

3 Acadience Reading  
Grade 8/Passage 3

Oral Reading Comprehension: Spanish Rule in the Philippines (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 did the geographic location of Manila affect its success as the center of Spanish life in the Philippines? Be sure to give at least two examples.</b>		
	Key Concept: The geographic location of Manila contributed to its success as the center of Spanish life in the Philippines because...(student must give at least TWO correct examples).		
	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>• It was located on a harbor and had access to trade and ships from Spain.</li><li>• It had abundant resources nearby, such as fish from the sea and rice from nearby farms.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>• It was close to lots of food.</li><li>• It was the easiest place for the Spanish people to get to.</li><li>• It had easy access to ships.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>• Don't know</li><li>• It was the only place with a Spanish colony.</li><li>• It was safe from attacks by indigenous people.</li><li>• It's where everything happened.</li></ul>
10	Question: <b>In this passage, what are the differences between Magellan and de Legazpi?</b>		
	Key Concept: Magellan and de Legazpi were different because...(student must identify at least ONE correct difference).		
	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>• Magellan is thought to be the first European to discover the Philippines. He tried to set up a colony but was killed during a battle with the Native Peoples. De Legazpi came later and successfully set up a colony.</li><li>• Magellan was thought to be the first European to arrive in the Philippines, but de Legazpi was the first European to successfully set up a colony there.</li><li>• Magellan was an explorer and de Legazpi was a colonist.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>• They both accomplished different things in the Philippines.</li><li>• The people of the Philippines liked de Legapsi, but they didn't like Magellan.</li><li>• Magellan was an explorer.</li><li>• De Legazpi set up a colony.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>• Don't know</li><li>• They discovered different places.</li><li>• De Legazpi worked for Magellan.</li></ul>

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

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

grade 8



acadience®  
reading 7-8

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

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

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

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

Oral Reading Progress Monitoring 3  
Eighth Grade Scoring Booklet

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

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1 Acadience Reading
Grade 8/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: = \_\_\_\_\_

Soup Kitchen Volunteers

0 Early Saturday morning, I stood outside the soup kitchen with other 11
11 members from my school’s student council. Even though being on the 22
22 student council required that I be there, I looked forward to volunteering. 34
34 What my classmates didn’t know was that the time I spent at the soup 48
48 kitchen meant more to me than just collecting community service hours. 59
59 For 11 years, my life seemed like a perfect picture, but two 71
71 autumns ago my family’s circumstances changed drastically. My 79
79 mother’s employment suddenly ended and we were no longer able to 90
90 pay our bills. We had to leave our apartment and move into the spare 104
104 bedroom of one of Mom’s friends. Mom and I occasionally went to 116
116 sleep with rumbling stomachs because we couldn’t afford groceries 125
125 and felt guilty about continually accepting food from friends. That’s 135
135 when we discovered the soup kitchen, where a nightly meal in a warm 148
148 environment felt like a safe harbor from worry. 156
156 Over time, as soup kitchen volunteers began to recognize us and 167

3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: Spanish Rule in the Philippines (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	Indigenous:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Native people (or) • The original people that live in a certain place or region (or) • The people who lived in the Philippines before the Spanish arrived	• The people who fought the Spanish (or) • Certain groups of people	• Don't know • People • Warriors
	Other:		
6	Civil:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Of or relating to ordinary citizens and their concerns (or) • Activities that have to do with ordinary people	• A group of people (or) • A type of activity (or) • Treating someone in a polite way	• Don't know • Something that happened in Manila • The Spanish people
	Other:		
7	Uprising:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• An act of rebellion or resistance (or) • A revolt	• An attack (or) • Hostility (or) • A fight	• Don't know • A way to keep control of a colony • Colonization
	Other:		
8	Resent:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To feel bitterness toward a circumstance, action, or person (or) • To feel ill will	• To feel angry (or) • Dislike someone	• Don't know • Fight against colonists • Rebel against someone
	Other:		

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

3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: Spanish Rule in the Philippines

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 Spanish rule in the Philippines, including key concepts and details for recall and follow-up questions.

Passage-specific knowledge subtotal

1 Acadience Reading
Grade 8/Passage 1

Soup Kitchen Volunteers (continued)

Table with 3 columns: Line number, Text, and Line number. It contains a passage about Soup Kitchen Volunteers, starting with 'learn our names, we felt very welcome...' and ending with 'that everyone deserves to be treated with respect.'

Notes:

1 Acadience Reading
Grade 8/Passage 1

Oral Reading Comprehension: Soup Kitchen Volunteers

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 main character volunteers at the soup kitchen on Saturdays</i> (+) <i>because she was required to; (or) because she was a member of the student council; (or) because it meant more to her than just community service hours.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why does the main character volunteer at the soup kitchen on Saturdays?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• Her mom made her.</li><li>• Everyone at school had to.</li></ul>	
2	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The main character's family circumstances changed drastically</i> (+) <i>when her mother lost her job; (or) when they had to move into her Mom's friend's spare bedroom; (or) when she and her mom occasionally went to sleep hungry.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>In what way did the main character's family circumstances change drastically?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• They moved to a new city.</li><li>• They moved in with her Grandma.</li></ul>	
3	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The soup kitchen benefited the main character and her mother</i> (+) <i>because they were able to get nightly meals; (or) because it felt like a safe harbor from worry; (or) because it was where her mother found out about a skills training program.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What is one way that discovering the soup kitchen benefited the main character and her mother?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• It gave them a place to live.</li><li>• Her mom got a job there.</li></ul>	
4	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Different volunteers treated the main character and her mom differently;</i> (+) <i>some were nice and began to recognize them and learned their names and some were rude; (or) some were really nice and helpful but some were patronizing and judgmental; (or) a lot of the volunteers really cared about them but others were more judgmental.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>How did the different volunteers treat the main character and her mom?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• They were mean.</li><li>• They were nice.</li><li>• They never learned their names</li></ul>	

Passage-specific knowledge subtotal

3 Acadience Reading
Grade 8/Passage 3

Spanish Rule in the Philippines (continued)

257	trouble at sea. English pirates, hoping to steal gold and other riches,	269
269	attacked the Spanish ships, called galleons. Spanish battles with the	279
279	Dutch, who were also trying to build a strong presence in the East Indies,	293
293	drained money from the colony as well.	300
300	Spanish control ended for a short time when British forces invaded	311
311	the islands in 1762. The British left two years later, but the occupation	324
324	had weakened Spain's hold on power. Calls for independence began;	334
334	they lasted through the 1800s, and a short revolution began and ended in	347
347	1896. When the Spanish-American War broke out in 1898, the Philippine	359
359	forces joined with American troops. Spanish forces were defeated.	368
368	As part of the peace treaty, the United States took possession of the	381
381	Philippines, ending Spanish rule.	385

Notes:

3 Acadience Reading  
Grade 8/Passage 3

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

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

Spanish Rule in the Philippines

0 In 1521, Ferdinand Magellan tried to sail around the world and 11  
11 landed in a group of islands in the East Indies. Magellan, thought to be 25  
25 the first European to land there, claimed the islands for Spain, naming 37  
37 them the Philippines for Spain’s King Philip II. This marked the start of 50  
50 Spain’s 300 years of control. 55  
55 The Indigenous, or Native, Peoples of the Philippines did not like to 67  
67 be under the control of the Spanish and within a year of landing on the 82  
82 islands, Magellan was killed in a battle between the Spaniards and a group 95  
95 led by a chief from a nearby island. Spain worked to set up a colony to 111  
111 gain riches from the spice trade and continued to send explorers to the 124  
124 islands. Finally, in 1565, a group led by Miguel de Legazpi arrived and 137  
137 was able to establish a permanent colony within many small, Native 148  
148 communities. Manila, the capital that was founded by de Legazpi, offered 159  
159 many natural resources. It was located on Manila Bay, which was a 171  
171 strategic harbor. There was plenty of food available, both from the water 183  
183 and from rice lands near the town. Manila became the center of Spanish 196  
196 life in the area. All civil, military, religious, and business activities took 208  
208 place in Manila. A Spanish governor and the powerful royal court ruled 220  
220 the land. 222  
222 Keeping control of the colony was not easy. The Spanish faced 233  
233 uprisings from the Native Peoples who resented their control and began to 245  
245 fight against Spanish rule. Along with attacks on land, the Spanish faced 257

1 Acadience Reading  
Grade 8/Passage 1

Oral Reading Comprehension: Soup Kitchen Volunteers (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	Council:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• A group of people appointed to make rules or decisions about something (or) • A group of students chosen to be leaders in their school	• A governing body (or) • A group of people that provide guidance on something	• Don’t know • Students at the school • The government
	Other:		
6	Safe Harbor:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• A place that offers safety or protection (or) • A situation that takes away your worries	• A safe place for ships to take refuge (or) • A warm place	• Don’t know • A place • For ships
	Other:		
7	Disdainful:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• Showing a lack of respect (or) • Expressing strong dislike or disapproval for something or someone	• Condescending (or) • To show contempt (or) • To be rude	• Don’t know • Kindly • Respectful
	Other:		
8	Patronizing:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• Talking to someone in a way that shows you feel you are better than them (or) • Treating someone with apparent kindness but with an underlying feeling of superiority (or) • Acting in a way that is condescending	• Being fake (or) • Being a frequent or regular customer or user of something	• Don’t know • To be a patriot • To be friendly • Rude • Mean
	Other:		

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



1 Acadience Reading  
Grade 8/Passage 1

Oral Reading Comprehension: Soup Kitchen Volunteers (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 did being a patron of the soup kitchen affect the main character's thoughts about volunteering?</b>		
	Key Concept: Being a patron of the soup kitchen caused the main character to see her time there as more than just volunteering, she understood the importance of the service they were providing.		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none"><li>The main character looked at the volunteering requirement differently because she understood the importance of the service they were providing. Even though it was required, it meant much more to her than just collecting community service hours.</li><li>Being a patron of the soup kitchen caused the main character to understand how important the job they were doing was. She didn't just see it as a requirement, it meant much more to her.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>It was more than just a requirement.</li><li>She knew it was an important community service.</li><li>It meant more to her than just volunteering.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Don't know</li><li>It made her dislike it.</li><li>It had no effect.</li></ul>
10	Question: <b>Give one example of how the soup kitchen was a "safe harbor from worry"? Be sure to explain your answer.</b>		
	Key Concept: The soup kitchen was a safe harbor from worry because...(student must give one reasonable example with an explanation for full credit).		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none"><li>The soup kitchen was like a safe harbor because it provided her and her mother with a reliable place to get food when they needed it. They were able to go there and eat and forget their worries for a little bit.</li><li>It was like a safe harbor because it was a place that was open to anyone that needed it. They were able to go there and get a warm meal and forget their troubles.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>It was a safe harbor because they could get food there.</li><li>They were always welcome.</li><li>It provided consistency at a time when things felt out of their control.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Don't know</li><li>People kept them safe.</li><li>They didn't worry there.</li></ul>

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

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

2 Acadience Reading  
Grade 8/Passage 2

Oral Reading Comprehension: In a Spin (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>Given the principle of angular movement, what is something a figure skater can do to spin faster? Be sure to explain your answer.</b>		
	Key Concept: To spin faster a figure skater can draw her arms and legs closer to her body. The smaller her radius is, the faster she will spin.		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none"><li>The skater could pull her arms and legs in close to her body to spin faster. When your arms and legs are extended you go slower than if they are close to your body.</li><li>She draws in her arms and legs so that they are close to her body. When she makes the radius of her body smaller she will spin faster than if her arms and legs are sticking out.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>She pulls in her arms close to her body.</li><li>She draws in her arms and legs.</li><li>If you make your body smaller you will spin faster.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Don't know</li><li>She sticks out her arms and legs.</li><li>She doesn't go faster.</li><li>There is nothing you can do to go faster.</li></ul>
10	Question: <b>The Conservation of Momentum states that momentum remains constant unless there is an external force. Give an example of an external force and explain how it would affect an object's momentum.</b>		
	Key Concept: One example of an external force is...(student must list one example of external force and explain how it would affect an object's momentum for full credit).		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none"><li>One example of external force is friction. If something rubs against an object it would affect the objects momentum by making it go slower.</li><li>Pushing an object is an example of external force. If you push an object you will increase it's momentum and make it go faster.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Drag is an example of an external force that could affect an object's momentum.</li><li>Wind is an external force that could affect how fast an object moves.</li><li>If something rubs up against an object that could affect the momentum.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Don't know</li><li>Mass is an external force.</li><li>The object's radius affects the external force.</li></ul>

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

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

Oral Reading Comprehension: In a Spin (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	Rotate:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>To spin (or)</li><li>To move in a circle around an axis</li></ul>	<ul style="list-style-type: none"><li>Change the position or order of something (or)</li><li>Circular motion</li></ul>	<ul style="list-style-type: none"><li>Don't know</li><li>To move back and forth</li><li>An object's movement</li></ul>
	Other:		
6	Velocity:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>An object's speed in a particular direction</li></ul>	<ul style="list-style-type: none"><li>How fast something is going (or)</li><li>Rate of movement (or)</li><li>Rate of speed</li></ul>	<ul style="list-style-type: none"><li>Don't know</li><li>Movement</li><li>How things move</li></ul>
	Other:		
7	Momentum:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>The product of an object's mass and velocity (or)</li><li>The strength or force that something has when it is moving</li></ul>	<ul style="list-style-type: none"><li>A force that affects the speed of an object (or)</li><li>The strength gained for an idea or message that is caused by a series of events</li></ul>	<ul style="list-style-type: none"><li>Don't know</li><li>A moment in time</li><li>Movement</li><li>Speed</li></ul>
	Other:		
8	Axis:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none"><li>The center point of an object (or)</li><li>A line through the center of an object (or)</li><li>The imaginary straight line that something turns around</li></ul>	<ul style="list-style-type: none"><li>What an object rotates around (or)</li><li>The center</li></ul>	<ul style="list-style-type: none"><li>Don't know</li><li>The middle of something</li><li>A line</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: = \_\_\_\_\_

In a Spin

0 Imagine watching a world champion skater glide in smooth, wide 10  
10 arcs around an ice rink. Her arms gracefully outstretched, the skater 21  
21 moves powerfully to the center of the arena. She raises and extends one 34  
34 leg, and begins to rotate, or spin, in a compact circle. As the skater draws 49  
49 her arms nearer to her chest and lowers her raised leg, her body rotates 63  
63 faster and faster until it becomes a blur. What you are observing is a 77  
77 display of athleticism and artistic expression. It also demonstrates the 87  
87 physics of conservation of angular momentum. 93  
93 An object in motion has momentum, which is the product of the 105  
105 object's mass and velocity. Mass refers to the amount of matter in an 118  
118 object, and velocity is its speed in a particular direction. The Law of the 132  
132 Conservation of Momentum states that momentum remains constant 140  
140 unless there is an external force. If the mass of the moving object does 154  
154 not change and neither does its velocity, then the object will remain in 167  
167 motion until something interferes with it to change its motion. 177  
177 Angular momentum relates specifically to an object's rotation around 186  
186 a center point, or axis, and provides a way to describe the amount of spin 201  
201 that an object such as a yo-yo or a skater demonstrates. For a rotating 215  
215 object, angular momentum can be expressed as the formula “mass times 226  
226 velocity times radius.” The radius is the distance of the object from the 239  
239 axis. Because angular momentum is also conserved, if no external force 250

In a Spin (continued)

250	acts on the object, altering the radius will cause a proportional shift in	263
263	velocity.	264
264	For the skater, the radius is the distance of her outstretched arms	276
276	and leg from her center of rotation. She begins her spin with her arms	290
290	and one leg extended from her body, creating a large radius; her mass	303
303	remains constant. When she pulls her arms and leg in closer to her body,	317
317	she decreases the radius, thus increasing the velocity of her rotation.	328
328	Consequently, she spins faster. When she is ready to slow the rotation,	340
340	she extends her arms and leg outward again, increasing the radius and	352
352	decreasing the velocity. The skater displays a perfect example of the	363
363	conservation of angular momentum.	367
367	The next time you observe a skater spinning rapidly on the ice, watch	380
380	how she changes the speed of her rotation by manipulating her arms and	393
393	legs.	394

Notes:

Oral Reading Comprehension: In a Spin

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
	<b>Key concept + detail:</b> <i>When an ice skater is spinning in a circle and she draws her arms and/or legs closer to her body, (+) it causes her to spin faster; (or) her body rotates faster and faster; (or) it demonstrates the conservation of angular momentum.</i> <div><input type="checkbox"/> (+)<input type="checkbox"/></div>	<b>When an ice skater is spinning in a circle, what happens when she draws her arms and legs closer to her body?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• She goes slower.</li><li>• She is less likely to fall over.</li></ul>
2	Correct response provided during recall2	Partial credit1	Incorrect response0
	<b>Key concept + detail:</b> <i>The Law of the Conservation of Momentum (+) states that momentum remains constant unless there is an external force; (or) states that if neither the mass of a moving object or its velocity changes then the object will remain in motion; (or) states that an object will remain in motion unless something interferes.</i> <div><input type="checkbox"/> (+)<input type="checkbox"/></div>	<b>What does The Law of the Conservation of Momentum state?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• That objects will stop moving</li><li>• That objects always move the same way</li></ul>
3	Correct response provided during recall2	Partial credit1	Incorrect response0
	<b>Key concept + detail:</b> <i>Angular momentum specifically relates to (+) an object's rotation around a center point or axis; (or) the spin of a yo-yo or an ice skater; (or) something that is spinning.</i> <div><input type="checkbox"/> (+)<input type="checkbox"/></div>	<b>What does angular momentum specifically relate to?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• Momentum that happens at an angle.</li><li>• Object momentum</li></ul>
4	Correct response provided during recall2	Partial credit1	Incorrect response0
	<b>Key concept + detail:</b> <i>The radius of an object (+) is the distance from the outside of an object to its axis; (or) is the distance of the object from the axis; (or) it is a measurement that helps you figure out the angular momentum of an object.</i> <div><input type="checkbox"/> (+)<input type="checkbox"/></div>	<b>According to the passage, what is the radius of an object?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• The distance around the object</li><li>• The distance from one end of the object to the other</li></ul>

Passage-specific knowledge subtotal \_\_\_\_\_