

3 Acadience Reading  
Grade 7/Passage 3

Oral Reading Comprehension: The Crusades and Their Impact (continued)

Inference Questions

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

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

9	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: <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>	Sample responses: <ul style="list-style-type: none"><li>• The Holy Wars are over.</li><li>• Wars are fought differently today.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>• Don't know</li><li>• They aren't different.</li><li>• Churches start wars.</li></ul>
10	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: <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>	Sample responses: <ul style="list-style-type: none"><li>• War has negative consequences.</li><li>• They affect a lot of people.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>• Don't know</li><li>• They are different.</li><li>• Churches lead wars.</li></ul>

Inference subtotal \_\_\_\_\_

Comprehension total \_\_\_\_\_

grade 7



acadience®  
reading 7-8

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Oral Reading Benchmark 1  
Seventh Grade Scoring Booklet

Passage	1 +	2 +	3 =	Total
Correct Words Read				
Errors				
Comprehension				

Acadience Learning / 859 Willamette St., Suite 320 / Eugene, Oregon 97401 / [www.acadiencelearning.org](http://www.acadiencelearning.org)  
© 2011–2018 Acadience Learning Inc. Revised 8/20/20.



Acadience is a registered trademark of Acadience Learning Inc.  
Please Recycle (Remove identifiable information)

1 Acadience Reading
Grade 7/Passage 1

Make sure you have reviewed the directions in the Acadience Reading 7–8 Assessment Manual and have them available. Say these specific directions to the student:

- I would like you to read a passage to me. Please do your best reading and read for meaning. If you do not know a word, I will read the word for you. Keep reading until I say “Stop.” Be ready to tell me all about the passage when you finish. (Set the timer for 90 seconds and place the passage in front of the student.)
- Begin testing. Put your finger under the first word (point to the first word of the passage). Ready, begin.

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

A Roaring Surprise

0 My family is an energetic group that doesn’t like to waste time, 12
12 especially while on vacation. Upon arriving at Yellowstone National 21
21 Park, Dad learned that our first guided hike was not until the following 34
34 morning. We decided to spend the afternoon exploring on our own. 45
45 My older sister looked at her guidebook, and she discovered a 56
56 number of easy hikes that began near our lodge. We stuffed snacks, 68
68 water, and a trail map in a small backpack. Then, after changing into 81
81 hiking boots, we set off for an afternoon’s adventure. 90
90 The well-marked trails pointed toward different places of interest and 101
101 we decided to hike toward Lone Star Geyser. The map indicated that the 114
114 trail was an easy 5-mile roundtrip hike. Fortunately, the trail was level 127
127 because the scenery was so spectacular we had a hard time keeping our 140
140 eyes on the path. 144
144 Even better was the discovery that the trail wound alongside the 155
155 breathtaking Firehole River. This gorgeous river varied from still, 164

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The Crusades and Their Impact (continued)

Vocabulary

For each vocabulary word, ask the student What is the meaning of the word \_\_\_\_ in the passage? Circle the 2 when the student correctly defines the word within the context of the passage. Circle the 1 when the student provides some information about the word but does not sufficiently define the word or does not use the definition that is appropriate for the context of the passage. Circle the 0 when the student is unable to define the word or provides incorrect information about the word. If you are unsure how to score a response, write down what the student said and score later.

5	Crusades:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A series of holy wars (or) • Several holy wars	• Fights (or) • Wars	• Don't know • Knights and peasants • Religions • Churches
	Other:		
6	Abled:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Able to fight in a war (or) • Not injured and able to go to war	• A fighter (or) • A soldier (or) • Not disabled	• Don't know • Peasant • Nobleman • A man
	Other:		
7	Heed:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To pay attention to (or) • To answer (or) • To take notice of	• Think about (or) • To hear	• Don't know • Fight • Borrow • Volunteer
	Other:		
8	Piety:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Devotion to God (or) • Being very religious	• Holy (or) • Saintly	• Don't know • A kind of desert • Being poor • Peasants
	Other:		

Vocabulary subtotal \_\_\_\_\_

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The Crusades and Their Impact

Passage-Specific Knowledge

Now tell me as much as you can about the passage you just read. Ready, begin (set stopwatch for 60 seconds).
Listen for the student to state key concepts and details and check the corresponding boxes. Circle a 1 if either the key concept or detail is mentioned (partial credit). Circle a 2 if the student mentions both.
After the student completes the Recall, look to see if both the concept and detail are missing for an item.
• If 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.

Table with 4 columns: Student Recall, Follow-Up Question, and Incorrect Response. It contains four rows of questions related to the Crusades, each with a key concept, detail, and follow-up question.

Passage-specific knowledge subtotal

1 Acadience Reading
Grade 7/Passage 1

A Roaring Surprise (continued)

Table with 3 columns: Line number, Text, and Line number. It contains a passage about a geyser eruption, starting with turquoise pools and ending with the majestic beauty of Yellowstone National Park.

Notes:

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: A Roaring Surprise

Passage-Specific Knowledge

Now tell me as much as you can about the passage you just read. Ready, begin (set stopwatch for 60 seconds).
Listen for the student to state key concepts and details and check the corresponding boxes. Circle a 1 if either the key concept or detail is mentioned (partial credit). Circle a 2 if the student mentions both.

After the student completes the Recall, look to see if both the concept and detail are missing for an item.

- If 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.

Student Recall			Follow-Up Question		Incorrect Response	
1	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The family went on vacation</i> (+) <i>to Yellowstone National Park; (or) to Yellowstone.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Where did the family decide to go on vacation?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• Firehole River</li><li>• Lone Star Geyser</li><li>• A park</li><li>• A river</li></ul>		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The family went hiking/exploring</i> (+) <i>to Lone Star Geyser; (or) to the Geyser; (or) along Firehole River; (or) along a river.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What did the family decide to do in the afternoon?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• Swimming</li><li>• Took pictures</li><li>• Sightseeing</li></ul>		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>He was impressed/amazed/awestruck</i> (+) <i>by the spectacular scenery; (or) because everything around them was so beautiful; (or) by the river/geyser/sights and smells.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What was the main character impressed by on the hike?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• He was bored.</li><li>• Unimpressed</li></ul>		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The view along the river was beautiful,</i> (+) <i>there were turquoise pools/water; (or) there were white rapids; (or) you could smell the pine trees.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What sights, sounds, or smells did the family experience along the trail to Lone Star Geyser?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• It was okay.</li><li>• The trail was long.</li></ul>		

Passage-specific knowledge subtotal

3 Acadience Reading
Grade 7/Passage 3

The Crusades and Their Impact (continued)

256	were exposed to new ideas and new ways of seeing the world. They saw	270
270	different lands, great cities, and highly developed cultures. They brought	280
280	back many ideas from the East, such as stone construction, which they	292
292	used to build castles and churches.	298
298	Some soldiers began trading with the Middle Eastern countries and were	309
309	introduced to new products like spices, citrus fruits, and cane sugar. Raw	321
321	and finished goods were brought into Europe through the port cities of	333
333	Italy, which became important economic trade centers. Western Europe	342
342	was no longer culturally isolated as its people wanted to gain more	354
354	knowledge about the world, which led to exploration and the eventual	365
365	travels of well-known early explorers. Millions of soldiers lost their	376
376	lives, yet the Crusades were not a success. The Christians held the holy	389
389	city of Jerusalem for fewer than 100 years.	397

Notes:

3 Acadience Reading  
Grade 7/Passage 3

► **Now read this story to me.**  
**Please do your best reading.**  
**Ready, begin.**

Total words: \_\_\_\_\_

Errors (include skipped words): – \_\_\_\_\_

Words correct: = \_\_\_\_\_

The Crusades and Their Impact

0During the Middle Ages, a series of holy wars known as the12

12Crusades took place in the Middle East. Armies of Christians from23

23Europe and armies of Muslims from the Turkish Empire fought over34

34control of the Holy Land. Two hundred years later, the dispute ended.46

46The political, social, and economic impact it had lasted long past the58

58middle ages, and its effects, felt through the world, were immense.69

69In 1095, the Pope called on abled men and soldiers from Christian81

81countries to go to war. The Pope expected noblemen and knights to93

93answer his call, and thousands did, and over the centuries, thousands104

104more went. Going to war was costly and the Church could not pay for it.119

119Those who heeded the call raised armies and bought equipment, all of131

131which had to be moved across thousands of miles. Many high-ranking143

143officers sold land and property in order to pay their soldiers and purchase156

156equipment. Some officers did not have money and borrowed from166

166merchants. If a debt could not be paid back, the merchant took the179

179officer’s property. Some men were gone for years, some stayed in the191

191Holy Land, and many more died. Untold merchants became rich and202

202powerful because of the property they gained.209

209Peasants joined the fight, too, including men, women, and even219

219children. Like the knights and noblemen, some fought out of piety, or231

231their devotion to God. Others joined the ranks in order to escape the244

244misery of their living situations. No matter their rank, the fighting men256

1 Acadience Reading  
Grade 7/Passage 1

Oral Reading Comprehension: A Roaring Surprise (continued)

**Vocabulary**

For each vocabulary word, ask the student *What is the meaning of the word \_\_\_\_\_ in the passage?*

Circle the 2 when the student correctly defines the word within the context of the passage. Circle the 1 when the student provides some information about the word but does not sufficiently define the word or does not use the definition that is appropriate for the context of the passage. Circle the 0 when the student is unable to define the word or provides incorrect information about the word. If you are unsure how to score a response, write down what the student said and score later.

5	<b>Geyser:</b>		
	Correct response2	Partially correct response1	Incorrect response0
	• A cone that erupts, or sends a tall column/plume of steam into the air (or) • A tall column of hot water and/or steam that shoots up in the air	• A column of steam • A column of water • A white cone	• Don't know • Hot water • Hot steam
	Other:		
6	<b>Spectacular:</b>		
	Correct response2	Partially correct response1	Incorrect response0
	• Beautiful in a dramatic or eye-catching way (or) • Something that is extremely beautiful/stunning/fantastic (or) • Something more fabulous than anything else	• Something pretty (or) • Something special (or) • Something beautiful	• Don't know • A spectacle • Pretty • Special
	Other:		
7	<b>Transfixed:</b>		
	Correct response2	Partially correct response1	Incorrect response0
	• To become motionless with astonishment (or) • To not be able to take your eyes off something	• Look at something (or) • See something that is tragic	• Don't know • Fix something • Stare
	Other:		
8	<b>Plume:</b>		
	Correct response2	Partially correct response1	Incorrect response0
	• A tall cloud of steam coming out of the ground/a cone (or) • A large column of steam	• Water coming out of the ground (or) • Steam coming from the ground (or) • A bird feather	• Don't know • Steam • Water • Geyser
	Other:		

Vocabulary subtotal \_\_\_\_\_



1 Acadience Reading  
Grade 7/Passage 1

Oral Reading Comprehension: A Roaring Surprise (continued)

Inference Questions

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

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

9	Question: <i>What leads us to believe that the family is adventurous?</i>		
	Key Concept: They decided to explore instead of relaxing.		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	Sample responses: • <i>Instead of relaxing, they decided to take a 5-mile hike to see a geyser.</i> • <i>The family was adventurous because they decided to go on an unplanned hike.</i> • <i>It was adventurous of the family to go on an unguided hike to see a geyser.</i>	Sample responses: • <i>They went hiking.</i> • <i>They went to a geyser.</i> • <i>They went to Yellowstone.</i>	Sample responses: • <i>Don't know</i> • <i>They weren't boring.</i>

10	Question: <i>How was the mouth of the geyser like a chimney?</i>		
	Key Concept: The mouth of the geyser is like a chimney because... (includes a comparison with information from the passage).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	Sample responses: • <i>A chimney towers out of a house and the cone of the geyser towers out of the ground.</i> • <i>A geyser's cone lets steam out of the ground like a chimney lets smoke come out of a house.</i> • <i>Chimneys and geyser cones are both tall and have white streaks on them.</i>	Sample responses: • <i>They are both tall.</i> • <i>White stuff comes out of them.</i> • <i>They are both stone.</i>	Sample responses: • <i>Don't know</i> • <i>Chimneys are made of bricks.</i>

Inference subtotal \_\_\_\_\_

Comprehension total \_\_\_\_\_

2 Acadience Reading  
Grade 7/Passage 2

Oral Reading Comprehension: Ocean Motion (continued)

Inference Questions

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

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

9	Question: <b>How does the moon's gravitational pull affect sandcastle building?</b>					
	Key Concept: The moon's gravitational pull affects sandcastle building because... (includes a cause and effect relationship with information from the passage).					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: • <i>The moon's gravitational pull causes high tides. A high tide can wash away a sandcastle built on the beach.</i> • <i>How long a sandcastle lasts on the beach is determined by high and low tides, which are controlled by the moon's gravitational pull.</i>	Sample responses: • <i>Sandcastles get washed away.</i> • <i>The moon affects the tides.</i> • <i>The moon pulls at the ocean.</i>	Sample responses: • <i>Don't know</i> • <i>The gravity</i> • <i>It's strong.</i>			

10	Question: <b>What influence does the sun have on the earth's tide?</b>					
	Key Concept: The sun has minimal influence on the earth's tide because... (includes specific information from the passage explaining why).					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: • <i>Because the sun is so far from the earth it has little effect on the earth's tides.</i> • <i>The sun has little effect on the earth's tides because it is farther from the earth than the moon, and has less of a gravitational pull.</i>	Sample responses: • <i>The sun is farther from the earth than the moon.</i> • <i>The moon has more of an effect on the tides than the sun.</i>	Sample responses: • <i>Don't know</i> • <i>It has no effect on tides.</i> • <i>It makes the tides.</i>			

Inference subtotal \_\_\_\_\_

Comprehension total \_\_\_\_\_

Oral Reading Comprehension: Ocean Motion (continued)

Vocabulary

For each vocabulary word, ask the student *What is the meaning of the word \_\_\_\_ in the passage?*

Circle the 2 when the student correctly defines the word within the context of the passage. Circle the 1 when the student provides some information about the word but does not sufficiently define the word or does not use the definition that is appropriate for the context of the passage. Circle the 0 when the student is unable to define the word or provides incorrect information about the word. If you are unsure how to score a response, write down what the student said and score later.

5	Eroded:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>To be washed away (or)</li><li>To be gradually destroyed (or)</li><li>When water/natural elements wear something down</li></ul>	<ul style="list-style-type: none"><li>Wear away land (or)</li><li>Destroyed (or)</li><li>Worn</li></ul>	<ul style="list-style-type: none"><li>Don't know</li><li>High tide</li><li>Gone</li></ul>
	Other:		
6	Gravitational pull:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>The force that attracts objects toward each other (or)</li><li>The force that pulls water toward the moon creating tides</li></ul>	<ul style="list-style-type: none"><li>It's a force in nature (or)</li><li>The force of gravity</li></ul>	<ul style="list-style-type: none"><li>Don't know</li><li>The earth has gravity.</li><li>Tides</li></ul>
	Other:		
7	Perpetuate:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>To continually keep in motion (or)</li><li>The cycle of the tides keeps going (or)</li><li>To make something continue to happen</li></ul>	<ul style="list-style-type: none"><li>Ongoing (or)</li><li>To preserve (or)</li><li>Keep going</li></ul>	<ul style="list-style-type: none"><li>Don't know</li><li>The tides</li><li>A cycle</li></ul>
	Other:		
8	Rotational force:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>The spinning force of an object/the earth (or)</li><li>A type of movement that is circular around an axis</li></ul>	<ul style="list-style-type: none"><li>The movement of the earth (or)</li><li>Around an axis</li></ul>	<ul style="list-style-type: none"><li>Don't know</li><li>Spinning</li><li>Rotates</li></ul>
	Other:		

Vocabulary subtotal \_\_\_\_\_

► Now read this story to me.  
Please do your best reading.  
Ready, begin.

Total words: \_\_\_\_\_

Errors (include skipped words): – \_\_\_\_\_

Words correct: = \_\_\_\_\_

Ocean Motion

0	Many individuals enjoy building sandcastles while visiting the	8
8	beach. Unfortunately, when the ocean water or tide comes rushing	18
18	onto shore, the sandcastles are eventually eroded, or washed away. The	29
29	tide that rushes in to wash away sandcastles is called high tide, and	42
42	the smooth, wet beach that provides a location for excellent sandcastle	53
53	building is low tide. This system of high and low tides occurs twice a day	68
68	and is caused by gravitational pull. Gravitational pull is the force that	80
80	attracts objects toward each other. The sun and moon's gravitational pull	91
91	and the earth's rotational force perpetuate, or keep in motion, this cycle	103
103	of tides. Interestingly enough, although the sun is much larger than the	115
115	moon, tides are more influenced by the moon's cycle because it is closer.	128
128	While the earth's gravity keeps the moon orbiting the earth, the moon's	140
140	gravity tugs on the surface of the earth and causes the areas closest to	154
154	the moon to gravitate in that direction. This gravitational pull is most	166
166	noticeable in the movement of ocean water and is strongest at the point	179
179	where the earth is closest. As the moon exerts its gravitational force, the	192
192	ocean's water is pulled towards the moon. This causes the water to bulge	205
205	outward from the earth. On the opposite side of the earth, the moon's	218
218	pull is the weakest, but the rotational, or spinning force, of the earth acts	231
231	like a centrifuge, or fast-spinning machine. This powerful spin causes	242
242	a bulge of ocean water on the other side of the earth. These bulges on	257

Ocean Motion (continued)

257	both sides of the earth are called high tides. On the sides of the earth in	273
273	between these water bulges there is a reduced amount of water, or low	286
286	tides.	287
287	The interval between high tide and low tide is approximately 6	298
298	hours. Therefore, most days have two changes of high tide and two	310
310	changes of low tide to complete a tidal cycle. Specifically, the whole	322
322	cycle takes 24 hours and 50 minutes to complete. The next time you want	336
336	to build a sandcastle, investigate the timetable for the tidal cycle nearest	348
348	you. This way you can construct your castle when the tide begins to recede.	362
362	If you time it correctly, your masterpiece will remain intact for nearly	374
374	12 hours.	376

Notes:

Oral Reading Comprehension: Ocean Motion

Passage-Specific Knowledge

**Now tell me as much as you can about the passage you just read. Ready, begin** (set stopwatch for 60 seconds). Listen for the student to state key concepts and details and check the corresponding boxes. Circle a 1 if *either* the key concept *or* detail is mentioned (partial credit). Circle a 2 if the student mentions *both*.

After the student completes the Recall, look to see if *both* the concept *and* detail are missing for an item.

- If 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.

	Student Recall		Follow-Up Question	Incorrect Response
1	Correct response provided during recall	2	Partial credit	1
	Key concept + detail: Sandcastles are washed away	<input type="checkbox"/>	What do we call the tide that washes sandcastles away?	• Don't know • Water • Low tide
	(+) during high tide.	<input type="checkbox"/>		
2	Correct response provided during recall	2	Partial credit	1
	Key concept + detail: The moon has a greater influence on the tides than the sun	<input type="checkbox"/>	Why does the moon have more of an influence on the tides than the sun?	• Don't know • The moon is big. • The sun is closer.
	(+) because the moon is closer; (or) because it is closer; (or) because even though the sun is bigger, the moon is closer and has a greater influence.	<input type="checkbox"/>		
3	Correct response provided during recall	2	Partial credit	1
	Key concept + detail: The moon's gravitational pull	<input type="checkbox"/>	What is the result of the moon's gravitational pull?	• Don't know • Pulls the earth • Moves water
	(+) creates high tide; (or) pulls the ocean water towards the moon; (or) influences the tides.	<input type="checkbox"/>		
4	Correct response provided during recall	2	Partial credit	1
	Key concept + detail: There are high tides where the moon's gravitational pull is the weakest	<input type="checkbox"/>	Why are there high tides where the moon's gravitational pull is the weakest?	• Don't know • Earth is still close • Because of the sun
	(+) because of the earth's spinning force; (or) because the earth's rotational force acts like a centrifuge; (or) because a bulge of water forms on the opposite side of the earth.	<input type="checkbox"/>		

Passage-specific knowledge subtotal