

3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: Free Enterprise...Industrial Giant (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: Based on this passage, what can we predict would be different if the United States did not have a free enterprise system?		
	Key Concept: The United States would be different because (correctly predicts one difference).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• If we did not have a free enterprise system, the U.S. would not be a leading industrial nation.• The U.S. would be less economically successful if we did not have a free enterprise system.• The U.S. would be different because the government would decide what and how much to produce of something.	Sample responses: <ul style="list-style-type: none">• Fewer profits• More rules• More responsibility• Less freedom	Sample responses: <ul style="list-style-type: none">• Don't know• Fewer rules• More technology• More industrialization
10	Question: What can be concluded about the cost to the government in a free enterprise system versus the cost of another system?		
	Key Concept: A free enterprise system is less costly (in terms of money, time, etc.) because (provides correct justification for answer).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• The risk of starting a business or owning a business in a free enterprise system is on the shoulders of the person who owns it. If it fails, the person will be affected and have to pay for it, not the government.• The cost to the government is less in a free enterprise system because they spend less time and energy controlling and regulating everything.	Sample responses: <ul style="list-style-type: none">• It costs less.• There are fewer things to pay for.• Other systems cost more.	Sample responses: <ul style="list-style-type: none">• Don't know• More expensive• No difference in costs

Inference subtotal _____

Comprehension total _____

grade 8

Oral Reading Progress Monitoring 4
Eighth Grade Scoring Booklet



acadience®
reading 7-8

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 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: = _____

Fighting Fires

0 The September weather was unforgivingly hot, and the state was 10
10 caught in an extreme drought. Things were difficult, but no one realized 22
22 how serious they would become until that afternoon. Have you ever 33
33 departed for a familiar location, a place that’s as finely etched in your 46
46 mind as the faces of people you love, and arrived to discover someplace 59
59 you don’t recognize? That happened on September 12th when a wildfire 70
70 raged down the south slope of Castle Mountain and blazed across our 82
82 favorite Winding River swimming hole, scorching everything in its path. 92
92 A wildfire packs more power than anyone could ever imagine. 102
102 When we started for Winding River swimming hole, the sky was 113
113 gloriously clear and blue. When we topped Castle Mountain, we saw 124
124 that a rolling, white smoke obscured the valley below. Even though our 136
136 windows were closed and the cold air was blasting us, the smell of smoke 150
150 seeped inside the car’s interior, clogging everyone’s throats. 158
158 Using binoculars, my grandfather searched the horizon for the 167

3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: Free Enterprise...Industrial Giant (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	Free enterprise system:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A system where businesses can make and sell products mostly free from government interference (or) • A system where businesses can produce and sell stuff without regulations	• A system of selling and making stuff (or) • A system where the government doesn't control all of the businesses	• Don't know • The U.S. • Everyone is free • Things are free
	Other:		
6	Laissez-faire:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A French term that means, "let the people do as they choose." (paraphrased is acceptable) (or) • A policy or attitude where people can make their own choices (or) • People decide what they want to buy	• When people are free to do what they want (or) • A French term (or) • When people choose	• Don't know • French • Freedom
	Other:		
7	Regulate:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To control using rules (or) • To control businesses with rules (or) • To supervise by means of regulations	• Control (or) • Supervise (or) • Rules	• Don't know • Government • Bosses
	Other:		
8	Wages:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A fixed payment from an employer to an employee (or) • Money you get from working (or) • What an employer pays a worker	• Money (or) • Income (or) • Paycheck (or) • Carry on a war	• Don't know • A rule about work • Job • A law
	Other:		

Vocabulary subtotal _____

3 Acadience Reading
Grade 8/Passage 3

Oral Reading Comprehension: Free Enterprise...Industrial Giant

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) for 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 8/Passage 1

Fighting Fires (continued)

167 smoke's source. Thin lines of fire stitched their way through the dry pines 180
180 and blazed across brown grasses underneath the trees. The trees directly in 192
192 the fire's path looked like people paralyzed with fear and unable to protect 205
205 themselves. Grandfather scooted everyone back into the car and drove as 216
216 fast as he safely could in an attempt to outrace the fire. 228
228 Wildfire is unpredictable; it's terrible, but it's also beautiful. We were 239
239 surprised when we heard a sharp crack overhead, and a flaming pine 251
251 branch dropped right in front of Grandpa's car. Grandfather slammed 261
261 on the brakes and then into reverse as the limb ignited the brittle grasses 275
275 along the unpaved road. The grasses shriveled in the air made wavy by the 289
289 heat and sizzled as they burned. 295
295 Grandfather quickly jumped from the car trying to stamp out the 306
306 flames that were beginning to spread. But wind gusts sent red-hot embers 319
319 swirling through the air, and they settled on the grasses like fireflies. 331
331 Fortunately, a siren's wail announced the arrival of a sheriff's car that then 344
344 rolled into sight, and we followed her to safety. 353
353 The Castle Mountain wildfire burned for 8 long days, destroying 363
363 30,000 acres. You can fight a fire as hard as you know how, but that 378
378 doesn't mean you're going to defeat it. Fire does what it's supposed to 391
391 do: given enough fuel and air, it burns. 399

Notes:

1 Acadience Reading
Grade 8/Passage 1

Oral Reading Comprehension: Fighting Fires

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, Incorrect Response, and a central column for key concepts and details. It contains 4 rows of questions related to a wildfire passage.

Passage-specific knowledge subtotal

3 Acadience Reading
Grade 8/Passage 3

How Free Enterprise Helped Create an Industrial Giant (continued)

Table with 2 columns: Line numbers (246-380) and Text content. The text describes the impact of the Industrial Revolution on the United States.

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: = _____

How Free Enterprise Helped Create an Industrial Giant

0 In the United States, one of the freedoms enjoyed by its citizens is 13
13 the free enterprise system. In this type of system, private businesses can 25
25 produce and sell products and services mostly free from government 35
35 interference. When government does step in to regulate businesses, it does 46
46 so mainly to protect the health and welfare of consumers. In large part, 59
59 this system helps make the United States a leading industrial nation. How 71
71 does this occur? 74
74 In a free enterprise system, business owners are essentially free 84
84 to decide what and how much to produce, which is why this system is 98
98 sometimes called “laissez-faire,” a French phrase that means, “let people 109
109 do as they choose.” In this system, consumers are also free to choose 122
122 which products and services to buy. Supply and demand, instead of rules 134
134 and regulations, govern wages and the prices of goods and services. If you 147
147 want to start a business in your town, you are free to take on the risks and 164
164 rewards of your business. If enough people want your product or service, 176
176 your business might succeed. If you do not have enough customers, your 188
188 business will most likely fail. 193
193 The free enterprise system is based on principles developed more 203
203 than 200 years ago by Scottish economist and philosopher Adam 213
213 Smith. During the 18th and 19th centuries, these principles helped 223
223 nurture the explosive growth of American industry. In the late 1700s, 234
234 new inventions such as the cotton gin made the manufacture of goods 246

1 Acadience Reading
Grade 8/Passage 1

Oral Reading Comprehension: Fighting Fires (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	Scorching:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Burning something with flame or heat (or) • Fire burning something	• Very hot	• Don't know • Be scored • Plants dried out
	Other:		
6	Glorious:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Having a striking beauty (or) • Strikingly beautiful	• Beautiful (or) • Bright	• Don't know • Special • Pretty
	Other:		
7	Obscured:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Kept from being seen (or) • Concealed by something	• Made unclear (or) • Not sharply defined (or) • Something hidden	• Don't know • Fix something • Look at something • Try and see
	Other:		
8	Paralyzed:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Incapable of movement (or) • Can't move (or) • Unable to think or act normally because of fear	• Frozen in place (or) • Scared (or) • In a wheelchair (or) • Disabled	• Don't know • Stuck • The trees • Can't be protected
	Other:		

Vocabulary subtotal _____

1 Acadience Reading
Grade 8/Passage 1

Oral Reading Comprehension: Fighting Fires (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>In this passage, how were the trees like “people paralyzed with fear”?</i>		
	Key Concept: The trees were like “people paralyzed with fear” because(provides at least one correct similarity).		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• They looked stuck and unable to protect themselves, like a person who is startled and can't move.• The trees were rooted to the spot, like a frightened person.• They couldn't get out of the way from the fast moving fire, like if a person was stuck because they were scared and they couldn't move.	Sample responses: <ul style="list-style-type: none">• They couldn't move.• They couldn't run away.• They were like scared people.	Sample responses: <ul style="list-style-type: none">• Don't know• Actually paralyzed• Couldn't move limbs
10	Question: <i>How did the weather that season relate to the wildfire?</i>		
	Key Concept: The hot, dry summer season made good conditions for the wildfire.		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• It was a very hot, very dry summer season and these conditions made it easy for a wildfire to start and spread.• There was a drought and the forest was so dry that a wildfire started.• When it is dry and hot out, fires can start and spread easily.	Sample responses: <ul style="list-style-type: none">• It was really hot out.• There was a drought.• There wasn't enough rain.	Sample responses: <ul style="list-style-type: none">• Don't know• Sunny in summer• Cold and wet

Inference subtotal _____

Comprehension total _____

2 Acadience Reading
Grade 8/Passage 2

Oral Reading Comprehension: The Future Unplugged (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>How would switching from batteries to fuel cells improve the use of electronic devices?</i>		
	Key Concept: They would hold energy longer and would be more efficient.		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• If fuel cells were used instead of batteries we would be able to use our electronics longer without having to plug them in.• Our electronics would be more efficient and would store energy longer. This would allow people more freedom when using their devices.	Sample responses: <ul style="list-style-type: none">• It would make your phone battery last longer.• You wouldn't have to plug in your electronics as often.	Sample responses: <ul style="list-style-type: none">• Don't know• Surf the web faster• Would be bigger
10	Question: <i>Why is the temperature control of a power source important for the use of technology?</i>		
	Key Concept: If the temperature of a power source is too high it causes problems for the device and the user.		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• It is important that power sources do not get too hot, because it can damage the electronic device it is powering, or burn the person who is using it.• If a power source got too hot it could ruin your phone or your laptop, and you wouldn't be able to use it anymore.	Sample responses: <ul style="list-style-type: none">• It could break the electronic device.• It could burn you.• If it gets too hot things don't work right.	Sample responses: <ul style="list-style-type: none">• Don't know• It's hot.• It's better when things are cold.

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: The Future Unplugged (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	Methane:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• An odorless gas (or) • A gas fuel source (or) • A flammable gas	• A gas (or) • Fuel	• Don't know • Gasoline • A fuel cell
	Other:		
6	Stored energy:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Energy that has been put into a form so that it can be used later (or) • A battery holds stored energy so that you can use the power when you need it.	• Energy in a battery (or) • Batteries run lights (or) • An energy source	• Don't know • Stores • Works • Energy
	Other:		
7	Solid oxide fuel cell:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A cell that is able to create electricity from a variety of fuels (or) • A fuel cell that does not need to be recharged	• A type of battery (or) • It powers electronic devices. (or) • An energy source	• Don't know • Type of cell • Made with platinum • It gets hot.
	Other:		
8	Reduce:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To make smaller in size or amount (or) • To cut back	• To shrink (or) • Lose weight	• Don't know • Take something away
	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 Future Unplugged

0 Today’s communication devices such as cell phones and laptops are 10

10 powered by batteries, which make them small and easy to carry around. 22

22 However, batteries can be a problem since heavy use can quickly drain the 35

35 stored energy. Scientists are working on a new power source for mobile 47

47 devices called a solid oxide fuel cell. A solid oxide fuel cell is able to 62

62 create electricity from a variety of fuels and does not need to be plugged 76

76 in to recharge. 79

79 The first of these fuel cells cost a lot and did not work very well. 94

94 However, new developments in materials have scientists excited about 103

103 this new technology. The first fuel cells used hydrogen as the fuel 115

115 source. Unfortunately, this kind of gas was expensive to produce, which 126

126 contributed to the high cost of the solid fuel cells. Using hydrogen as a 140

140 fuel also resulted in operating temperatures over 1400 degrees Fahrenheit 150

150 (F). The high heat made the fuel cells work less efficiently than the 163

163 batteries already being used today. Some researchers are experimenting 172

172 with methane as a new fuel source. Methane is an odorless gas and fuel 186

186 source that is cheap, abundant, and plentiful. It must be processed to make 199

199 it safe, but this procedure is inexpensive, which helps reduce the price 211

211 of the fuel cells. Using methane also lowers the operating temperature 222

222 to 930° F. While the ideal temperature for a mobile device to function is 236

236 about 570° F, scientists are excited about their progress. 245

The Future Unplugged (continued)

245	Platinum was another material tested for use in the first solid fuel	257
257	cells, but it was expensive and sometimes caused the fuel cells to fail.	270
270	With extensive use, the platinum changed shape, which opened the	280
280	circuit and stopped the flow of electricity. Scientists have now replaced	291
291	the platinum with layers of nanostructured ceramic film. The film is very	303
303	thin, less than one hundred thousand times thinner than a piece of hair.	316
316	Even with continuous use, the ceramic film does not change shape and the	329
329	electrical current is able to flow without interruption.	337
337	Scientists continue to experiment with new materials to reduce the	347
347	cost and improve the function of solid oxide fuel cells and they are	360
360	optimistic that cell phones and laptops will someday be plug-free.	371

Notes:

Oral Reading Comprehension: The Future Unplugged

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>There is a problem with using batteries</i> (+) <i>heavy use can quickly drain the stored energy;</i> <i>(or) the stored energy doesn't last that long; (or)</i> <i>eventually they run out of energy.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What is one of the problems with using batteries?	<ul style="list-style-type: none">• Don't know• Doesn't work well• They are small.• They die.
2	Correct response provided during recall	2	Partial credit	1
	Incorrect response	0		
	Key concept + detail: <i>Solid oxide fuel cells are a new type of battery</i> (+) <i>that can create energy from a variety of sources;</i> <i>(or) that do not need to be plugged in to recharge.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How have solid-oxide fuel cells solved some of the problems associated with batteries?	<ul style="list-style-type: none">• Don't know• They haven't.• Last forever• Never die
3	Correct response provided during recall	2	Partial credit	1
	Incorrect response	0		
	Key concept + detail: <i>Scientists have tried to make fuel cells:</i> (+) <i>(Student must name at least two): with hydrogen;</i> <i>(or) with methane; (or) with platinum; (or) with ceramic film.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What are two materials that scientists have tried making fuel cells out of?	<ul style="list-style-type: none">• Don't know• Batteries• Energy• Gold
4	Correct response provided during recall	2	Partial credit	1
	Incorrect response	0		
	Key concept + detail: <i>When the scientists were making fuel cells an issue came up</i> (+) <i>the materials were expensive to produce; (or)</i> <i>the materials got too hot; (or) the high heat of the materials made the fuel cells less efficient.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What was one of the issues the scientists ran into while making fuel cells?	<ul style="list-style-type: none">• Don't know• Too big• No issues

Passage-specific knowledge subtotal _____