

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The Breaking Point (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: Explain why gaining independence from England was one of the only ways the colonies could solve the problem of “taxation without representation.”		
	Key Concept: Since the colonies were not allowed to vote or be part of Parliament, they could not change existing laws. Gaining independence would give the colonies freedom to make their own laws.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• <i>When the colonies gained independence they were able to create their own laws. Under the English rule, they could not vote or be part of Parliament, so they had no way to change the laws.</i>• <i>The colonies were not allowed to vote or have representatives in government and so they could not change their laws.</i>	Sample responses: <ul style="list-style-type: none">• <i>Because then they could not make their own laws.</i>• <i>They had no power in government before they gained independence.</i>	Sample responses: <ul style="list-style-type: none">• <i>Don’t know</i>• <i>Then there would be no more taxes.</i>• <i>There was no way to solve the problem.</i>
10	Question: How would the ability to trade with countries other than England have benefited the colonies?		
	Key Concept: They would be able to trade for goods that they could not get from England and would have been able to trade in bigger markets.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• <i>If the colonies were allowed to trade with other countries they would have access to new goods that they couldn’t get from England.</i>• <i>The colonies would have more people to trade with and might be able to make more money and get more goods.</i>	Sample responses: <ul style="list-style-type: none">• <i>They could trade more stuff to more people.</i>• <i>They could get different things like spices from other countries.</i>	Sample responses: <ul style="list-style-type: none">• <i>Don’t know</i>• <i>They would travel farther.</i>• <i>They would run out of things to trade.</i>

Inference subtotal _____

Comprehension total _____

grade 7

Oral Reading Progress Monitoring 2

Seventh Grade Scoring Booklet



Name: _____
Student ID: _____ School Year: _____
Teacher: _____
School: _____

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

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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: = _____

Farewell to Ireland

0 It was a chilly, drizzly day in 1849 when the McDuffy family packed 13
13 up their few belongings and left their tiny village in the north of Ireland. 27
27 Margaret, the youngest, wept silently as she trudged with her family 38
38 down the road that led to the port where they would board the ship to 53
53 America. Her older brother, Aidan, couldn’t wait to get away from 64
64 Ireland and the effects of the potato famine. 72
72 Between 1847 and 1852, Ireland experienced a blight in which the 83
83 country’s main food source, potatoes, became diseased. By 1852, when 93
93 the potato famine ended, roughly one million people had died from 104
104 hunger and disease. For the McDuffys, the idea of abandoning Ireland 115
115 before 1847 would have been unthinkable. Life on their potato farm was 127
127 no bed of roses, certainly, but there had been plenty of food for everyone 141
141 and they were happy enough. And when their spades turned up the first 154
154 few blackened, inedible potatoes, they weren’t too concerned. After all, 164
164 every harvest included a few bad ones, and they blindly assumed the next 177

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The Breaking Point (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	Revolution:			
	Correct response	2	Partially correct response	1 Incorrect response 0
	• An uprising or war that seeks to change the current government (or)		• The overthrow of a government (or)	• Don't know
	• The forcible overthrow of a government to form a new one		• A war (or)	• The American Colonies
6	Colonies:			
	Correct response	2	Partially correct response	1 Incorrect response 0
	• A group of people who settled in America but were still governed by England (or)		• A group of people living in a new place (or)	• Don't know
	• A body of people living in a new territory but retaining ties with a parent state		• A community of animals or plants living close together	• People
7	Parliament:			
	Correct response	2	Partially correct response	1 Incorrect response 0
	• England's lawmaking body		• A governing body (or)	• Don't know
			• Lawmakers	• In England
8	Self-sufficient:			
	Correct response	2	Partially correct response	1 Incorrect response 0
	• Able to provide for one's needs without the help of others (or)		• Independent (or)	• Don't know
	• Needing no outside help to satisfy one's basic needs		• Doesn't require assistance	• Sufficient

Vocabulary subtotal _____

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: The Breaking Point

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 main sections (1-4) and 4 columns: Student Recall, Follow-Up Question, and Incorrect Response. Each section contains a key concept + detail and a follow-up question.

Passage-specific knowledge subtotal

1 Acadience Reading
Grade 7/Passage 1

Farewell to Ireland (continued)

177 would be fine. 180
180 How wrong they had been. The blight worsened, and soon nearly 191
191 every potato they turned up was diseased. They couldn't turn to their 203
203 neighbors for help, either, since everyone was in the same boat. Indeed, it 216
216 wasn't long before the potato blight had spread its poisonous fingers into 228
228 every corner of the country. As the stockpiles of the crop continued to 241
241 disappear, food became scarce and people began to starve. The McDuffy 252
252 family knew that unless they could escape this diseased land, the same 264
264 fate might await them. 268
268 Aidan shuddered as he reflected upon what the family had been 279
279 through the past two years. He also felt uneasy as he thought about the 293
293 journey to America. The ship would be uncomfortable and crowded 303
303 with other people in the same circumstances. Since everyone was 313
313 already weakened by lack of food, diseases could spread just as rapidly 325
325 among the passengers of the ship as they had on land among Ireland's 338
338 population. There was no guarantee that the McDuffy family would even 349
349 survive the journey. But if they stayed in Ireland, their chances would 361
361 be even worse. They had to risk everything and hope for the best as they 376
376 began a new life in America. 382

Notes:

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: Farewell to Ireland

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
	Key concept + detail: <i>The McDuffy family left Ireland</i> (+) <i>to move to America; (or) to go to the United States.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Where was the McDuffy family moving to?	<ul style="list-style-type: none">• Don't know• Ireland• England• Home		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>They had to leave Ireland</i> (+) <i>because of the potato famine; (or) because their potato crop was diseased/ruined; (or) because they might starve if they stayed.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Why were they leaving Ireland?	<ul style="list-style-type: none">• Don't know• They had a potato farm in America.• They wanted to.• They had to.		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Before the potato famine the McDuffys</i> (+) <i>had plenty of food and were happy; (or) life wasn't easy, but they had enough food.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Before the potato famine, what was life like for the McDuffys?	<ul style="list-style-type: none">• Don't know• Really good• Not good• It was okay		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The McDuffys dug up their potatoes and found</i> (+) <i>blackened, inedible potatoes; (or) diseased potatoes; (or) that their crop was ruined.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What did the McDuffys find when they dug up their potatoes?	<ul style="list-style-type: none">• Don't know• Good potatoes• Lots of potatoes• No potatoes		

Passage-specific knowledge subtotal

3 Acadience Reading
Grade 7/Passage 3

The Breaking Point (continued)

248	had earned the right to make their own decisions and they wanted to be	262
262	free to govern themselves. For generations, colonists had built their own	273
273	homes, developed customs, and lived by their own beliefs. The colonies	284
284	had highly educated leaders, like Benjamin Franklin and Thomas	293
293	Jefferson. These leaders believed that a government works only if the	304
304	people agree to be ruled. They believed that a smaller government closer	316
316	to home would make better laws, and that individuals should be free to	329
329	make their own decisions.	333
333	For these and other reasons, the colonies declared independence	342
342	from England. After six years of war, they became an independent nation	354
354	that was dedicated to government of the people, by the people, and for	367
367	the people.	369

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 Breaking Point

In 1775, the American colonies went to war against England, the country that governed them. This war, known as the American Revolution, would lead to the birth of a new nation that would become the United States of America. There were many reasons for the revolution, but most experts agree on a few key causes. One of the main causes of the war was "taxation without representation." Some years before, England had become burdened with war debt and was now trying to pay it off by passing laws that imposed taxes, or extra fees, on the colonists. The colonists felt that these tax laws were unjust. They argued that they should be able to send their own representatives to Parliament, England's lawmaking body, or at least be able to vote in the elections. England refused to grant either of these demands. A second reason for the war was England's use of the colonies for its own profit. For 150 years, the colonies were required to make goods that could not be made in England, and to trade those goods only with England. Also, the colonies were not allowed to make any goods that England could produce. In the early years, when the population was small and relied heavily on England, this plan made sense. However, by the late 1700s, the colonies were self-sufficient. This relationship with England kept them from starting new industries, trading with other countries, and growing their own wealth. The colonists felt that they

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: Farewell to Ireland (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.

Table with 4 main sections: Drizzly, Famine, Blight, and Inedible. Each section contains a table for scoring responses (Correct, Partially correct, Incorrect) and a list of possible definitions.

Vocabulary subtotal

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: Farewell to Ireland (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 did the main character mean when she said life on a potato farm was “no bed of roses?”</i>		
	Key Concept: The main character meant that life on a potato farm was not easy.		
	Correct response	2	Partially correct response
	Sample responses:	2	Partially correct response
	Sample responses:	1	Incorrect response
10	Question: <i>What can we infer about the population of Ireland after 1847?</i>		
	Key Concept: The population of Ireland likely decreased because of people dying or leaving the country.		
	Correct response	2	Partially correct response
	Sample responses:	2	Partially correct response
	Sample responses:	1	Incorrect response

Inference subtotal _____

Comprehension total _____

2 Acadience Reading
Grade 7/Passage 2

Oral Reading Comprehension: The Law of Inertia (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>Based on what you know about the Law of Inertia, what would cause an object thrown in the air to move in a curved line rather than a straight line?</i>		
	Key Concept: The force of gravity or friction would cause an object to go from moving in a straight line to a curved line.		
	Correct response	2	Partially correct response
	Sample responses:	2	Partially correct response
	Sample responses:	1	Incorrect response
10	Question: <i>According to the Law of Inertia, is it possible for a moving object to keep moving indefinitely without a force propelling it? Be sure to explain your answer.</i>		
	Key Concept: Yes, an object moving in a straight line and at a constant velocity would keep moving indefinitely without an opposing force.		
	Correct response	2	Partially correct response
	Sample responses:	2	Partially correct response
	Sample responses:	1	Incorrect response

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: The Law of Inertia (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	Inertia:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• The tendency of a moving object to remain in motion or of a resting object to remain at rest (or)• A tendency to remain unchanged	<ul style="list-style-type: none">• Keep moving or stay still (or)• A property of matter	<ul style="list-style-type: none">• Don't know• Movement• Staying still
	Other:		
6	Velocity:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• A quantity that represents the speed of a moving object (or)• The speed of something	<ul style="list-style-type: none">• Fastness (or)• Quickness (or)• Speed	<ul style="list-style-type: none">• Don't know• Movement• Going fast
	Other:		
7	Friction:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• Force between surfaces that resists the motion of one surface passing over another (or)• The resistance that occurs between two objects in contact with each other	<ul style="list-style-type: none">• Resistance (or)• A force (or)• Conflict between people	<ul style="list-style-type: none">• Don't know• Slows something down• A fraction• Heat
	Other:		
8	Gravity:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• An external force that pulls objects toward the center of the earth (or)• A fundamental physical force that draws things toward each other	<ul style="list-style-type: none">• How the earth pulls things in (or)• What holds you down on the earth	<ul style="list-style-type: none">• Don't know• There's none in space• Heaviness• Pull down
	Other:		

Vocabulary subtotal _____

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Law of Inertia

0 More than three centuries ago, scientist Isaac Newton formulated 9

9 the Law of Inertia. Inertia is the tendency of moving objects to remain in 23

23 motion or resting objects to remain at rest. Thus, the motion of an object 37

37 only changes when an outside force is applied. The external force can be 50

50 a push or pull, or anything that alters the object’s speed. Newton’s study 63

63 of the motion of objects found that all objects resist change, whether in 76

76 motion or at rest. Therefore, a soccer ball lying in a field will not move 91

91 until a vigorous kick propels it into motion and it becomes a moving 104

104 object. 105

105 Prior to Newton’s Law of Inertia, scientists assumed that objects 115

115 in motion eventually stopped, and that no external force was required. 126

126 In fact, they asserted that a force was necessary to keep such an object 140

140 moving. Newton’s Law of Inertia stated that an object moving in a 152

152 straight line and at a constant velocity would keep moving indefinitely 163

163 without an opposing force. Velocity is a quantity that represents the 174

174 speed of a moving object. 179

179 In other words, a kicked soccer ball will continue rolling at the same 192

192 velocity until an outside force like gravity or friction interferes with its 204

204 motion. Friction is the force between surfaces that resists the motion of 216

216 one surface passing over another surface. When moving objects appear 226

226 to slow or stop on their own, friction is probably the reason. Gravity is 240

240 the external force that pulls objects toward the center of the earth. 252

The Law of Inertia (continued)

252	Newton also saw that objects with greater mass resist change more	263
263	than solid objects of lesser mass. This explains why it is easier, and	276
276	less painful, to kick a soccer ball than a bowling ball across a surface.	290
290	Suppose, though, that you manage to propel both balls into motion with	302
302	equal velocity. According to Newton’s Law of Inertia, if no external	313
313	force stops their motion, the balls will continue rolling forever.	323
323	You can observe inertia the next time you are in a car. When the	337
337	car slows suddenly or stops, your body continues to move forward	348
348	at the same speed as before the brakes were applied. If your seat belt	362
362	and shoulder harness do not perform as designed, you will keep going	374
374	forward. This is the Law of Inertia in action.	383

Notes:

Oral Reading Comprehension: The Law of Inertia

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 recall2	Partial credit1	Incorrect response0
	Key concept + detail: <i>The Law of Inertia was formulated (+) by Isaac Newton; (or) by Newton.</i> <div><input type="checkbox"/> (+) <input type="checkbox"/></div>	Who formulated the Law of Inertia?	<ul style="list-style-type: none">• Don't know• Some guy• A scientist
2	Correct response provided during recall2	Partial credit1	Incorrect response0
	Key concept + detail: <i>Newton studied the motion of objects and found that (+) all objects resist change whether in motion or at rest; (or) an external force is required to move an object or to stop the motion of an object.</i> <div><input type="checkbox"/> (+) <input type="checkbox"/></div>	What did Newton find in his study of the motion of objects?	<ul style="list-style-type: none">• Don't know• Things move• That stuff stops
3	Correct response provided during recall2	Partial credit1	Incorrect response0
	Key concept + detail: <i>The Law of Inertia states that (+) an object moving in a straight line and at a constant velocity will keep moving indefinitely without an opposing force; (or) an object in motion will keep moving unless something stops it.</i> <div><input type="checkbox"/> (+) <input type="checkbox"/></div>	What is the Law of Inertia?	<ul style="list-style-type: none">• Don't know• If something is moving it won't stop• Things move
4	Correct response provided during recall2	Partial credit1	Incorrect response0
	Key concept + detail: <i>For an object in motion to stop, it requires (+) an outside force like gravity or friction; (or) gravity; (or) friction; (or) an outside force.</i> <div><input type="checkbox"/> (+) <input type="checkbox"/></div>	What is required for an object in motion to stop?	<ul style="list-style-type: none">• Don't know• The force pushing it stops• Something to get in the way• You stop it

Passage-specific knowledge subtotal _____