessments are scored, it is important that the data are shared with those who teach the student regardless of who administers the testing.

### Time Required for Testing

The amount of time it will take to complete the benchmark assessment for each student will depend on how the student progresses through the gates (i.e., whether they enter Gates 2 and/or 3). *Table 3.2* provides an estimate of the time required per measure.

*Table 3.2* Estimated Time Requirements for Acadience Reading 7–8 Measures

Measure	Estimated Time Requirement
Maze	12–15 minutes
Silent Reading (SR)	Up to 36 minutes
Oral Reading (OR)	10 minutes

### Managing Materials

The benchmark assessment will go more smoothly if the materials are prepared ahead of time. It may be helpful to assign one person in the district and at each school to manage the materials. This may include downloading, printing, copying, and collating the materials. In addition to the assessment materials, each assessor will need a pen or pencil, stopwatch or timer, and a clipboard.

It is also helpful to have the Maze worksheets and OR scoring booklets prepared ahead of assessment (students label the SR answer forms themselves). Labels including information such as the student name and ID number, teacher, school, and school year can be printed ahead of time and attached to the forms. Then the forms can be grouped by classroom for efficient use on the day of assessment. School staff may want to wait to print the SR and OR materials until the number of students who need these assessments is determined.

## Ensuring Accurate Results

In order to interpret the results of testing and use those data to make decisions about instruction, it is important that the measures are administered and scored correctly. To ensure the accuracy of the data, the following steps can be taken:

- All assessors must be trained as detailed on page 13 of Chapter 2 and should practice until they can reliably administer the measures according to the rules given in this manual. The Assessment Accuracy Checklists, provided in *Appendix B*, can be used during practice to check the assessor's accuracy.
- The administration and scoring procedures detailed in this manual should be reviewed before each benchmark period, with periodic accuracy checks for all assessors.
- For the OR measure, shadow-scoring is one way to be sure that each assessor is giving and scoring the measure according to the standardized procedures. Shadow-scoring involves two assessors working with a student at the same time. One assessor interacts with the student and administers the measures while the other assessor simultaneously times and scores, using the Assessment Accuracy Checklist to provide constructive feedback. At the end of the assessment, the two assessors compare timing and scores. A general guideline is that both assessors should be within 2 points of each other on each score. This manual serves as a reference to resolve any disagreement.
- To ensure that the scores used for decision-making are the scores that students actually received, check that the scores were calculated correctly and entered into the data management system correctly. It is recommended that approximately 10% of student booklets be rescored to check for accuracy, and that 10% of the scores on the booklets are checked against the scores entered in the system.

## Establishing Rapport

An assessor who is unfamiliar to the student being tested may engage the student in a brief conversation prior to the assessment. This helps put the student at ease and provides a brief sample of language to identify articulation errors. The assessor should also make eye contact with the student during the assessment. Although the directions must be read verbatim, they should be read in a friendly tone of voice, and not a monotone. The priority is to follow standard procedures while still getting the best possible performance from the student. Be sensitive to any needs or issues that may come up for the student during the assessment.

## Data Management and Reporting

After the Maze benchmark testing is complete, the data should be organized so that school staff can access and use the results easily. It is useful to collect benchmark data only if they are then used for planning instruction. The first step is to record the scores on the cover page of the scoring booklet for easy access.

The next step is to enter the results in a data management system that can summarize and report the data in way that is useful for teachers and administrators. Options include organizing results in a table or spreadsheet or using a web-based data management service that allows for entry and reporting of Acadience 7–8 scores. An advantage of a data management service is that once the student scores are entered, reports are available immediately at the district, school, grade, classroom, and individual student levels. It is important to use a data management system that provides results quickly and presents those results in ways that help teachers and administrators make decisions about instruction. Data management and reporting is available from Acadience Data Management ([www.acadiencelearning.net](http://www.acadiencelearning.net)), a system developed by the authors at Acadience Learning. After Acadience Reading 7–8 scores are manually entered or imported, a variety of reports are available.

## **Communicating With Students, Parents, and School Personnel**

### **Preparing Students for Assessment**

Before each of the three benchmark assessments, teachers may make a statement to the class about the testing and about what students can expect to experience. The goal of the statement is to inform students and put them at ease, while encouraging them to do their best. It may be helpful to introduce the adults who will participate in the assessment and announce the locations where it will take place. A Sample Student Statement is included in *Appendix C*.

### **Informing Parents and Guardians About Assessment**

Parents and guardians are important partners in improving reading outcomes. It is good policy to communicate to parents about the assessment tools used at school.

Information to communicate might include:

- an explanation of the skills that are measured by Acadience Reading 7–8 and why those skills are important;
- who will see the results;
- how and when parents/guardians will receive information about their child's performance;
- how the results will be used; and
- who to contact for more information.

A Sample Parent/Guardian Announcement Letter is included in *Appendix C*.

### **Sharing Results with Parents**

Following each benchmark assessment, Acadience 7–8 results may be communicated to each student's parents or guardians. The communication might include what the expectation for adequate progress is for that grade and time of year, how the student performed relative to that expectation, and any appropriate next steps.

Acadience 7–8 progress monitoring information may also be communicated to parents or guardians. When progress monitoring occurs in the context of general education support, the procedures may be discussed with parents/guardians, including the educational concerns, the instructional support that is being provided, who will be collecting progress monitoring data, and how often the data will be shared. Engaging parents as partners in working toward important content area literacy goals can be a powerful strategy for improving student outcomes. When progress monitoring is part of an evaluation for special education eligibility, appropriate informed consent procedures should be followed.

### **Sharing Results With School Personnel**

Following each benchmark assessment, schedule time to discuss and analyze the Acadience 7–8 data with classroom teachers and other appropriate support staff who teach those students. An efficient way to review the results is during a grade-level meeting that includes resource staff who support that grade. In addition to reviewing the results in a meeting, the data should be made readily accessible to the classroom teachers and support staff who need to use it for making ongoing decisions about instruction.

# Chapter 4: **Maze**

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## **Overview**

<b><i>Literacy Skill</i></b>	Reading Comprehension
<b><i>Administration Time</i></b>	12–15 minutes for a triad of passages (3 minutes per passage)
<b><i>Administration Schedule</i></b>	Beginning of 7th grade to end of 8th grade
<b><i>Score</i></b>	Number of correct words minus half the number of incorrect words
<b><i>Wait Rule</i></b>	None
<b><i>Discontinue Rule</i></b>	None

## **What is Maze?**

Maze is the standardized Acadience Reading version of a maze testing procedure for measuring reading comprehension. The purpose of a maze procedure is to measure the reasoning processes that constitute comprehension. Specifically, Maze assesses the student's ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and reasoning skills.

Maze can be given to a whole class at the same time, to a small group of students, or to individual students. Using standardized directions, students are asked to read a passage silently and to circle their word choices. By design, approximately every seventh word in the Maze passages has been replaced by a box containing the correct word and two distractor words. The student receives credit for selecting the words that best fit the omitted words in the reading passage. The scores that are recorded are the number of correct and incorrect responses. An adjusted score, which compensates for the possibility of guessing, is calculated based on the number of correct and incorrect responses.

## **Materials**

- Student worksheets
- Maze Administration Directions and Scoring Key
- Pen/pencil
- Clipboard
- Timer or stopwatch

## Administration Directions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim. Begin with the modeling and practice activities. The practice activities are designed to introduce the assessment task to the student. They are untimed and include correction procedures. The correction procedures are not used once the timing begins.

1. Before handing out the worksheets, say ***I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.*** Hand out the Maze student worksheets. Make sure each student has the appropriate worksheet. If the worksheets are in a booklet, make sure each student’s booklet is open to the correct worksheet.

When all of the students are ready, say ***You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story.***

***Look at Practice 1. Listen. As a member of a family, you (pause) have, give, lead (pause) the right to put a poster on your bedroom wall. You should have circled the word “have” because “have” makes the most sense. Listen. As a member of a family, you have the right to put a poster on your bedroom wall.***

***Now it is your turn. Read Practice 2 silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.***

Allow up to 30 seconds for students to complete the example and put their pencils down. If necessary, after 30 seconds say ***Put your pencil down.***

2. As soon as all students have their pencils down, say ***Listen. You must (pause) put, obey, practice (pause) traffic laws. You should have circled the word “obey” because “obey” makes the most sense in the story. Listen. You must obey traffic laws.***

***When I say “begin,” turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin.*** Start your stopwatch after you say “begin.”

3. Monitor students to ensure they are reading and circling the words. Use the reminders as needed.
4. At the end of **3 minutes**, stop your stopwatch and say ***Stop. Put your pencil down.***
5. Say ***Now turn to the next passage. Read the passage and circle the word that makes the most sense. Ready? Begin.*** Repeat this process with the third passage and then collect all of the Maze worksheet packets.
6. At a later time (shortly after the testing when you are no longer with the students), score the worksheets and compute the final score:
  - Collect the worksheets and calculate each student’s number of correct and incorrect responses for each passage. If a student completes the assessment before the time is up, do not prorate the score.
  - Record both scores for each passage on the cover sheet.
  - When you generate Acadience Data Management reports, the score reported for Maze is the Maze Total Adjusted Score. This is a modified score that compensates for student guessing. Acadience Data Management will calculate the Adjusted Score for you.

To calculate the Maze Total Adjusted Score yourself, first calculate the Maze Adjusted Score for each passage in the triad using the following formula. Then add the three Maze Adjusted Scores together to obtain the Maze Total Adjusted Score.

$$\text{Passage Maze Adj. Score} = \# \text{ of correct responses} - (\# \text{ of incorrect responses} \div 2)$$

$$\text{Maze Total Adj. Score} = P1 \text{ Maze Adj. Score} + P2 \text{ Maze Adj. Score} + P3 \text{ Maze Adj. Score}$$

(Note: P = Passage)

The Maze Total Adjusted Score should then be rounded to the nearest whole number. Half-points (0.5) should be rounded up. The minimum Maze Adjusted Score is 0. If for some reason the student is missing a Maze Adjusted Score for one of the passages in a triad, the Maze Total Adjusted Score cannot be calculated.

## Scoring Rules

*The student receives 1 point for each correct word, minus half a point for each incorrect word.*

1. A response is correct if the student circled or otherwise marked the correct word.
2. Mark a slash (/) through any incorrect responses. Incorrect responses include errors, boxes with more than one answer marked, and items left blank (if they occur before the last item the student attempted). For example, should the student skip an entire page of any Maze passage, every missed item should be counted as incorrect. Items left blank because the student could not get to them before the time ran out do not count as incorrect responses and should not be slashed.
3. If there are erasure marks, scratched out words, or any other extraneous markings and the student's final response is obvious, score the item based on that response. If the marking is ambiguous, score the item as incorrect.

## Discontinue Rule

There is no discontinue rule.

## Wait Rule

There is no wait rule.

## Reminders

- If the student starts reading the passage out loud, say **Remember to read the story silently.** *This reminder may be used as often as needed.*
- If the student is not working on the task, say **Remember to circle the word in each box that makes the most sense in the story.** *This reminder may be used as often as needed.*
- If the student asks you to provide a word or for general help with the task, say **Just do your best.** *This reminder may be used as often as needed.*

### Examples of Scoring Rules

The following are examples of how to score Maze responses. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above.

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 ~~birds~~ ~~trees~~ in the winter. With the help of their ~~citizen~~ ~~dae~~ ~~diverse~~ scientists,” scientists are able to collect

fingerlike projections that make its ~~total~~ ~~usable~~ surface area very, very large. Therefore, the ~~wall~~ ~~glucose~~ ~~tract~~ can absorb millions of nutrients at a ~~particle~~ ~~time~~ digestion.

If the nutrients start out as ~~acids~~ ~~fluids~~ ~~carbohydrates~~ like breads, noodles, or vegetables, the ~~intestine~~ ~~nutrient~~ ~~sticks~~ will transform them into a substance ~~attacked~~ ~~contracted~~ ~~called~~ glucose. After the glucose particles pass through the ~~sufficient~~ ~~intestinal~~ ~~small~~ wall, they enter the bloodstream and are ~~stored~~ ~~started~~ ~~transported~~ to cells throughout the body. Cells

~~relax~~ ~~decide~~ ~~use~~ the glucose to give your muscles the ~~intestine~~ ~~process~~ ~~power~~ to move. **Items left blank after the student's last response are not counted as incorrect.**

If the nutrients start out as ~~proteins~~ ~~points~~ ~~juices~~ such as meat or eggs, they ~~will~~ ~~transport~~ ~~end~~ be transformed into particles called amino ~~noodles~~ ~~acids~~ ~~foods~~. After they pass through the intestinal ~~time~~ ~~wall~~ ~~liver~~ into the bloodstream, they are also ~~transported~~ ~~digested~~ ~~chewed~~ to cells throughout the body. Cells ~~have~~ ~~give~~ ~~use~~ amino acids as building blocks to ~~carry~~ ~~repair~~ ~~pass~~ old cells and build new ones.

If the ~~nutrients~~ ~~vegetables~~ ~~organs~~ start out as fat cells, they ~~will~~ ~~go~~ ~~decompose~~ be transformed into new varieties of ~~fats~~ ~~linings~~ ~~passages~~ that are easily stored. The bloodstream ~~carries~~ ~~proceeds~~ ~~empties~~ these fat cells to different



## Chapter 5: **Silent Reading (SR)**

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### **Overview**

<b><i>Literacy Skill</i></b>	Reading Comprehension
<b><i>Administration Time</i></b>	Up to 36 minutes to read three passages and answer 30 multiple-choice questions
<b><i>Administration Schedule</i></b>	Beginning of 7th through end of 8th grade
<b><i>Score</i></b>	Number of correctly answered comprehension questions
<b><i>Wait Rule</i></b>	None
<b><i>Discontinue Rule</i></b>	None

### **What is Silent Reading?**

Silent Reading (SR) is a group-administered measure that assesses vocabulary, sentence comprehension (passage details), and inference. During the SR task, the student is presented with a packet containing three different passages. Each passage is 350–400 words in length. The student is given 36 minutes to read the three passages and answer 10 multiple-choice questions for each passage (30 total). The multiple-choice questions cover passage vocabulary, details, and inference. Each SR form is composed of a triad of one Science, one Social Studies, and one Prose passage. After assessment, SR is individually scored by the assessor using a scoring key.

### **Materials**

- Silent Reading Assessment Packet
- Silent Reading Administration Directions
- Silent Reading Student Response Sheets
- Silent Reading Answer Key
- Pen/pencil
- Timer or stopwatch

## Administration Directions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim.

1. Before you begin testing, hand out a copy of the Student Response Sheet and the Assessment Packet to each student.
2. Then say ***You should have an Assessment Packet and a Student Response Sheet. Please raise your hand if you do not have both of these items. This is important. You will write only on the Student Response Sheet.*** (Hold up the Response Sheet and Assessment Packet and show them to the students).
3. Then say ***Please write the date, your school, your grade, and your name on the Student Response Sheet.*** Pause for up to 30 seconds for students to write the information on the Student Response Sheet.

4. After the students have filled out the information on the Student Response Sheet, say the following:

***Look at the cover of the Assessment Packet. You are going to read three passages to yourself. Please do your best reading. After reading each passage, you will answer some questions by filling in the correct bubble on your Student Response Sheet.***

***Look at the sample. Most weeks of the school year, the first day of the school week is: A) Friday, B) Monday, C) Wednesday, or D) Sunday. The first day of the school week is Monday so answer B is the correct answer. Find the sample item on your Response Sheet (hold up Response Sheet and point to the sample item) and fill in answer B for the sample.***

(Pause to make sure that everyone has filled in answer B on the sample item).

***You will have up to 36 minutes to read the three passages and answer the multiple-choice questions. If you finish reading the passages and answering the questions before I say “Stop,” close your packet and bring your assessment to me. Then return to your seat and quietly work on homework or read.***

***Turn the page to Passage 1 in your packet.***

(Pause to make sure that everyone has turned the page to Passage 1).

***Start reading silently when I say begin. Ready, begin.*** Start your stopwatch after you say “begin.”

5. Monitor as students are reading. Use any reminders that are necessary.
6. After **12 minutes**, ask students who have not completed the first passage to please move to the second passage. After **24 minutes**, ask students who have not completed Passage 2 to move forward to Passage 3.
7. As each student brings the completed assessment to you, you have the option to note the time it took the student to complete the assessment. Write the time at the bottom of the Student Response Sheet.
8. At the end of **36 minutes**, if all students have not finished the assessment say ***Stop. Put your pencils down and bring your assessment to me.***
9. At a later time (shortly after the testing when you are no longer with the students), score the Student Response Forms using the Answer Key and compute the final score.

## Scoring Rules

The student receives 1 point for each correct response.

1. A response is correct if the student filled in or otherwise indicated the correct response according to the Answer Key.
2. Mark incorrect responses by putting a slash through the correct answer. Incorrect responses include errors, items with more than one answer marked, and items left blank.

3. If there are erasure marks, crossed out bubbles, or any other extraneous markings and the student's final response is obvious, score the item based on that response. If the marking is ambiguous, score the item as incorrect.

### Discontinue Rule

There is no discontinue rule.

### Wait Rule

There is no wait rule.

### Reminders

- If the student starts reading the passage aloud, say **Remember to read the story silently.** *This reminder may be used as often as needed.*
- If the student is not working on the task, say **Remember to mark the correct answer.** *This reminder may be used as often as needed.*
- If the student asks you to provide a word or for general help with the task, say **Just do your best.** *This reminder may be used as often as needed.*

### Example of Scoring Rules

Passage 1	Passage 2	Passage 3
1. (A) (B) (C) ●	1. (A) (B) ● (D)	1. ● (B) (C) (D)
2. (A) ● (C) (D)	2. (A) ● (C) (D)	2. ● (B) (C) (D)
3. (A) ● <del>(C)</del> (D)	3. <del>(A)</del> ● (C) (D)	3. (A) (B) ● (D)
4. (A) (B) ● (D)	4. (A) (B) ● (D)	4. (A) (B) ● (D)
5. ● (B) (C) (D)	5. ● (B) (C) (D)	5. (A) ● (C) <del>(D)</del>
6. <del>(A)</del> ● (C) (D)	6. (A) ● (C) (D)	6. ● (B) (C) (D)
7. (A) (B) (C) ●	7. (A) (B) ● (D)	7. <del>(A)</del> (B) (C) ●
8. (A) (B) ● (D)	8. (A) (B) (C) ●	8. (A) (B) ● (D)
9. ● (B) (C) (D)	9. (A) <del>(B)</del> ● (D)	9. (A) (B) (C) ●
10. ● (B) (C) (D)	10. (A) ● (C) (D)	10. (A) (B) (C) ●
Total <b>8</b>	Total <b>8</b>	Total <b>8</b>
Student's total score: <u>24</u>		
Time it took to complete the packet: <u>31 min. 30 sec.</u>		
Form: <u>Benchmark 1</u>		

Note: The "Form" field provides the option to record which form the student was administered (e.g., Benchmark 1, Progress Monitoring 2).

## Chapter 6: Oral Reading (OR)

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### Overview

<b>Literacy Skills</b>	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
<b>Administration Time</b>	Approximately 10 minutes total (90 seconds to read each passage + 60 seconds maximum for each Recall + untimed Oral Comprehension questions)
<b>Administration Schedule</b>	Beginning of 7th grade through end of 8th grade
<b>Score</b>	<ul style="list-style-type: none"><li>• Number of words read correctly (Correct Words Read)</li><li>• Number of words read incorrectly (Errors)</li><li>• Percent of words read accurately (Accuracy)</li><li>• Total points from Recall and Oral Comprehension questions</li></ul>
<b>Wait Rules</b>	While reading, 3 seconds; During Recall, first hesitation of 3 seconds
<b>Discontinue Rules</b>	<ul style="list-style-type: none"><li>• If no words are read correctly in the first line, say Stop, record a score of 0, and do not administer Recall.</li><li>• If fewer than 10 words are read correctly on Passage 1, do not administer Recall or Passages 2 and 3.</li><li>• If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Recall for that passage.</li></ul>

### What is Oral Reading?

Oral Reading (OR) is an individually administered measure that assesses accurate and fluent reading of text and reading comprehension. The student is presented a 350–400 word reading passage and is given 90 seconds to orally read the passage. Errors such as substitutions, omissions, and hesitations for more than 3 seconds are marked while listening to the student read aloud. At the end of 90 seconds, students are asked to provide a brief recall of everything they can remember about the passage. Following the Recall, students are asked up to four follow-up questions based on the level of detail they provided, to define four vocabulary words from within the passage, and to answer two inference questions about the passage. Each Oral Reading form is composed of a triad of one Science, one Social Studies, and one Prose passage. The total time needed to administer an OR passage is about 3 minutes. An OR triad takes approximately 10 minutes to complete.

## Materials

- Oral Reading Scoring Booklet
- Oral Reading Student Materials
- Oral Reading Reminders
- Pen/pencil
- Clipboard
- Timer or stopwatch

## Administration Directions—Part 1: Passage Reading

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim.

1. Put the student copy of the reading passage in front of the student and say the following:

***I would like you to read a passage to me. Please do your best reading. 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.***

(Set the timer for 90 seconds and place the passage in front of the student.)

2. Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***
  - Do not read the title to the student. If the student chooses to read the title, do not start the stopwatch until the student reads the first word of the passage. If the student asks you to provide a word in the title or struggles with a word in the title for 3 seconds, say the word. Do not correct any errors the student makes while reading the title.
  - Start the stopwatch after the student says the first word of the passage. If the student is silent or struggles for 3 seconds with the first word of the passage, say the word, mark it as incorrect, and if necessary direct the student to keep reading.
3. Three passages are administered *if the student reads 10 or more words correctly on the first passage*. When administering the second and third passages, use the following shortened directions:  
***Now read this story to me. Please do your best reading. Ready, begin.***
4. During the testing:
  - Follow along in the Oral Reading Scoring Booklet.
  - Leave blank any words read correctly. Mark a slash (/) through errors (including skipped words, omissions, and hesitations of more than 3 seconds).
  - The maximum wait time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark it as incorrect.
  - If no words are read correctly in the first line, say **Stop**, record a score of 0, and do not administer Recall.
  - *If the student reads fewer than 10 words correctly on the first passage*, record the Correct Words Read and Errors for the first passage on the front cover of the booklet, and do not administer Recall or Passages 2 and 3.

- At the end of 90 seconds, place a bracket ( ] ) in the text after the last word provided by the student. Say **Stop** and remove the passage.

*Note: If the student is in the middle of a sentence at the end of 90 seconds, you may allow the student to finish the sentence, but score only the words read up to the end of 90 seconds.*

- If the student completes the assessment before 90 seconds, stop testing and record the student's score. Scores are not prorated.
5. If the student reads 40 or more words correctly on the passage, administer Recall. If the student reads fewer than 40 words correctly on a passage, use professional judgment whether to administer Recall for that passage.
  6. At a later time (shortly after the testing when you are no longer with the student), compute the student's total scores for each passage and the triad:
    - For each passage:
      - Use the cumulative word count to determine the total number of words read. Record this on the "Total words" line on the scoring page.
      - Count and record the number of errors (including skipped words) on the "Errors" line on the scoring page and on the front cover of the scoring booklet.
      - Subtract the number of errors from the total words to obtain the number of words correct. Record it on the "Words correct" line on the scoring page and in the "Correct Words Read" score box on the front cover of the scoring booklet.
    - On the front cover of the scoring booklet, add the scores from all three passages to calculate the Total Correct Words Read and Total Errors.

## Scoring Rules–Part 1: Passage Reading

*For each passage, the student receives 1 point for each word read correctly in 90 seconds.*

1. Leave blank any words the student reads correctly. Inserted words are not counted. To be counted as correct, words must be read as whole words and pronounced correctly for the context of the sentence. If the student reads a proper noun with any reasonable phonetic pronunciation, it is counted as correct.
2. Mark a slash ( / ) through any errors. Errors include words read incorrectly, substitutions, skipped words, hesitations of more than 3 seconds, words read out of order, and words that are sounded out but not read as a whole word.

## Discontinue Rules

- Discontinue administering OR if the student reads zero words correctly in the first line of the first passage. Record a score of 0 on the "Total words" line on the scoring page and in the "Correct Words Read" score box on the front cover of the student's scoring booklet.
- If the student reads fewer than 10 words correctly on Passage 1, do not administer Recall or Passages 2 or 3.
- If the student reads fewer than 40 words correctly on any passage, use professional judgment on whether to administer Recall for that passage.

**Wait Rule**

Wait 3 seconds for the student to say each word. If the student hesitates for 3 seconds on a word, mark a slash ( / ) through it and read the word to the student. If necessary, indicate for the student to continue with the next word by pointing.

**Reminders**

- If the student stops reading (and it's not a hesitation on a specific item), say **Keep going**.
- If the student appears confused about where to go next, point.

*These reminders may be used as often as needed.*

**Note**

Students are not penalized for differences in pronunciation due to dialect, articulation delays or impairments, or for pronunciations due to speaking a first language other than English.

**Examples of Scoring Rules—Part 1: Passage Reading**

The following are examples of how to score responses. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above. Please pay attention to the notes included with the examples as they provide scoring explanations and indicate variations.

**Scoring Rule 1: Leave blank any words the student reads correctly. Inserted words are not counted. To be counted as correct, words must be read as whole words and pronounced correctly for the context of the sentence.**

**Example: Sounding Out and Recoding Words**

<b>Student response</b>	The day Jenna <b>w- wi- wit- witnessed</b> her best friend's accident was the day she decided to abandon skateboarding.	
0	The day Jenna witnessed her best friend's accident was the day	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
	Total words: <u>  16  </u>	
	Errors: <u>  0  </u>	
	Words correct: <u>  16  </u>	

**Note:** To be counted as correct, a word must be read as a whole word.

**Example: Inserted Words**

<b>Student response</b>	The day Jenna witnessed her best friend’s accident was the day she <b>had</b> decided to abandon skateboarding.	
0	The day Jenna witnessed her best friend’s accident was the day	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela’s recovery would	72
	Total words: <u>  16  </u>	
	Errors: <u>    0    </u>	
	Words correct: <u>  16  </u>	

**Note:** Inserted words are ignored and not counted as errors. The student does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.

**Example: Repeated Words**

<b>Student response</b>	The day Jenna witnessed her best friend’s accident was the day, <b>was the day,</b> she decided to abandon skateboarding.	
0	The day Jenna witnessed her best friend’s accident was the day	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela’s recovery would	72
	Total words: <u>  16  </u>	
	Errors: <u>    0    </u>	
	Words correct: <u>  16  </u>	

**Note:** Words that are repeated and phrases that are re-read are not scored as incorrect and are ignored in scoring.

**Example: Self-Corrections**

<b>Student response</b>	The day Jenna witness...witnessed her best friend's accident was the day she decided to abandon skateboarding.	
0	The day Jenna <sup>SC</sup> witnessed her best friend's accident was the day	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
	Total words: <u>16</u>	
	Errors: <u>0</u>	
	Words correct: <u>16</u>	

**Note:** A word is scored as correct if it is initially mispronounced but the student self-corrects within 3 seconds. Mark "sc" above the word and score as correct.

**Example: Proper Nouns**

<b>Student response</b>	The day Jennaay witnessed her best friend's accident was the day she decided to abandon skateboarding.	
0	The day Jenna witnessed her best friend's accident was the day	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
	Total words: <u>16</u>	
	Errors: <u>0</u>	
	Words correct: <u>16</u>	

**Note:** If the student reads a proper noun with correct pronunciation or with any reasonable phonetic pronunciation, it is counted as correct.

**Scoring Rule 2: Put a slash ( / ) through any errors. Errors include words read incorrectly, substitutions, skipped words, hesitations of more than 3 seconds, words read out of order, and words that are sounded out but not read as a whole word.**

**Example: Omitted Words**

<b>Student response</b>	The day Jenna witnessed her friend's accident was the day she decided to abandon skateboarding.	
0	The day Jenna witnessed her <del>best</del> friend's accident was the day	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
	Total words: <u>16</u>	
	Errors: <u>1</u>	
	Words correct: <u>15</u>	

**Note:** Omitted words are scored as incorrect.

**Example: Not Reading Whole Words**

<b>Student response</b>	The day Jenna <del>w- wi- wit- witness</del> her best friend's accident was the day she decided to abandon skateboarding.	
0	The day Jenna <del>witnessed</del> her best friend's accident was the day	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
	Total words: <u>16</u>	
	Errors: <u>1</u>	
	Words correct: <u>15</u>	

**Note:** To be counted as correct, a word must be read as a whole word.

**Example: Repeated Error**

<b>Student response</b>	The <b>data</b> Jenna witnessed her best friend’s accident was the <b>data</b> she decided to abandon skateboarding.	
0	The <del>day</del> Jenna witnessed her best friend’s accident was the <del>day</del>	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela’s recovery would	72
	Total words: <u>16</u>	
	Errors: <u>2</u>	
	Words correct: <u>14</u>	

**Note:** If a student reads the same word incorrectly multiple times in the passage, it counts as an error each time.

**Example: Skipped Lines**

<b>Student response</b>	The day Jenna witnessed her best friend’s accident was the day multiple injuries while wearing protective gear, Jenna reasoned, then	
0	The day Jenna witnessed her best friend’s accident was the day	11
11	<del>she decided to abandon skateboarding. If a person could sustain</del>	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then ]	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela’s recovery would	72
	Total words: <u>30</u>	
	Errors: <u>10</u>	
	Words correct: <u>20</u>	

**Note:** If a student skips a row of text, draw a line through the entire row and count the omitted words as errors.

**Example: Substituted Words**

<b>Student response</b>	The day Jenna witnessed her best friend’s accident <b>is</b> the day she decided to abandon skateboarding.	
0	The day Jenna witnessed her best friend’s accident <del>was</del> the day	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela’s recovery would	72
	Total words: <u>16</u>	
	Errors: <u>1</u>	
	Words correct: <u>15</u>	

**Note:** If a student substitutes a word for the word that is written on the page, it is an error.

**Example: Hesitations**

<b>Student response</b>	The day Jenna <b>w- wi- wit- witne (3 seconds)...</b> (assessor says “witnessed”) her best friend’s accident was the day she decided to abandon skateboarding.	
0	The day Jenna <del>witnessed</del> her best friend’s accident was the day	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela’s recovery would	72
	Total words: <u>16</u>	
	Errors: <u>1</u>	
	Words correct: <u>15</u>	

**Note:** If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word by pointing.

**Example: Incorrect Pronunciation of Words in Context**

<b>Student response</b>	It was difficult to <b>red</b> the list...	
0	It was difficult to <del>read</del> the list while getting ]ostled by those around	13
13	him. He started at the top again, more carefully this time, and that's	26
26	when he realized his name wasn't there.	33
		Total words: <u>  9  </u>
		Errors: <u>  1  </u>
		Words correct: <u>  8  </u>

**Note:** If a word is pronounced incorrectly given the context of the sentence, it is scored as an error.

**Example: Contractions**

<b>Student response</b>	He started at the top again, more carefully this time, and <b>that is</b> when he realized that his name <b>was not</b> there.	
0	He started at the top again, more carefully this time, and <del>that's</del> when he	14
14	realized his name <del>wasn't</del> there.]	19
		Total words: <u>  19  </u>
		Errors: <u>  2  </u>
		Words correct: <u>  17  </u>

**Note:** Students should read contractions as they are printed on the page.

**Example: Word Order**

<b>Student response</b>	The day Jenna witnessed her <b>friend's best</b> accident was the day she decided to abandon skateboarding.	
0	The day Jenna witnessed her <del>best</del> friend's accident was the day	11
11	she decided to abandon skateboarding. ] If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
	Total words: <u>16</u>	
	Errors: <u>2</u>	
	Words correct: <u>14</u>	

**Note:** Words must be read in the order they appear on the page to be considered a correctly read word.

**Example: Numerals and Abbreviations**

<b>Student response</b>	...In <b>one thousand nine hundred sixty one</b> , a wall was...	
0	At the end of World War II, the United States, Britain, France, and	13
13	the Soviet Union divided defeated Germany into four zones. The German	24
24	city of Berlin was also divided into four parts, even though it was within	38
38	the Soviet Zone. In <del>1961</del> , a wall was ] erected, dividing the Soviet's	50
	Total words: <u>46</u>	
	Errors: <u>1</u>	
	Words correct: <u>45</u>	

**Note:** 1. Abbreviations should be read in the way they would be pronounced in conversation. 2. Numerals must be read correctly within the context of the sentence. 3. Hyphenated words count as two words (and two errors) if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word (e.g., x-ray, t-shirt).

## Administration Directions—Part 2: Recall + Oral Comprehension Questions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim.

### For Recall + Passage-Specific Knowledge:

1. Remove the passage from the student and say the following:  
***Now tell me as much as you can about the passage you just read. Ready, begin.***
2. Start the stopwatch and allow a maximum of 60 seconds.
  - The first time the student stops or hesitates for 3 seconds, ask ***Can you tell me more about the passage?***
  - After the reminder, if the student stops or hesitates for 5 seconds, say ***Thank you***, discontinue the task, and proceed to the follow-up passage-specific questions or the vocabulary questions, as appropriate.
3. During testing:
  - Listen for the student to state the key concepts and details listed in the Scoring Booklet. When a key concept or detail is mentioned, put a check in the corresponding box. Circle a 1 if *either* the key concept *or* detail is mentioned (partial credit). Circle a 2 if the student mentions *both*.
  - If the student's response goes on for more than 60 seconds, say ***Thank you*** and discontinue the task.
4. After the student completes the Recall, look to see if *both* the concept *and* detail are missing for an item.
  - If the student missed any items say ***Now, I am going to ask you some questions.*** Ask the corresponding follow-up question(s) and then proceed to the vocabulary questions.
    - 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 an incorrect response or no response.
  - If the student did not miss any items say ***Now, I am going to ask you some questions.*** Proceed to the vocabulary questions.

### For Vocabulary:

1. For each vocabulary word, ask the student ***What is the meaning of the word \_\_\_\_\_ in the passage?***
2. During testing:
  - 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 does not define the word or provides incorrect information about the word. If you are unsure how to score a response, write down what the student said and score later.
  - If the student does not respond or doesn't know the answer, wait 3 seconds.
  - If there is no response after 3 seconds, ask ***Do you know the meaning of \_\_\_\_\_?***

### For Inference:

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

## 2. During testing:

- 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 fully answer or does not justify the answer. Circle the 0 when the student does not answer the question or gives an incorrect response. Sample responses for each question are listed in the Scoring Booklet. When a student provides a response that is not listed in the samples, but that response addresses the key concept with an appropriate justification, the student should be awarded a score of 2.
- If the student does not respond or doesn't know the answer, wait 3 seconds.
- If there is no response after 3 seconds, repeat the question one time.

### After testing:

1. At a later time (shortly after the testing when you are no longer with the student), compute the student's final scores:
  - Calculate the passage-specific knowledge, vocabulary, and inference subtotals for each passage and record them on the lines provided in the Scoring Booklet. Add the subtotals together to obtain the "Comprehension total" for each passage and record this on the lines provided in the Scoring Booklet and in the scoring boxes on the front cover.
  - On the front cover of the Scoring Booklet, add the "Comprehension totals" from the three passages to calculate the "Comprehension Total" for the triad.

## Scoring Rules—Part 2: Recall + Oral Comprehension Questions

### Recall + Passage-Specific Knowledge

For each item in the Scoring Booklet:

- Students receive 2 points for providing *both* the key concept *and* a listed detail.
  - Check each box to note the key concept and detail was provided.
  - Circle the 2.
- Students receive 1 point if they provide *either* the key concept *or* a listed detail.
  - Check the corresponding box (either key concept or detail).
  - Circle the 1.
- In response to the follow-up question(s), students receive 0 points if they provide no response, provide an incorrect response, or say "I don't know."
  - Circle the 0.

### Vocabulary

- Students receive 2 points for providing a correct definition that is appropriate for the context of the passage.
- Students receive 1 point if they provide (a) a correct definition that is not appropriate for the context of the passage or (b) some information about the word but not a sufficient definition.
- Students receive 0 points if they provide an incorrect response. If the student initially provides no response or says, "I don't know," use the wait rule and reminder procedures. After the wait rule/reminder, students receive 0 points if they provide an incorrect response, provide no response, or say, "I don't know."

## Inference

- Students receive 2 points for correctly answering the question within the context of the passage and providing a justification.
- Students receive 1 point if they provide the key concept without a justification or a partially correct response.
- Students receive 0 points if they provide an incorrect response. If the student initially provides no response or says, “I don’t know,” use the wait rule and reminder procedures. After the wait rule/reminder, students receive 0 points if they provide an incorrect response, provide no response, or say, “I don’t know.”

## Wait Rules / Reminders

### Recall

- The first time the student stops or hesitates for 3 seconds, ask **Can you tell me more about the passage?**

### Passage-Specific Knowledge

There are no wait rules or reminders.

### Vocabulary

- If the student does not respond or doesn’t know the answer, wait 3 seconds.
- If there is no response after 3 seconds, ask **Do you know the meaning of \_\_\_\_\_?**

### Inference

- If the student does not respond or doesn’t don’t know the answer, wait 3 seconds.
- If there is no response after 3 seconds, repeat the question one time.

*Note:* Students are not penalized for differences in pronunciation due to dialect, articulation delays or impairments, or for pronunciations due to speaking a first language other than English.

## Discontinue Rule

### Recall

- After the reminder, if the student stops or hesitates for 5 seconds, say **Thank you**, discontinue the task, and proceed to the follow-up passage-specific questions or the vocabulary questions, as appropriate.

### Passage-Specific Knowledge

There is no discontinue rule.

### Vocabulary

There is no discontinue rule.

### Inference

There is no discontinue rule.

## Examples of Scoring–Part 2: Recall + Oral Comprehension Questions

The following are examples of how to score a student’s Recall and Oral Comprehension questions. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above.

### Student Recall Scoring Example: The Crusades

A long time ago people were fighting over control of the holy land. They were called the crusades and they lasted for a long time. Everyone had to help fight. The officers had to raise money for the war. Some were gone for a long time, some stayed in the Holy land, some died. Peasants helped fight also. They wanted to escape their bad situations and fight for what they believed in. They saw things they had never seen before and learned a lot.

#### Scoring as the student gives the Recall:

During the Recall, listen for the student to state the key concepts and details that are listed in the Scoring Booklet. When a key concept or a detail is mentioned, put a check in the corresponding box. Circle a 1 if the student provides *either* the key concept or detail (partial credit). Circle a 2 if the student provides *both*.

<b>Student response</b>	A long time ago people were fighting over control of the holy land. <u>They were called the crusades and they lasted for a long time.</u>		
	<b>Student Recall</b>	<b>Follow Up Question</b>	<b>Incorrect Response</b>
<b>1</b>	Correct response provided during recall	2	Partial credit <b>1</b>
	<b>Key concept + detail:</b> The Crusades lasted for (+) two hundred years; (or) a couple hundred years; (or) two centuries.	<input checked="" type="checkbox"/> (+) <input type="checkbox"/>	<b>How long did the Crusades last?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• 100 years</li> <li>• A long time</li> </ul>
			Incorrect response <b>0</b>

<b>Student response</b>	Everyone had to help fight. <u>The officers had to raise money for the war.</u>		
	<b>Student Recall</b>	<b>Follow Up Question</b>	<b>Incorrect Response</b>
<b>2</b>	Correct response provided during recall	2	Partial credit <b>1</b>
	<b>Key concept + detail:</b> Officers had to raise money to go to war (+) by selling land and/or property; (or) by borrowing money from merchants.	<input checked="" type="checkbox"/> (+) <input type="checkbox"/>	<b>What did officers have to do to finance the wars?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• The church paid for it.</li> <li>• They bought equipment.</li> </ul>
<b>3</b>	Correct response provided during recall	2	Partial credit <b>1</b>
	<b>Key concept + detail:</b> Merchants grew wealthy from the Crusades (+) because they gained land and property from officers; (or) because they got to keep the land of the officers who died.	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why did merchants grow wealthy as a result of the Crusades?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• The church paid them.</li> <li>• The soldiers paid them.</li> </ul>
			Incorrect response <b>0</b>

<b>Student response</b>	Some were gone for a long time, some stayed in the Holy land, some died. <u>Peasants helped fight also. They wanted to escape their bad situations and fight for what they believed in.</u> They saw things they had never seen before and learned a lot.		
	<b>4</b>	Correct response provided during recall <span style="float: right;"><b>2</b></span> <b>Key concept + detail:</b> <i>Peasants joined the wars</i> (+) <i>because of their religious beliefs; (or) to escape poor living conditions; (or) to escape misery.</i>	Partial credit <span style="float: right;"><b>1</b></span> <b>Why did peasants join the wars?</b>

**After the student finishes the Recall:**

Look for items where the student *did not* mention the key concept *or* a detail (item 3 in this example), and ask the corresponding follow-up question.

	Student Recall	Follow Up Question	Incorrect Response
<b>1</b>	Correct response provided during recall <span style="float: right;"><b>2</b></span>	Partial credit <span style="float: right;"><b>1</b></span>	Incorrect response <span style="float: right;"><b>0</b></span>
	<b>Key concept + detail:</b> <i>The Crusades lasted for</i> (+) <i>two hundred years; (or) a couple hundred years; (or) two centuries.</i>	<b>How long did the Crusades last?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• 100 years</li> <li>• A long time</li> </ul>
<b>2</b>	Correct response provided during recall <span style="float: right;"><b>2</b></span>	Partial credit <span style="float: right;"><b>1</b></span>	Incorrect response <span style="float: right;"><b>0</b></span>
	<b>Key concept + detail:</b> <i>Officers had to raise money to go to war</i> (+) <i>by selling land and/or property; (or) by borrowing money from merchants.</i>	<b>What did officers have to do to finance the wars?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• The church paid for it.</li> <li>• They bought equipment.</li> </ul>
<b>3</b>	Correct response provided during recall <span style="float: right;"><b>2</b></span>	Partial credit <span style="float: right;"><b>1</b></span>	Incorrect response <span style="float: right;"><b>0</b></span>
	<b>Key concept + detail:</b> <i>Merchants grew wealthy from the Crusades</i> (+) <i>because they gained land and property from officers; (or) because they got to keep the land of the officers who died.</i>	<b>Why did merchants grow wealthy as a result of the Crusades?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• The church paid them.</li> <li>• The soldiers paid them.</li> </ul>
<b>4</b>	Correct response provided during recall <span style="float: right;"><b>2</b></span>	Partial credit <span style="float: right;"><b>1</b></span>	Incorrect response <span style="float: right;"><b>0</b></span>
	<b>Key concept + detail:</b> <i>Peasants joined the wars</i> (+) <i>because of their religious beliefs; (or) to escape poor living conditions; (or) to escape misery.</i>	<b>Why did peasants join the wars?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• To gain wealth</li> <li>• To fight the Turkish Empire</li> </ul>

**Ask corresponding follow-up question(s) as appropriate and score response:**

After asking a corresponding follow-up question (item 3 in this example), circle the 1 for a correct response. Circle the 0 for no response, an incorrect response, or if the student says, “I don’t know.”

<b>Assessor</b>	<b>Why did merchants grow wealthy as a result of the Crusades?</b>			
<b>Student response</b>	Because the merchants loaned the officers money and got to keep their property if they died.			
<b>3</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> Merchants grew wealthy from the Crusades (+) because they gained land and property from officers; (or) because they got to keep the land of the officers who died.	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why did merchants grow wealthy as a result of the Crusades?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• The church paid them.</li> <li>• The soldiers paid them.</li> </ul>

**Final score sheet:**

	<b>Student Recall</b>	<b>Follow Up Question</b>	<b>Incorrect Response</b>	
<b>1</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> The Crusades lasted for (+) two hundred years; (or) a couple hundred years; (or) two centuries.	<input checked="" type="checkbox"/> (+) <input type="checkbox"/>	<b>How long did the Crusades last?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• 100 years</li> <li>• A long time</li> </ul>
<b>2</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> Officers had to raise money to go to war (+) by selling land and/or property; (or) by borrowing money from merchants.	<input checked="" type="checkbox"/> (+) <input type="checkbox"/>	<b>What did officers have to do to finance the wars?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• The church paid for it.</li> <li>• They bought equipment.</li> </ul>
<b>3</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> Merchants grew wealthy from the Crusades (+) because they gained land and property from officers; (or) because they got to keep the land of the officers who died.	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why did merchants grow wealthy as a result of the Crusades?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• The church paid them.</li> <li>• The soldiers paid them.</li> </ul>
<b>4</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> Peasants joined the wars (+) because of their religious beliefs; (or) to escape poor living conditions; (or) to escape misery.	<input checked="" type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>Why did peasants join the wars?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• To gain wealth</li> <li>• To fight the Turkish Empire</li> </ul>

**Student Recall Scoring Example: End of an Empire**

About the Incas... Umm... they defeated tribes around them... they had a lot of roads... and stuff... but they didn't have any guns... umm... the Spaniards came... they tried to fight the Incas... (3 second pause)

Assessor reminder: **Can you tell me more about the passage?**

Student Recall (continued): Umm... the Spaniards saw a huge army of Incas... they started fighting and the Spaniards won.

**Scoring as the student gives the Recall:**

During the Recall, listen for the student to state the key concepts and details that are listed in the Scoring Booklet. When a key concept or a detail is mentioned, put a check in the corresponding box. Circle a 1 if the student provides *either* the key concept or detail (partial credit). Circle a 2 if the student provides *both*.

<b>Student response</b>	About the Incas... Umm... they defeated tribes around them... they had a lot of roads... and stuff... but they didn't have any guns... umm... the Spaniards came... they tried to fight the Incas...				
	Correct response provided during recall	<b>2</b>	Partial credit	<b>1</b>	Incorrect response
<b>2</b>	<b>Key concept + detail:</b> <i>The Inca built their empire</i> (+) <i>by defeating neighboring tribes; (or) by building an army of tens of thousands.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>How did the Inca build their empire?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• By building stuff</li> <li>• By fighting people</li> </ul>	
	Correct response provided during recall	<b>2</b>	Partial credit	<b>1</b>	Incorrect response
<b>3</b>	<b>Key concept + detail:</b> <i>The Inca were an advanced civilization</i> (+) <i>that developed a 10,000 mile network of mountain roads; (or) that developed high-altitude farming; (or) that developed an inventory system using colored and knotted cords.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What leads us to believe that the Inca were an advanced civilization?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• They had an army.</li> <li>• They had land.</li> </ul>	

<b>Student response</b>	Umm... the Spaniards saw a huge army of Incas... they started fighting and the Spaniards won.				
	Correct response provided during recall	<b>2</b>	Partial credit	<b>1</b>	Incorrect response
<b>4</b>	<b>Key concept + detail:</b> <i>Pizarro and his men arrived at the Inca camp for a meeting</i> (+) <i>and saw an army of tens of thousands of Incas; (or) and saw an enormous army of Incas.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>What did Pizarro's men see when they first came to the Inca camp for a meeting?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• A thousand soldiers</li> <li>• A huge city</li> <li>• Farmland</li> </ul>	

**After the student finishes the Recall:**

Look for items where the student *did not* mention the key concept *or* a detail (items 1 and 3 in this example), and ask the corresponding follow-up question.

Student Recall		Follow Up Question	Incorrect Response
<b>1</b>	Correct response provided during recall	2	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>The conquistadors traveled in South America (+) and reached the highlands in Peru.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What area in South America did the conquistadors reach in 1532?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• Lowlands in Peru</li> <li>• Spain</li> </ul>
<b>2</b>	Correct response provided during recall	2	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>The Inca built their empire (+) by defeating neighboring tribes; (or) by building an army of tens of thousands.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>How did the Inca build their empire?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• By building stuff</li> <li>• By fighting people</li> </ul>
<b>3</b>	Correct response provided during recall	2	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>The Inca were an advanced civilization (+) that developed a 10,000 mile network of mountain roads; (or) that developed high-altitude farming; (or) that developed an inventory system using colored and knotted cords.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What leads us to believe that the Inca were an advanced civilization?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• They had an army.</li> <li>• They had land.</li> </ul>
<b>4</b>	Correct response provided during recall	2	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>Pizarro and his men arrived at the Inca camp for a meeting (+) and saw an army of tens of thousands of Incas; (or) and saw an enormous army of Incas.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>What did Pizarro's men see when they first came to the Inca camp for a meeting?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• A thousand soldiers</li> <li>• A huge city</li> <li>• Farmland</li> </ul>

**Ask corresponding follow-up question(s) as appropriate and score response:**

After asking a corresponding follow-up question (items 1 and 3 in this example), circle the 1 for a correct response. Circle the 0 for no response, an incorrect response, or if the student says, "I don't know."

<b>Assessor</b>	<b>What area in South America did the conquistadors reach in 1532?</b>		
<b>Student response</b>	The highlands in Peru.		
Student Recall		Follow Up Question	Incorrect Response
<b>1</b>	Correct response provided during recall	2	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>The conquistadors traveled in South America (+) and reached the highlands in Peru.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What area in South America did the conquistadors reach in 1532?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• Lowlands in Peru</li> <li>• Spain</li> </ul>

<b>Assessor</b>	<b>What leads us to believe that the Inca were an advanced civilization?</b>		
<b>Student response</b>	They had an army.		
<b>3</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>The Inca were an advanced civilization</i> (+) <i>that developed a 10,000 mile network of mountain roads; (or) that developed high-altitude farming; (or) that developed an inventory system using colored and knotted cords.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What leads us to believe that the Inca were an advanced civilization?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• They had an army.</li> <li>• They had land.</li> </ul>
			Incorrect response <b>0</b>

**Final score sheet:**

	<b>Student Recall</b>		<b>Follow Up Question</b>	<b>Incorrect Response</b>
<b>1</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>The conquistadors traveled in South America</i> (+) <i>and reached the highlands in Peru.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What area in South America did the conquistadors reach in 1532?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• Lowlands in Peru</li> <li>• Spain</li> </ul>	
<b>2</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>The Inca built their empire</i> (+) <i>by defeating neighboring tribes; (or) by building an army of tens of thousands.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>How did the Inca build their empire?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• By building stuff</li> <li>• By fighting people</li> </ul>	
<b>3</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>The Inca were an advanced civilization</i> (+) <i>that developed a 10,000 mile network of mountain roads; (or) that developed high-altitude farming; (or) that developed an inventory system using colored and knotted cords.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What leads us to believe that the Inca were an advanced civilization?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• They had an army.</li> <li>• They had land.</li> </ul>	
<b>4</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>Pizarro and his men arrived at the Inca camp for a meeting</i> (+) <i>and saw an army of tens of thousands of Incas; (or) and saw an enormous army of Incas.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>What did Pizarro's men see when they first came to the Inca camp for a meeting?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• A thousand soldiers</li> <li>• A huge city</li> <li>• Farmland</li> </ul>	

### Vocabulary Scoring Examples: The Crusades

Circle the 2 if the student correctly defines the word within the context of the passage. Circle the 1 if the student provides (a) a correct definition that is not appropriate for the context of the passages or (b) some information about the word but not a sufficient definition. Circle the 0 if the student provides an incorrect response. If the student initially provides no response or says, “I don’t know,” use the wait rule/reminder. After the wait rule/reminder, students receive 0 points if they provide an incorrect response, provide no response, or say, “I don’t know.”

#### Example: Correct response

<b>Assessor</b>	<b>What is the meaning of the word “Crusades” in the passage?</b>		
<b>Student response</b>	The holy wars that lasted several years		
<b>5</b>	<b>Crusades:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• A series of holy wars (or)</li> <li>• Several holy wars</li> </ul>	<ul style="list-style-type: none"> <li>• Fights (or)</li> <li>• Wars</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Knights and peasants</li> <li>• Religions</li> <li>• Churches</li> </ul>
Other:			

#### Example: Partially correct response

<b>Assessor</b>	<b>What is the meaning of the word “abled” in the passage?</b>		
<b>Student response</b>	Someone who is not disabled.		
<b>6</b>	<b>Abled:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• Able to fight in a war (or)</li> <li>• Not injured and able to go to war</li> </ul>	<ul style="list-style-type: none"> <li>• A fighter (or)</li> <li>• A soldier (or)</li> <li>• Not disabled</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Peasant</li> <li>• Nobleman</li> <li>• A man</li> </ul>
Other:			

**Example: Incorrect response**

<b>Assessor</b>	<b>What is the meaning of the word “heed” in the passage?</b>		
<b>Student response</b>	To fight		
<b>7</b>	<b>Heed:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• To pay attention to (or)</li> <li>• To answer (or)</li> <li>• Take notice of</li> </ul>	<ul style="list-style-type: none"> <li>• Think about (or)</li> <li>• To hear</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Fight</li> <li>• Borrow</li> <li>• Volunteer</li> </ul>
Other:			

**Example: No response and wait rule/reminder**

<b>Assessor</b>	<b>What is the meaning of the word “piety” in the passage?</b>		
<b>Student response</b>	(Student does not respond.)		
<b>Assessor reminder</b>	(Waits 3 seconds.) <b>Do you know the meaning of “piety?”</b>		
<b>Student response</b>	(Student does not respond.)		
<b>8</b>	<b>Piety:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• Devotion to God (or)</li> <li>• Being very religious</li> </ul>	<ul style="list-style-type: none"> <li>• Holy (or)</li> <li>• Saintly</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• A kind of desert</li> <li>• Being poor</li> <li>• Peasants</li> </ul>
Other:			

### Inference Scoring Example: The Crusades

Circle the 2 if the student correctly answers the question within the context of the passage and provides a justification. Circle the 1 if the student provides the key concept without a justification or a partially correct response. Circle the 0 if the student provides an incorrect response. If the student initially provides no response or says, “I don’t know,” use the wait rule/reminder. After the wait rule/reminder, students receive 0 points if they provide an incorrect response, provide no response, or say, “I don’t know.”

#### Example: Correct response

<b>Student response</b>	Wars are different today because officers and members of the military do not have to pay for supplies for the war.		
<b>9</b>	Question: <b>How are the wars of today different than the Holy Wars?</b>		
	Key Concept: Today, wars are different because... (lists at least one correct difference between Crusades and modern day wars).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
Sample responses:	Sample responses:	Sample responses:	
<ul style="list-style-type: none"> <li>• Governments finance wars, not officers.</li> <li>• Declared wars don't often last for hundreds of years.</li> <li>• Groups or countries go to war, generally churches do not.</li> </ul>	<ul style="list-style-type: none"> <li>• The Holy Wars are over.</li> <li>• Wars are fought differently today.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• They aren't different.</li> <li>• Churches start wars.</li> </ul>	

#### Example: Partially correct response

<b>Student response</b>	Bad things happen in war.		
<b>10</b>	Question: <b>How are wars of today similar to the Crusades?</b>		
	Key Concept: Today, wars are similar to the Crusades because... (lists at least one correct similarity between Crusades and modern day wars).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
Sample responses:	Sample responses:	Sample responses:	
<ul style="list-style-type: none"> <li>• People and governments still go to war because of strong beliefs.</li> <li>• Many people die during a war.</li> <li>• People's homes and lives can be destroyed by war.</li> <li>• War and fighting is expensive.</li> </ul>	<ul style="list-style-type: none"> <li>• War has negative consequences.</li> <li>• They affect a lot of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• They are different.</li> <li>• Churches lead wars.</li> </ul>	

**Example: Incorrect response**

**Student response** They are pretty much still the same.

Question: <b>How are wars of today similar to the Crusades?</b>			
Key Concept: Today, wars are similar to the Crusades because... (lists at least one correct similarity between Crusades and modern day wars).			
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
<b>10</b>	Sample responses: <ul style="list-style-type: none"> <li>• <i>People and governments still go to war because of strong beliefs.</i></li> <li>• <i>Many people die during a war.</i></li> <li>• <i>People's homes and lives can be destroyed by war.</i></li> <li>• <i>War and fighting is expensive.</i></li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• <i>War has negative consequences.</i></li> <li>• <i>They affect a lot of people.</i></li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>They are different.</i></li> <li>• <i>Churches lead wars.</i></li> </ul>

**Example: No response and wait rule/reminder**

**Student response** (Student does not respond.)

**Assessor** (Waits 3 seconds.) **How are wars of today similar to the Crusades?**

**Student response** I don't know.

Question: <b>How are wars of today similar to the Crusades?</b>			
Key Concept: Today, wars are similar to the Crusades because... (lists at least one correct similarity between Crusades and modern day wars).			
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
<b>10</b>	Sample responses: <ul style="list-style-type: none"> <li>• <i>People and governments still go to war because of strong beliefs.</i></li> <li>• <i>Many people die during a war.</i></li> <li>• <i>People's homes and lives can be destroyed by war.</i></li> <li>• <i>War and fighting is expensive.</i></li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• <i>War has negative consequences.</i></li> <li>• <i>They affect a lot of people.</i></li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>They are different.</i></li> <li>• <i>Churches lead wars.</i></li> </ul>

## Recording Scores

After the student has completed the Oral Reading measure, the assessor calculates the student's scores and transfers them to the front of the Scoring Booklet. The scores from each passage are added to obtain the triad total scores. The Correct Words Read, Errors, and Comprehension scores from each passage can be entered into Acadience Data Management.

Oral Reading Benchmark 1

grade 7



acadience<sup>®</sup>  
reading 7–8

Name: Olivia

Student ID: 23112 School Year: 2020-21

Teacher: Hernandez

School: Mockingbird Middle School

Passage	1 +	2 +	3 =	Total
Correct Words Read	134	156	128	418
Errors	3	2	1	6
Comprehension	18	15	20	53

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# Appendices

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## Appendix A. Acadience Reading 7–8 Alignment to the Common Core State Standards in English Language Arts

### Acadience Reading 7–8 Alignment to the Common Core State Standards in English Language Arts

Grade Level	Strand	Substrand	Maze	SR	OR-Comp	OR-WC	OR-Acc	
Seventh Grade	Literature	Key Ideas and Details		●	●			
		Craft and Structure		●	●			
		Integration of Knowledge and Ideas						
		Range of Reading and Level of Text Complexity	●	●	●	●	●	
	Informational Text	Key Ideas and Details			●	●		
		Craft and Structure			●	●		
		Integration of Knowledge and Ideas			●	●		
		Range of Reading and Level of Text Complexity	●	●	●	●	●	
	Language Use	Conventions of Standard English						
		Knowledge of Language	●	●	●	●	●	
		Vocabulary Acquisitions and Use	●	●	●	●	●	
	Eighth Grade	Literature	Key Ideas and Details		●	●		
Craft and Structure				●	●			
Integration of Knowledge and Ideas								
Range of Reading and Level of Text Complexity			●	●	●	●	●	
Informational Text		Key Ideas and Details			●	●		
		Craft and Structure			●	●		
		Integration of Knowledge and Ideas			●	●		
		Range of Reading and Level of Text Complexity	●	●	●	●	●	
Language Use		Conventions of Standard English						
		Knowledge of Language	●	●	●	●	●	
		Vocabulary Acquisitions and Use	●	●	●	●	●	
Seventh/ Eighth Grade		Social Studies	Key Ideas and Details		●	●		
	Craft and Structure			●	●			
	Integration of Knowledge and Ideas			●	●			
	Range of Reading and Level of Text Complexity		●	●	●	●	●	
	Science	Key Ideas and Details			●	●		
		Craft and Structure			●	●		
		Integration of Knowledge and Ideas			●	●		
		Range of Reading and Level of Text Complexity	●	●	●	●	●	

**Note:** SR = Silent Reading; OR-Comp = Oral Reading with Recall, Vocabulary, and Inference; OR-WC = Oral Reading Words Correct; OR-Acc = Oral Reading Accuracy

## Appendix B. Assessment Accuracy Checklists

### Maze Assessment Accuracy Checklist

Consistently	Needs practice	Does the assessor:
<input type="checkbox"/>	<input type="checkbox"/>	1. Make sure each student is handed the correct materials?
<input type="checkbox"/>	<input type="checkbox"/>	2. State standardized directions exactly as written?  <p><b><i>I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.</i></b> Hand out the Maze student worksheets. Make sure each student has the appropriate worksheet. If the worksheets are in a booklet, make sure each student's booklet is open to the correct worksheet.</p> <p>When all of the students are ready, say <b><i>You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story.</i></b></p> <p><b><i>Look at Practice 1. Listen. As a member of a family, you (pause) have, give, lead (pause) the right to put a poster on your bedroom wall. You should have circled the word "have" because "have" makes the most sense. Listen. As a member of a family, you have the right to put a poster on your bedroom wall.</i></b></p> <p><b><i>Now it is your turn. Read Practice 2 <u>silently</u>. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.</i></b></p> <p>Allow up to 30 seconds for students to complete the example and put their pencils down. If necessary, after 30 seconds say <b><i>Put your pencil down.</i></b></p> <p>As soon as all students have their pencils down, say <b><i>Listen. You must (pause) put, obey, practice (pause) traffic laws. You should have circled the word "obey" because "obey" makes the most sense in the story. Listen. You must obey traffic laws.</i></b></p> <p><b><i>When I say "begin," turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin.</i></b></p> <p>(Second and third passage). <b><i>Now turn to the next passage and circle the word that makes the most sense. Ready? Begin.</i></b></p>
<input type="checkbox"/>	<input type="checkbox"/>	3. Start the timer after saying <b><i>Begin?</i></b>
<input type="checkbox"/>	<input type="checkbox"/>	4. Use reminder procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	5. At the end of 3 minutes, say <b><i>Stop. Put your pencil down?</i></b>
<input type="checkbox"/>	<input type="checkbox"/>	6. Use the scoring key correctly?
<input type="checkbox"/>	<input type="checkbox"/>	7. Calculate the number of correct and incorrect responses accurately?
<input type="checkbox"/>	<input type="checkbox"/>	8. Correctly record the number of correct and incorrect responses on the lines provided for each passage?
<input type="checkbox"/>	<input type="checkbox"/>	9. Correctly record the number of correct and incorrect responses in the spaces provided on the front cover of the booklet?

## Silent Reading Assessment Accuracy Checklist

Consistently

Needs practice

Does the assessor:

1. Make sure each student is handed the correct materials?

2. State standardized directions exactly as written?

**You should have an Assessment Packet and a Student Response Sheet. Please raise your hand if you do not have both of these items. This is important. You will write only on the Student Response Sheet.** (Hold up the Response Sheet and Assessment Packet and show them to the students).

**Please write the date, your school, your grade, and your name on the Student Response Sheet.** Pause for up to 30 seconds for students to write the information on the Student Response Sheet.

After the students have filled out the information on the Student Response Sheet, say the following: **Look at the cover of the Assessment Packet. You are going to read three passages to yourself. Please do your best reading. After reading each passage, you will answer some questions by filling in the correct bubble on your Student Response Sheet.**

**Look at the sample. Most weeks of the school year, the first day of the school week is: A) Friday, B) Monday, C) Wednesday, or D) Sunday. The first day of the school week is Monday so answer B is the correct answer. Find the sample item on your Response Sheet** (hold up Response Sheet and point to the sample item) **and fill in answer B for the sample.**

(Pause to make sure that everyone has filled in answer B on the sample item).

**You will have up to 36 minutes to read the three passages and answer the multiple-choice questions. If you finish reading the passages and answering the questions before I say “Stop,” close your packet and bring your assessment to me. Then return to your seat and quietly work on homework or read.**

**Turn the page to Passage 1 in your packet.**

(Pause to make sure that everyone has turned the page to Passage 1).

**Start reading silently when I say begin. Ready, begin.**

3. Start the timer after saying **Begin**?

4. Use reminder procedures correctly and appropriately?

5. After 12 minutes, ask students who have not completed the first passage to please move to the second passage? After 24 minutes, ask students who have not completed Passage 2 to move forward to Passage 3?

6. At the end of 36 minutes, if all students have not finished the assessment, say **Stop. Put your pencils down and bring your assessment to me?**

7. Use the scoring key and scoring procedures correctly?

8. Calculate number of correct responses for each passage accurately?

9. Record the number of correct responses for each passage on the lines provided?

10. Accurately add the scores from the three passages to determine the triad total?

11. Record the triad total on the line provided?

## Oral Reading Assessment Accuracy Checklist

Consistently	Needs practice	Does the assessor:
<input type="checkbox"/>	<input type="checkbox"/>	1. Position materials so that student cannot see what is being recorded?
<input type="checkbox"/>	<input type="checkbox"/>	2. State standardized directions exactly as written prior to the student's reading of the passage? <b><i>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.</i></b> (Place the passage in front of the student.) Begin testing. <b><i>Put your finger under the first word</i></b> (point to the first word of the passage). <b><i>Ready, begin.</i></b> Begin testing (2nd and 3rd passages). <b><i>Now read this story to me. Please do your best reading. Ready, begin.</i></b>
<input type="checkbox"/>	<input type="checkbox"/>	3. Start the timer when the student reads the first word of the passage?
<input type="checkbox"/>	<input type="checkbox"/>	4. Score student responses correctly according to the scoring rules?
<input type="checkbox"/>	<input type="checkbox"/>	5. Use reminder procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	6. Say the word and put a slash over it if the student fails to say it correctly within 3 seconds?
<input type="checkbox"/>	<input type="checkbox"/>	7. Write "sc" above a previously slashed word if the student self-corrects within 3 seconds?
<input type="checkbox"/>	<input type="checkbox"/>	8. Discontinue if the student does not read any words correctly in the first row of the passage??
<input type="checkbox"/>	<input type="checkbox"/>	9. Place a bracket ( ] ) after the last word the student read before the 90 seconds ran out and tell the student to stop?
<input type="checkbox"/>	<input type="checkbox"/>	10. Discontinue if fewer than 10 words are ready correctly on the first passage?
<input type="checkbox"/>	<input type="checkbox"/>	11. State standardized directions for the Recall + Passage-Specific Knowledge comprehension section exactly as written? <b><i>Now tell me as much as you can about the passage you just read. Ready, begin.</i></b> (Sets stopwatch for 60 seconds.)
<input type="checkbox"/>	<input type="checkbox"/>	12. Use Recall + Passage-Specific Knowledge reminder and discontinue procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	13. Score student responses for the Passage-specific Knowledge section correctly according to the scoring rules?
<input type="checkbox"/>	<input type="checkbox"/>	14. Ask corresponding Passage-Specific Knowledge questions if the student did not mention either the key concept or detail during the Recall?
<input type="checkbox"/>	<input type="checkbox"/>	15. State the standardized directions for the Vocabulary section exactly as written? <b><i>What is the meaning of the word _____ in the passage?</i></b>

**Oral Reading Assessment Accuracy Checklist, continued**

Consistently	Needs practice	Does the assessor:
<input type="checkbox"/>	<input type="checkbox"/>	16. Score student responses for the Vocabulary section correctly according to the scoring rules?
<input type="checkbox"/>	<input type="checkbox"/>	17. Use Vocabulary reminder procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	18. State the standardized directions for the Inference section? <b><i>Now, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.</i></b>
<input type="checkbox"/>	<input type="checkbox"/>	19. Use Inference reminder procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	20. Score student responses for the Inference section correctly according to the scoring rules?
<input type="checkbox"/>	<input type="checkbox"/>	21. Correctly calculate the total number of words read and record it on the scoring page?
<input type="checkbox"/>	<input type="checkbox"/>	22. Correctly add the number of errors and record it on the scoring page?
<input type="checkbox"/>	<input type="checkbox"/>	23. Correctly total the three comprehension sections and record it on the scoring page?
<input type="checkbox"/>	<input type="checkbox"/>	24. Correctly record scores on the front cover of the scoring booklet?

## Appendix C. Sample Statement and Letters

The sample statement and letters in this appendix are discussed in *Chapter 3: Implementing Acadience Reading in Your School*.

### Sample Student Statement

The following is a sample statement that can be used to introduce students to Acadience Reading 7–8 testing. The wording of this sample is meant to be used on the day the students will be tested. The statement can be modified to fit other situations.

This is only an example, and each school is encouraged to introduce Acadience Reading 7–8 testing to students in a manner appropriate to the school community.

Today we are going to do some activities that will help me know how to teach you better.

I will be working with some of you, and some of you will go with *Mr. Jones, Ms. Smith, or Mrs. Thomas* (replace with names of assessment team members).

We will go to quiet places such as the *cafeteria, the library, the nurse’s office, or the gym* (replace with correct locations).

We will ask you to (select only the descriptions which apply):

- Silently read three passages and complete an activity that involves selecting words that best fit the passage.
- Silently read three passages and answer some multiple-choice questions.
- Read three passages out loud, talk about what you read, and answer some questions.

Some of the activities may be easy, and some may be hard. I want you to concentrate and do your best. You will not get a grade on these activities, but you should do your best so I can know what I need to teach you next.

## **Sample Parent Announcement Letter**

The following is a sample letter that can be used to introduce parents and guardians to Acadience Reading 7–8 testing. This is only an example, and each school is encouraged to provide accurate and understandable information to parents and guardians in a manner appropriate to the school community.

Dear Parents and Guardians,

The teachers and administrators at our school are committed to helping your child become successful in reading increasingly complex content-area text. As part of this commitment, our school has chosen to use a test called Acadience Reading 7–8 to help us examine how your child is doing in learning important content-area reading skills.

Acadience Reading 7–8 tests skills that are necessary for being a successful reader. Students who learn these skills become successful in reading content-area materials. The skills are:

- **Advanced Phonics and Word Attack Skills:** Knowing all of the sounds for letters and letter combinations, and sounding out written words
- **Accurate and Fluent Reading:** Reading, both silently and out loud, increasingly complex content-area text and other materials easily, quickly, and with few mistakes
- **Reading Comprehension:** Understanding what is read

Acadience Reading 7–8 is made up of three individual tests. Because each test focuses on a different content-area reading skill, your child may be given one to three of the Acadience Reading 7–8 tests depending on their skill level.

The first part of Acadience Reading 7–8 is given to all students. Students are asked to silently read three passages. Throughout each passage, words are removed from the passage and replaced with a multiple-choice box. For each missing word, the student chooses the correct word from three different choices. This task will take approximately 10 minutes.

Some students may be given one or two additional parts of Acadience Reading 7–8. In one of those parts, students are asked to read three passages silently and respond to multiple-choice questions about what they read, which may take up to 36 minutes. In the other part, students are asked to read three passages out loud, tell about what they read, and answer some questions, which will take about 10 minutes.

Acadience Reading 7–8 is used to identify students who may need extra help to become good readers and to check up on those students while they receive the extra help to make sure they are making progress. Acadience Reading 7–8 also may be used to make decisions about how well our school's overall reading program is working for all students. Acadience Reading 7–8 will not be used to grade your child.

We are working hard at school to make sure that every student is on target for success, and we thank you for your efforts at home. Together, we will help your child become a successful reader.

Sincerely,  
(principal's name)