

### 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: <b>Based on this passage, what can we predict would be different if the United States did not have a free enterprise system?</b>		
	Key Concept: The United States would be different because (correctly predicts one difference).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	Sample responses: • 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: • Fewer profits • More rules • More responsibility • Less freedom	Sample responses: • Don't know • Fewer rules • More technology • More industrialization
10	Question: <b>What can be concluded about the cost to the government in a free enterprise system versus the cost of another system?</b>		
	Key Concept: A free enterprise system is less costly (in terms of money, time, etc.) because (provides correct justification for answer).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	Sample responses: • 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: • It costs less. • There are fewer things to pay for. • Other systems cost more.	Sample responses: • Don't know • More expensive • No difference in costs

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

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

grade 8



acadience®  
reading 7-8

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

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

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

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

# Oral Reading Progress Monitoring 4

## Eighth Grade Scoring Booklet

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

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

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Please Recycle (Remove identifiable information)

# 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.

<b>5</b>	<b>Free enterprise system:</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 system where businesses can make and sell products mostly free from government interference (or)</li> <li>• A system where businesses can produce and sell stuff without regulations</li> </ul>	<ul style="list-style-type: none"> <li>• A system of selling and making stuff (or)</li> <li>• A system where the government doesn’t control all of the businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t know</li> <li>• The U.S.</li> <li>• Everyone is free</li> <li>• Things are free</li> </ul>
<b>Other:</b>			
<b>6</b>	<b>Laissez-faire:</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 French term that means, “let the people do as they choose.” (paraphrased is acceptable) (or)</li> <li>• A policy or attitude where people can make their own choices (or)</li> <li>• People decide what they want to buy</li> </ul>	<ul style="list-style-type: none"> <li>• When people are free to do what they want (or)</li> <li>• A French term (or)</li> <li>• When people choose</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t know</li> <li>• French</li> <li>• Freedom</li> </ul>
<b>Other:</b>			
<b>7</b>	<b>Regulate:</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 control using rules (or)</li> <li>• To control businesses with rules (or)</li> <li>• To supervise by means of regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Control (or)</li> <li>• Supervise (or)</li> <li>• Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t know</li> <li>• Government</li> <li>• Bosses</li> </ul>
<b>Other:</b>			
<b>8</b>	<b>Wages:</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 fixed payment from an employer to an employee (or)</li> <li>• Money you get from working (or)</li> <li>• What an employer pays a worker</li> </ul>	<ul style="list-style-type: none"> <li>• Money (or)</li> <li>• Income (or)</li> <li>• Paycheck (or)</li> <li>• Carry on a war</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t know</li> <li>• A rule about work</li> <li>• Job</li> <li>• A law</li> </ul>
<b>Other:</b>			

**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.

	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 government only steps in to regulate business in a free enterprise system</i> (+) <i>in order to protect the health and welfare of consumers; (or) to protect people's health and well-being; (or) to keep people safe and healthy.</i>	<input type="checkbox"/>	<b>What are the main things that would cause the government to step in to regulate business in a free enterprise system?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• To boost profits</li> <li>• Open a business</li> </ul>		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Prices and wages in a free enterprise system are controlled</i> (+) <i>by supply and demand; (or) by whether or not people want them and how much they want.</i>	<input type="checkbox"/>	<b>What controls wages and the prices of goods in a free enterprise system?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• The government</li> <li>• Supply</li> <li>• Certain rules</li> </ul>		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Business owners in a free enterprise system are free to decide</i> (+) <i>what and how much to produce; (or) what to make and how much to make.</i>	<input type="checkbox"/>	<b>What are business owners in a free enterprise system free to decide?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• What taxes to pay</li> <li>• How much to make</li> <li>• Their own rules</li> </ul>		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The principles behind a free enterprise system were developed</i> (+) <i>by Adam Smith; (or) by a Scottish economist; (or) by a Scottish philosopher.</i>	<input type="checkbox"/>	<b>Who developed the principles behind the free enterprise system?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• An economist</li> <li>• A philosopher</li> <li>• Someone Scottish</li> </ul>		

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.

	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>There was a wildfire or forest fire (+)</i> <i>on Castle Mountain; (or) on Castle Mountain by the Winding River swimming hole.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Where did the wildfire start?</b> • Don't know • The mountain • By a river • In the forest
2	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	<b>Key concept + detail:</b> <i>The family didn't suspect there was a fire (+)</i> <i>because the sky was clear and blue; (or) because it was sunny and there was no smoke in the sky.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why didn't the family suspect that there was a fire at their swimming hole?</b> • Don't know • Didn't know about it • Couldn't see/smell it • Too far away
3	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	<b>Key concept + detail:</b> <i>The family discovered there was a fire (+)</i> <i>when they saw and smelled smoke; (or) because of the rolling, white smoke and the smell of smoke inside the car.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>How did they first discover there was a fire at the swimming hole?</b> • Don't know • Saw in the forest • Used binoculars
4	Correct response provided during recall	2	Partial credit 1 Incorrect response 0
	<b>Key concept + detail:</b> <i>Grandfather put everyone back in the car (+)</i> <i>in order to outrace the fire; (or) to escape the fire; (or) to safely get away from the fire.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why did Grandfather put everyone back in the car?</b> • Don't know • To shelter • It was safer.

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

# 3 Acadience Reading

## Grade 8/Passage 3

### How Free Enterprise Helped Create an Industrial Giant (continued)

246	easier and faster. Machines took the place of hand tools, and factories	258
258	replaced craft shops. By the end of the 1800s, an industrial revolution	270
270	was underway in the United States. Many people left farms and moved	282
282	to towns and cities to work in factories, steel mills, and other businesses.	295
295	With a wealth of natural resources such as timber and coal, the United	308
308	States did not have to depend on other nations. People began moving	320
320	west, and new railroads and highways helped transport people and goods	331
331	across the country.	334
334	The money for most of these new businesses came from individuals	345
345	who saw a chance to make money without much regulation by the	356
356	government. Taxes were low, and competition was encouraged. By the end	367
367	of the 1800s, the principles of the free enterprise system had helped shape	380
380	the United States into a leader of the industrialized world.	390

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.

<b>Scorching:</b>						
<b>5</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>Burning something with flame or heat (or)</i></li> <li>• <i>Fire burning something</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Very hot</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>Be scored</i></li> <li>• <i>Plants dried out</i></li> </ul>	
	Other:					
<b>Glorious:</b>						
<b>6</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>Having a striking beauty (or)</i></li> <li>• <i>Strikingly beautiful</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Beautiful (or)</i></li> <li>• <i>Bright</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>Special</i></li> <li>• <i>Pretty</i></li> </ul>	
	Other:					
<b>Obscured:</b>						
<b>7</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>Kept from being seen (or)</i></li> <li>• <i>Concealed by something</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Made unclear (or)</i></li> <li>• <i>Not sharply defined (or)</i></li> <li>• <i>Something hidden</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>Fix something</i></li> <li>• <i>Look at something</i></li> <li>• <i>Try and see</i></li> </ul>	
	Other:					
<b>Paralyzed:</b>						
<b>8</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>Incapable of movement (or)</i></li> <li>• <i>Can't move (or)</i></li> <li>• <i>Unable to think or act normally because of fear</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Frozen in place (or)</i></li> <li>• <i>Scared (or)</i></li> <li>• <i>In a wheelchair (or)</i></li> <li>• <i>Disabled</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>Stuck</i></li> <li>• <i>The trees</i></li> <li>• <i>Can't be protected</i></li> </ul>	
	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.

<b>9</b>	Question: <b><i>In this passage, how were the trees like “people paralyzed with fear”?</i></b>		
	Key Concept: The trees were like “people paralyzed with fear” because(provides at least one correct similarity).		
	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>• They looked stuck and unable to protect themselves, like a person who is startled and can't move.</li> <li>• The trees were rooted to the spot, like a frightened person.</li> <li>• 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.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• They couldn't move.</li> <li>• They couldn't run away.</li> <li>• They were like scared people.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• Don't know</li> <li>• Actually paralyzed</li> <li>• Couldn't move limbs</li> </ul>
<b>10</b>	Question: <b><i>How did the weather that season relate to the wildfire?</i></b>		
	Key Concept: The hot, dry summer season made good conditions for the wildfire.		
	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 a very hot, very dry summer season and these conditions made it easy for a wildfire to start and spread.</li> <li>• There was a drought and the forest was so dry that a wildfire started.</li> <li>• When it is dry and hot out, fires can start and spread easily.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• It was really hot out.</li> <li>• There was a drought.</li> <li>• There wasn't enough rain.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• Don't know</li> <li>• Sunny in summer</li> <li>• Cold and wet</li> </ul>

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.

<b>9</b>	Question: <b><i>How would switching from batteries to fuel cells improve the use of electronic devices?</i></b>		
	Key Concept: They would hold energy longer and would be more efficient.		
	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>• If fuel cells were used instead of batteries we would be able to use our electronics longer without having to plug them in.</li> <li>• Our electronics would be more efficient and would store energy longer. This would allow people more freedom when using their devices.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• It would make your phone battery last longer.</li> <li>• You wouldn't have to plug in your electronics as often.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• Don't know</li> <li>• Surf the web faster</li> <li>• Would be bigger</li> </ul>
<b>10</b>	Question: <b><i>Why is the temperature control of a power source important for the use of technology?</i></b>		
	Key Concept: If the temperature of a power source is too high it causes problems for the device and the user.		
	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 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.</li> <li>• 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.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• It could break the electronic device.</li> <li>• It could burn you.</li> <li>• If it gets too hot things don't work right.</li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• Don't know</li> <li>• It's hot.</li> <li>• It's better when things are cold.</li> </ul>

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

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

## 2 Acadience Reading Grade 8/Passage 2

### 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.

<b>5</b>	<b>Methane:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• An odorless gas (or)</li> <li>• A gas fuel source (or)</li> <li>• A flammable gas</li> </ul>	<ul style="list-style-type: none"> <li>• A gas (or)</li> <li>• Fuel</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Gasoline</li> <li>• A fuel cell</li> </ul>
	Other:		
<b>6</b>	<b>Stored energy:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• Energy that has been put into a form so that it can be used later (or)</li> <li>• A battery holds stored energy so that you can use the power when you need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Energy in a battery (or)</li> <li>• Batteries run lights (or)</li> <li>• An energy source</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Stores</li> <li>• Works</li> <li>• Energy</li> </ul>
	Other:		
<b>7</b>	<b>Solid oxide fuel cell:</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 cell that is able to create electricity from a variety of fuels (or)</li> <li>• A fuel cell that does not need to be recharged</li> </ul>	<ul style="list-style-type: none"> <li>• A type of battery (or)</li> <li>• It powers electronic devices. (or)</li> <li>• An energy source</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Type of cell</li> <li>• Made with platinum</li> <li>• It gets hot.</li> </ul>
	Other:		
<b>8</b>	<b>Reduce:</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 make smaller in size or amount (or)</li> <li>• To cut back</li> </ul>	<ul style="list-style-type: none"> <li>• To shrink (or)</li> <li>• Lose weight</li> </ul>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Take something away</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: = \_\_\_\_\_

### 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

## 2 Acadience Reading Grade 8/Passage 2

### 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:

## 2 Acadience Reading Grade 8/Passage 2

### 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
	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
<b>1</b>	<b>Key concept + detail:</b> <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"/>	<b>What is one of the problems with using batteries?</b> • Don't know • Doesn't work well • They are small. • They die.
	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
<b>2</b>	<b>Key concept + detail:</b> <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"/>	<b>How have solid-oxide fuel cells solved some of the problems associated with batteries?</b> • Don't know • They haven't. • Last forever • Never die
	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
<b>3</b>	<b>Key concept + detail:</b> <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"/>	<b>What are two materials that scientists have tried making fuel cells out of?</b> • Don't know • Batteries • Energy • Gold
	Correct response provided during recall <b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
<b>4</b>	<b>Key concept + detail:</b> <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"/>	<b>What was one of the issues the scientists ran into while making fuel cells?</b> • Don't know • Too big • No issues

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