

### 3 Acadience Reading Grade 8/Passage 3

#### Oral Reading Comprehension: Indira Gandhi (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.

<b>9</b>	Question: <b>Give one possible reason why the size of India would make it hard to govern. Be sure to explain your answer.</b>		
	Key Concept: The size of India makes it hard to govern because...(student must give one plausible reason with an explanation for full credit).		
	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>• There are many people in India that have different religious beliefs so it is difficult to make and enforce laws that are fair to everyone or that everyone agrees with.</li> <li>• India has many people living in poverty so that it is difficult to provide the needed services for everyone.</li> <li>• India has had a caste system that keeps people from the education they need. Changing to a different type of system that gives more equal opportunity to everyone is very difficult because it goes against tradition.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• There are different religious beliefs in different groups.</li> <li>• The caste system does not allow people to improve themselves.</li> <li>• There is a lot of poverty in India.</li> <li>• There is a lot of diversity in India.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• Don't know</li> <li>• India is poor.</li> <li>• Everyone wears a cast.</li> <li>• India is big.</li> </ul>
<b>10</b>	Question: <b>Give one example of how Indira's childhood and family history affected her future career and beliefs? Be sure to explain your answer.</b>		
	Key Concept: Indira's childhood and family history shaped Indira because...(student must give one correct example with an explanation for full credit).		
	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>• During Indira's childhood she saw that her parents were both activists and stood up for their beliefs. Indira was probably inspired to do the same.</li> <li>• Indira's father was the first prime minister of India after it gained its independence from Great Britain. Indira was able to learn directly about politics from him and his colleagues.</li> <li>• During Indira's childhood, her father was an influential person in politics. Her name and family gave her a political advantage.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• Her father was famous.</li> <li>• She gained recognition.</li> <li>• Her parents were both activists.</li> <li>• Her father was powerful.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• Don't know</li> <li>• She was rich.</li> <li>• Her mother was a politician too.</li> </ul>

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

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

grade 8



acadience®  
reading 7-8

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

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

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

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

# Oral Reading Progress Monitoring 6

## Eighth Grade Scoring Booklet

Passage	1 +	2 +	3 =	Total
<b>Correct Words Read</b>				
<b>Errors</b>				
<b>Comprehension</b>				

Acadience Learning / 859 Willamette St., Suite 320 / Eugene, Oregon 97401 / www.acadiencelearning.org

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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: = _____

### Unity

0	The start of volleyball season was exciting for Isabella, but	10
10	frustrating, too. She was ecstatic to have made the team as the starting	23
23	setter, and she was also energized by the new coach, yet, things weren't	36
36	coming together in quite the right way. The team had heaps of talent and	50
50	athleticism, but they lacked the chemistry that would be vital to achieve	62
62	success. Isabella sighed and mulled over how to best surmount this	73
73	crucial problem.	75
75	After 2 weeks of practicing, Isabella noticed that everyone was	85
85	still playing individually rather than as a team. The girls seemed to be	98
98	trying to dazzle the new coach with their formidable skills. Did they	110
110	not realize there was no “I” in the word “team”? Isabella wanted to be	124
124	a shining star, too, but knew that her team would never be competitive	137
137	if everyone failed to collaborate together. It occurred to her that her	149
149	teammates might just need more time to become familiar with one	160
160	another. Most of them had never met before tryouts and had certainly	172

# 3 Acadience Reading

## Grade 8/Passage 3

### Oral Reading Comprehension: Indira Gandhi (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.

<b>5</b>	<b>Thunderous:</b>		
	Correct response	<b>2</b>	Partially correct response <b>1</b> Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>Very loud (or)</i></li> <li>• <i>Powerful (or)</i></li> <li>• <i>Very intense</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Make sounds like thunder (or)</i></li> <li>• <i>Noisy (or)</i></li> <li>• <i>Loud</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>Lightening</i></li> <li>• <i>Like thunder</i></li> </ul>
<b>Other:</b>			
<b>6</b>	<b>Succeed:</b>		
	Correct response	<b>2</b>	Partially correct response <b>1</b> Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>To be the next person to take over a job from another (or)</i></li> <li>• <i>To come after another person (or)</i></li> <li>• <i>To be the next in line</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>To do something successfully (or)</i></li> <li>• <i>A situation that turns out well (or)</i></li> <li>• <i>To do something well</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>Be good</i></li> <li>• <i>Try to be like someone</i></li> </ul>
<b>Other:</b>			
<b>7</b>	<b>Charisma:</b>		
	Correct response	<b>2</b>	Partially correct response <b>1</b> Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>To be charming (or)</i></li> <li>• <i>To inspire devotion or loyalty from others (or)</i></li> <li>• <i>To have a magnetic personality</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Attractive (or)</i></li> <li>• <i>Glamorous</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>Call someone</i></li> <li>• <i>To be disagreeable</i></li> </ul>
<b>Other:</b>			
<b>8</b>	<b>Caste:</b>		
	Correct response	<b>2</b>	Partially correct response <b>1</b> Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• <i>A social division (or)</i></li> <li>• <i>A social class that is inherited (or)</i></li> <li>• <i>Group division that determines future employment or status (or)</i></li> <li>• <i>The classes of people in India</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A bee that has a specific job in the colony (or)</i></li> <li>• <i>Plaster that is put over a broken bone to keep it from moving (or)</i></li> <li>• <i>A minority</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>A group</i></li> </ul>
<b>Other:</b>			

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

### 3 Acadience Reading Grade 8/Passage 3

#### Oral Reading Comprehension: Indira Gandhi

##### 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>Indira's parents were often jailed during her childhood</i> (+) <i>because they were helping in the fight for independence; (or) because they were fighting for India's freedom; (or) because they were activists.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why were Indira's parents often jailed during her childhood?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• They broke the law.</li> <li>• They wanted to make a point.</li> </ul>		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>As a child, Indira copied the way activists spoke</i> (+) <i>by giving speeches like they did to workers at the house; (or) by copying their style of speaking.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>As a child, how did Indira copy the way activists spoke?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• She said what they said.</li> <li>• She gave speeches.</li> </ul>		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Indira learned things as her father's official hostess</i> (+) <i>for instance, she learned about the inner working of politics; (or) such as how the government worked.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What is one thing that Indira learned when she was working as her father's official hostess?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• How to serve tea</li> <li>• How keep the house clean</li> </ul>		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The man who succeeded/was next in line to Indira's father died</i> (+) <i>and Indira became prime minister; (or) and Indira became a government official; (or) and then Indira was elected to be prime minister.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What happened after the man who succeeded Indira's father died?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• India was free.</li> <li>• Her dad became prime minister.</li> </ul>		

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

### 1 Acadience Reading Grade 8/Passage 1

#### Unity (continued)

172	never played together. Isabella had competed with Riley and Brianna	182
182	last year, but they were the only teammates she knew. This year was a	196
196	whole new ball game! Two weeks wasn't enough time to develop the	208
208	necessary camaraderie or establish the required communication between	216
216	the various positions on the court. Isabella realized this even though she,	228
228	too, was guilty of sticking mostly to her friends.	237
237	Isabella decided she would enlist Riley and Brianna's help to	247
247	figure out this difficult dilemma in order to ensure the team's overall	259
259	performance. That evening, the three girls came up with a plan. They	271
271	decided that they would each ask another girl they didn't know to be	284
284	their drill partner at practice the next day, and they would also host a	298
298	dinner at Isabella's house for the entire team.	306
306	The next day the girls rotated partners during drills and tried to learn	319
319	something about each teammate. After 2 hours of scrimmaging it was	330
330	evident that communication was already improving. Later that evening,	339
339	as the team enjoyed a pizza dinner, everyone joked and laughed as	351
351	though they were old friends. There would still be obstacles to overcome,	363
363	but it seemed that the ball was finally bouncing in the right direction.	376

Notes:

# 1 Acadience Reading

## Grade 8/Passage 1

### Oral Reading Comprehension: Unity

#### 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>At the start of volleyball season</i> (+) <i>Isabella felt excited but frustrated; (or) Isabella felt conflicted; (or) she was ecstatic and excited but also frustrated because things weren't coming together in the right way.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>How did Isabella feel at the start of volleyball season?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Frustrated</li> <li>• Excited</li> </ul>		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The team had talent and athleticism</i> (+) <i>but they were lacking chemistry; (or) but they were playing individually rather than as a team.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>The team had talent and athleticism but what were they lacking?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Athleticism</li> <li>• Players</li> </ul>		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Isabella wanted everyone to collaborate</i> (+) <i>so they could be competitive; (or) so that they could succeed; (or) so that everyone could play as a team.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why did Isabella want everyone to collaborate?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• They were arguing.</li> <li>• To get along</li> </ul>		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Something occurred to Isabella about the team's lack of chemistry:</i> (+) <i>they just needed more time to get to know each other; (or) two weeks wasn't enough time to develop a good relationship between teammates.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What occurred to Isabella about the team's lack of chemistry?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• They didn't have any.</li> <li>• They weren't good at chemistry.</li> <li>• They weren't a team.</li> </ul>		

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

# 3 Acadience Reading

## Grade 8/Passage 3

### Indira Gandhi (continued)

255	control of the government. She had hundreds of her opponents arrested	266
266	and put in jail, which caused more problems for her. In 1977, she was	280
280	voted out of office, but 3 years later, she was elected again to lead the	295
295	country.	296
296	In 1984, a faction of Sikhs used violence to attempt to gain the right	310
310	to govern themselves in a state in northern India. Indira gave permission	322
322	for government troops to attack the fighters in a place of worship for	335
335	followers of the Sikh religion. Many people died in the attack. A few	348
348	months later, as Indira Gandhi stood in her garden, she was killed by two	362
362	of her bodyguards, both of whom were Sikhs.	370

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: = _____

#### Indira Gandhi

0 Indira Gandhi was born in 1917 and her childhood in India was 12  
12 far from normal. Her parents were helping in the fight for Indian 24  
24 independence from Britain, so the police often came to the family home 36  
36 to arrest her mother and father and take them to jail. Indira spent her 50  
50 childhood among activists and copied their style of speaking by giving 61  
61 “thunderous speeches” to the workers in her house. Perhaps, in a way, 73  
73 she was practicing for her future role as India’s first female prime 85  
85 minister. 86  
86 When India was at last free from British rule, Indira’s father became 98  
98 its first prime minister. Indira admired her father and became interested 109  
109 in politics. When her mother died, Indira became her father’s official 120  
120 hostess while he was leader, which gave her the chance to learn the inner 134  
134 workings of politics. She became active in the ruling Congress Party, 145  
145 and when the man who succeeded her father died, the party chose her to 159  
159 be the next prime minister. By this time, she was already known for her 173  
173 charisma and charm, as well as for her toughness. 182  
182 India is not an easy nation to govern for many reasons, not the least 196  
196 of which is its huge population; more than a billion people live in India. 210  
210 Its history has been marked by poverty, religious conflict, and fighting 221  
221 among castes, or social divisions. As India’s leader, Indira faced great 232  
232 challenges. In the mid-1970s, her rivals accused her of misusing her 243  
243 power and going against election laws. Her response was to take strong 255

### 1 Acadience Reading Grade 8/Passage 1

#### Oral Reading Comprehension: Unity (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.

<b>5</b>	<b>Ecstatic:</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 feeling of overwhelming happiness (or)</li> <li>• Joyful excitement</li> </ul>	<ul style="list-style-type: none"> <li>• Happiness (or)</li> <li>• Excitement</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Nervous</li> <li>• Energized</li> </ul>	
	Other: _____			
<b>6</b>	<b>Mull:</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 think about something in depth (or)</li> <li>• To consider something for a while</li> </ul>	<ul style="list-style-type: none"> <li>• Think about something (or)</li> <li>• To weigh the options (or)</li> <li>• To heat something up, like apple cider</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Decide</li> <li>• Feel sad</li> </ul>	
	Other: _____			
<b>7</b>	<b>Formidable:</b>	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• Inspiring respect or admiration (or)</li> <li>• Something difficult to overcome</li> </ul>	<ul style="list-style-type: none"> <li>• Being really strong or talented (or)</li> <li>• Something that is really impressive</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Talent</li> <li>• Skill</li> </ul>	
	Other: _____			
<b>8</b>	<b>Camaraderie:</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 friendship formed by people who spend a lot of time together (or)</li> <li>• Mutual trust and respect between teammates</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship (or)</li> <li>• Respect (or)</li> <li>• Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Fun</li> <li>• Very fast</li> </ul>	
	Other: _____			

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

# 1 Acadience Reading

## Grade 8/Passage 1

### Oral Reading Comprehension: Unity (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.

	Question: <b>What can we conclude is one thing that is necessary for players to succeed as a team? Be sure to explain your answer.</b>		
	Key Concept: Something that is necessary for a team to succeed is... (student must give one plausible reason based on the text with an explanation for full credit).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
<b>9</b>	Sample responses: <ul style="list-style-type: none"> <li>Something that is necessary for a team to succeed is knowing each other well, because once you know someone, you can trust them and rely on them.</li> <li>Chemistry and camaraderie are necessary for a team to play well. Without a bond between teammates, the players are just playing for themselves and not the team.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Doing things together</li> <li>Trusting each other</li> <li>Being friends</li> <li>Knowing each other well</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Don't know</li> <li>Going out for pizza</li> <li>Winning games</li> </ul>
	Question: <b>What predictions can be made about a team whose players are familiar with each other?</b>		
	Key Concept: When team members are familiar with one another... (student must give one correct prediction with an explanation for full credit).		
<b>10</b>	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>When team members are familiar with each other they will perform better because they'll be better about talking to each other and working together.</li> <li>They will act more cohesively if they are familiar with each other because they already know each other and feel comfortable together.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>They will have camaraderie.</li> <li>They know more about each other's strengths and weaknesses.</li> <li>They will win more games.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Don't know</li> <li>They will want to spend less time together.</li> <li>They will become best friends.</li> <li>They will win all of their games.</li> </ul>

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

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

# 2 Acadience Reading

## Grade 8/Passage 2

### Oral Reading Comprehension: Home Green Home (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.

	Question: <b>What is one possible reason why the upper ten feet of the earth's surface remains at a constant temperature between 50 and 60 degrees Fahrenheit? Be sure to explain your answer.</b>		
	Key Concept: The area just below the earth's surface is able to stay at a constant temperature because... (student must give one plausible reason with an explanation for full credit).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
<b>9</b>	Sample responses: <ul style="list-style-type: none"> <li>The area just below the earth's surface is able to stay at a constant temperature because the first few feet of dirt provide insulation that keeps heat under the surface resulting in more consistent temperatures.</li> <li>The first few feet of the surface of the earth would absorb the heat or cold from the air, keeping the area under it at a more constant temperature.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>The earth's surface provides insulation.</li> <li>There is heat from the center of the earth.</li> <li>Cold air doesn't affect the temperature 10 feet underground.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Don't know</li> <li>The area just above the surface of the earth is always the same temperature too.</li> <li>There are heaters underground.</li> </ul>
	Question: <b>Give one reason why it was more efficient for scientists to adapt existing technology to harness geothermal energy rather than develop new technology. Be sure to explain your answer.</b>		
	Key Concept: It was more efficient to adapt existing technology because... (student must give one correct example with an explanation for full credit).		
<b>10</b>	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 more efficient to adapt existing technology because then the scientists didn't have to develop something totally new. It saved them money and time to work with something that already existed.</li> <li>Adapting existing technology was more efficient because it took less time and money than developing a new technology.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>If they used existing technology most of the work would already be done.</li> <li>It would take less time and cost less money.</li> <li>There is technology out there that would only need slight adjustments to work.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>Don't know</li> <li>There is no need to make something new.</li> <li>They already have the equipment they need.</li> </ul>

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

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

## 2 Acadience Reading Grade 8/Passage 2

### Oral Reading Comprehension: Home Green Home (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.

<b>5</b>	<b>Geothermal:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>The heat that is in the earth's interior (or)</li> <li>Heat that comes from inside the earth</li> </ul>	<ul style="list-style-type: none"> <li>Inside the earth (or)</li> <li>A type of heat</li> </ul>	<ul style="list-style-type: none"> <li>Don't know</li> <li>Temperature</li> <li>From the ground</li> </ul>
	Other:		
<b>6</b>	<b>Harness:</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 capture (or)</li> <li>To control and make use of something</li> </ul>	<ul style="list-style-type: none"> <li>A set of straps that are placed on an animal or are used to connect a person to something (or)</li> <li>To use something (or)</li> <li>To control</li> </ul>	<ul style="list-style-type: none"> <li>Don't know</li> <li>To hold</li> <li>To let go</li> </ul>
	Other:		
<b>7</b>	<b>Abundant:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>Available in large quantities (or)</li> <li>Plentiful (or)</li> <li>A lot of something</li> </ul>	<ul style="list-style-type: none"> <li>An abundance (or)</li> <li>Enough of something</li> </ul>	<ul style="list-style-type: none"> <li>Don't know</li> <li>Not enough</li> <li>Too much</li> </ul>
	Other:		
<b>8</b>	<b>Efficient:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>Achieving maximum productivity with minimum wasted effort or expense (or)</li> <li>To do something in a way that doesn't waste time or resources (or)</li> <li>Working in the best way possible</li> </ul>	<ul style="list-style-type: none"> <li>To get something done quickly (or)</li> <li>Well-organized</li> </ul>	<ul style="list-style-type: none"> <li>Don't know</li> <li>Less expensive</li> <li>Very fast</li> </ul>
	Other:		

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

## 2 Acadience Reading Grade 8/Passage 2

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

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

### Home Green Home

0	There are places on Earth, like Iceland, where parts of the surface	12
12	water and land are naturally heated by volcanic activity. Early	22
22	civilizations learned to harness this geothermal energy, or heat from the	33
33	earth, to warm buildings and spas. Today, scientists are exploring how to	45
45	efficiently and cost-effectively use geothermal energy to heat and cool	56
56	buildings.	57
57	In most places around the world, the upper ten feet of the earth's	70
70	surface remains at a fairly constant temperature between 50 and 60	81
81	degrees Fahrenheit. Since thermal energy is inexpensive and exists	90
90	around the world, scientists have been searching for ways to harness, or	102
102	capture, this abundant source of energy. Scientists have experimented	111
111	with conventional, accepted, and currently used equipment because it is	121
121	more efficient to adapt an existing technology than to create something	132
132	new. Therefore, in terms of current technology, the heat pump was an	144
144	obvious choice to capture and process the ground's geothermal energy.	154
154	A heat pump is a machine that transfers heat energy from a heat	167
167	source to a destination where more heat is desired. The amazing thing	179
179	about a heat pump is that it can even transfer heat energy from a cooler	194
194	source to a warmer destination. In most heat pump systems, air is the	207
207	heat source. In the winter, heat from the outside air is transferred into the	221
221	house to warm the inside air. In the summer, the reverse happens, and	234

## 2 Acadience Reading

Grade 8/Passage 2

### Home Green Home (continued)

234 heat inside the house is moved outside which cools the house’s interior. 246

246 In a ground-source heat pump system, the ground is the heat source. 259

259 A carrier fluid, often consisting of water and antifreeze, runs through 270

270 loops of pipe buried underground. The fluid absorbs heat from the 281

281 ground as it circulates through the loops and transfers the heat energy 293

293 into the house through the heat pump. A piece of equipment called a heat 307

307 exchanger warms indoor air that is distributed through the house. The 318

318 carrier fluid, now cooled, travels back through the loops of pipe to be 331

331 reheated. In summer, the process is reversed, and the fluid absorbs heat 343

343 from inside the house. The warm fluid flows through the loops of pipe in 357

357 the cooler ground, where the heat is dissipated, or spread out. 368

368 While geothermal heat pumps still use electricity to operate, they 378

378 are very efficient. A heat pump can save homeowners up to 70 percent in 392

392 heating and 50 percent in cooling costs. 399

Notes:

## 2 Acadience Reading

Grade 8/Passage 2

### Oral Reading Comprehension: Home Green Home

#### 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 <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>There are places on Earth where the surface water and land are naturally heated</i> (+) <i>by volcanic activity; (or) by geothermal energy/heat; (or) by energy/heat that comes from underground.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>According to the passage, how are surface water and land naturally heated in some places on Earth?</b> • Don't know • By the sun • By heaters • By warm air
2	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>Scientists are searching for ways to capture geothermal energy</i> (+) <i>to heat and cool buildings; (or) because it is an inexpensive and abundant source of energy; (or) because it exists around the world.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why are scientists interested in capturing geothermal energy?</b> • Don't know • So they can make a lot of money. • So that they can get rid of the extra heat.
3	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>Scientists chose to experiment with pre-existing technology in order to find a way to capture geothermal energy</i> (+) <i>because it is more efficient to adapt existing technology than create something new; (or) because it was easier to use equipment that already exists.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why did scientists choose to experiment with pre-existing technology when they were trying to find a way to capture geothermal energy?</b> • Don't know • Because the best method already exists. • Because it was all they had.
4	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>A heat pump is able to control temperature</i> (+) <i>by transferring heat from a heat source to another location; (or) by transferring heat energy from a cooler source to a warmer destination; (or) by moving around air and water to transfer heat energy.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>How is a heat pump able to control temperature?</b> • Don't know • It pumps heat out. • It makes everything hotter.

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