

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: End of an Empire (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: How did the size of the Inca Empire help it to thrive?		
	Key Concept: The large population and territory of the Inca allowed for development, infrastructure, and food distribution.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• The enormity of the empire allowed the Inca leaders to collectively use manpower as well as resources to build infrastructure such as roads and food storage to help the empire prosper.• The large population provided manpower for the roads, armies, and farming of food.• Their large army helped them defeat neighboring tribes.	Sample responses: <ul style="list-style-type: none">• They had a lot of farms.• They were able to build 10,000 miles of roads.• They had a large inventory of resources.	Sample responses: <ul style="list-style-type: none">• Don't know• Their armies• Their farmers
10	Question: What evidence is there to support the idea that successful quests to gain power are influenced by new technology and the availability of resources?		
	Key Concept: The Incas used their resources to defeat smaller tribes and the Spaniards used new technology to defeat the Incas.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• The Inca Empire had the resources, population and food, for a large army. This allowed them to defeat smaller tribes. The conquistadors had new technology, horses, and guns which allowed them to defeat the Inca.• The Inca had a lot of food and people which helped them to gain power, and the conquistadors had new technology, like guns, which helped them to gain power.	Sample responses: <ul style="list-style-type: none">• The conquistadors had new technology allowing them to defeat the Inca.• The Inca used their large population to gain power.• If you have a lot of resources, you can build a large army.	Sample responses: <ul style="list-style-type: none">• Don't know• The conquistadors won.• Newer is better.• More is better.

Inference subtotal _____

Comprehension total _____

grade 7



acadience®
reading 7-8

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

Oral Reading Progress Monitoring 1
Seventh Grade Scoring Booklet

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

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1 Acadience Reading
Grade 7/Passage 1

Make sure you have reviewed the directions in the Acadience Reading 7–8 Assessment Manual and have them available. Say these specific directions to the student:

- I would like you to read a passage to me. Please do your best reading and read for meaning. If you do not know a word, I will read the word for you. Keep reading until I say “Stop.” Be ready to tell me all about the passage when you finish. (Set the timer for 90 seconds and place the passage in front of the student.)
- Begin testing. Put your finger under the first word (point to the first word of the passage). Ready, begin.

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

A Few Crumbs

0 A solitary oatmeal blueberry muffin remained. Samuel had eaten 9
9 two muffins, and his grandson, Justin, who loved blueberry muffins, had 20
20 consumed three. Samuel wrapped the last muffin in aluminum foil to 31
31 save for his granddaughter to enjoy. When Samuel entered the kitchen 42
42 later, he discovered the aluminum foil on the counter surrounded by 53
53 several stray crumbs. Justin was sitting on the front porch, trying not to 66
66 look guilty as he licked crumbs from the corner of his mouth. 78
78 Samuel smiled, recalling a time when he had been in a similar 90
90 position, and sat beside Justin on the top step and asked Justin if he could 105
105 share a story with him. Justin grinned, knowing how much he loved 117
117 Samuel’s stories. 119
119 Samuel told Justin about a time when Justin’s great-grandmother 129
129 had made cookies for a student council bake sale. Each family who 141
141 volunteered was required to bake 10 platters of a dozen cookies each. 153
153 If all the cookies were sold, the student council would have just enough 166

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: End of an Empire (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	Conquistadors:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Spanish explorers (or) • Spanish conquerors	• Spaniards (or) • Men from Spain (or) • Explorers	• Don't know • The Incas • Fighters
	Other:		
6	Origins:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• The beginning of something's existence (or) • Where something/someone started	• The beginning (or) • The start	• Don't know • Original • Spain
	Other:		
7	Ethnic Groups:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Distinct tribes of people (or) • Distinct groups of people (or) • People grouped together by common factors	• A group of people from the same place (or) • A family of people that are similar (or) • A tribe	• Don't know • Groups of people • The Incas
	Other:		
8	Emperor:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A ruler of great power and rank, especially one ruling an empire (or) • A ruler of an empire (or) • A leader such as Atahualpa of the Inca empire	• A ruler (or) • A leader (or) • Atahualpa	• Don't know • Someone powerful • Someone important
	Other:		

Vocabulary subtotal _____

3 Acadience Reading
Grade 7/Passage 3

Oral Reading Comprehension: End of an Empire

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) containing Student Recall, Follow-Up Question, and Incorrect Response columns. Each section has a grid for marking correct/incorrect responses.

Passage-specific knowledge subtotal

1 Acadience Reading
Grade 7/Passage 1

A Few Crumbs (continued)

Table with 2 columns: Line Number and Text. Contains lines 166 through 394 of the passage 'A Few Crumbs (continued)'.

Notes:

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: A Few Crumbs

Passage-Specific Knowledge

Now tell me as much as you can about the passage you just read. Ready, begin (set stopwatch for 60 seconds). Listen for the student to state key concepts and details and check the corresponding boxes. Circle a 1 if either the key concept or detail is mentioned (partial credit). Circle a 2 if the student mentions both. After the student completes the Recall, look to see if both the concept and detail are missing for an item. If the student missed any items say Now, I am going to ask you some questions. Ask the corresponding follow-up question(s) and then proceed to the vocabulary questions. The correct response to the follow-up question is the detail (after the +) in the key concept box. Circle the 1 for a correct response to the question. Circle the 0 for an incorrect response or no response. If the student did not miss any items say Now, I am going to ask you some questions. Proceed to the vocabulary questions.

Student Recall			Follow-Up Question		Incorrect Response	
1	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The blueberry muffin that Samuel saved for his granddaughter</i> (+) <i>was eaten by Justin; (or) was left on the counter so Justin ate it/was eaten by his grandson.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What happened to the last blueberry muffin?	<ul style="list-style-type: none">• Don't know• Justin's sister ate it.		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>When Samuel realized that Justin ate the last muffin</i> (+) <i>he told him a story; (or) he told him a story about a similar situation he was in; (or) he told him about a time when his mom made cookies and he ate some.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What did Samuel do after he discovered that Justin ate the last muffin?	<ul style="list-style-type: none">• Don't know• He got mad.• He went home.		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Samuel's mother was baking cookies</i> (+) <i>for the student council bake sale; (or) for a bake sale for the school; (or) so they could raise money to buy a new school banner.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Why was Samuel's mother baking cookies?	<ul style="list-style-type: none">• Don't know• She likes cookies.• Samuel wanted cookies.		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>While Samuel was arranging cookies</i> (+) <i>he munched to his hearts delight;(or) he ate some of the cookies; (or) he ate too many cookies.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What did Samuel do while he was arranging cookies?	<ul style="list-style-type: none">• Don't know• His mother told him he could have a cookie.• He was hungry.		

Passage-specific knowledge subtotal

3 Acadience Reading
Grade 7/Passage 3

End of an Empire (continued)

216	Pizarro's men went to Cajamarca to meet the Inca leader. As they	228
228	came near the town, they saw an army of tens of thousands of Incas.	242
242	The Spaniards were frightened and did not go farther. They made camp	254
254	that night, and Pizarro sent one of his men to meet with Atahualpa. The	268
268	meeting did not go well, but Atahualpa said that he would meet with	281
281	Pizarro the next day.	285
285	That next morning, Atahualpa and several thousand Inca warriors	294
294	came to Cajamarca. Soon after this, the Spaniards launched a surprise	305
305	attack against the Incas. They rode their large horses among the Incas,	317
317	firing guns and using swords and other weapons the Incas had never seen	330
330	before. The poorly armed Incas were helpless in the face of the attack.	343
343	Within a few hours, the Spaniards had killed 7,000 Incas and had	355
355	captured their emperor, whom they later killed. The one-day massacre	366
366	marked the beginning of the end of the mighty Inca Empire. In just a few	381
381	decades following this defeat, Spain would gain control of most of South	393
393	America.	394

Notes:

3 Acadience Reading
Grade 7/Passage 3

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

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

End of an Empire

0 In 1532, a group of about two hundred conquistadors led by Francisco 12
12 Pizarro had been traveling through South America for two years in search 24
24 of gold and other treasures. Spanish conquistadors were explorers and 34
34 conquerors. By November, the men had reached the highlands of what we 46
46 know as Peru. They were the first Europeans to set foot in the heart of the 62
62 Inca Empire. 64
64 The Inca people had their origins about one thousand years ago and 76
76 built a large empire by defeating neighboring tribes. By the early 16th 88
88 century, the Inca Empire stretched for 2,500 miles along the west coast of 101
101 South America. 103
103 At their height, the Incas had a population of 12 million people 115
115 from more than 80 ethnic groups, or distinct tribes. A powerful and 127
127 advanced civilization, they developed a network of mountain roads that 137
137 extended for 10,000 miles. They also developed high-altitude farming, a 148
148 system for storing food, and a way to control inventory using colored and 161
161 knotted cords. 163
163 When the Spaniards first appeared, the Incas had never seen horses 174
174 or White men. They were not sure what to make of these strange men 188
188 and their animals. They sent a messenger to their emperor, Atahualpa, 199
199 who asked the strangers to join him at a camp near Cajamarca, a town in 214
214 northern Peru. 216

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: A Few Crumbs (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	Solitary:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Existing alone (or) • To be alone (or) • The only one	• Set apart from others (or) • To live by yourself	• Don't know • Nothing else • A game
	Other:		
6	Consume:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To eat or drink something	• Use something (or) • Buy something	• Don't know • Consume something • Take something
	Other:		
7	Recalling:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To bring a fact, event, or situation back into one's mind (or) • To remember and retell an event or story	• To tell a story (or) • To remember (or) • To cancel	• Don't know • Tell someone • Retell
	Other:		
8	Toil:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To work extremely hard (or) • To do something that is challenging or difficult	• To work (or) • Struggle	• Don't know • Do something • Sweat
	Other:		

Vocabulary subtotal _____

1 Acadience Reading
Grade 7/Passage 1

Oral Reading Comprehension: A Few Crumbs (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: What led Samuel to conclude that Justin took the last muffin?					
	Key Concept: Samuel knew Justin took the muffin because (must include relevant information from the passage).					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: • <i>Justin loved blueberry muffins.</i> • <i>Justin was the only one there who could have eaten the muffin.</i> • <i>Justin licked crumbs from the side of his mouth.</i>		Sample responses: • <i>Samuel did not eat the muffin.</i> • <i>Samuel knew Justin took it.</i>		Sample responses: • <i>Don't know</i> • <i>Justin eats everything.</i> • <i>Justin told him he ate it.</i>	
10	Question: How is Samuel's story similar to Justin eating the last muffin?					
	Key Concept: In both instances the boys acted selfishly and their actions affected others (includes a comparison with specific information from the passage).					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: • <i>They are similar because their actions were selfish and affected other people. Justin ate the last muffin so his sister did not get any. Samuel ate too many cookies and his grandmother was not able to raise enough money for the school.</i> • <i>They both made poor decisions. Justin's sister would not get a muffin because Justin ate the last one, and Samuel's mother did not have enough cookies for the bake sale because he ate too many.</i>		Sample responses: • <i>They both ate too much.</i> • <i>They both acted impulsively.</i>		Sample responses: • <i>Don't know</i> • <i>They both ate cookies.</i> • <i>They didn't listen.</i>	

Inference subtotal _____

Comprehension total _____

2 Acadience Reading
Grade 7/Passage 2

Oral Reading Comprehension: Germ Warfare (continued)

Inference Questions

Say *Now*, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.

Circle the 2 when the student correctly answers the question within the context of the passage. Circle the 1 when the student provides some information about the question but does not justify the answer. Circle the 0 when the student is unable to answer the question or gives an incorrect response.

9	Question: <i>What prevents people from getting sick even after they have come into contact with a virus?</i>					
	Key Concept: The body has lines of defense that prevent symptoms/illness.					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses:			Sample responses:		
	<ul style="list-style-type: none">• <i>There are several lines of defense that fight germs before they invade the body and cause symptoms.</i>• <i>The digestive system kills germs before they can make you sick.</i>• <i>The skin blocks germs from entering the body.</i>		<ul style="list-style-type: none">• <i>The immune system</i>• <i>White blood cells</i>• <i>The skin</i>		<ul style="list-style-type: none">• <i>Don't know</i>• <i>The virus was weak.</i>• <i>They are healthy.</i>	

10	Question: <i>According to the passage, how are phagocytes like a rescue team?</i>					
	Key Concept: A phagocyte is like a rescue team because they each have different jobs and divide up the work (includes a comparison with information from the passage).					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses:			Sample responses:		
	<ul style="list-style-type: none">• <i>Phagocytes attacks germs and call for additional support. This is similar to how a rescue team solves problems.</i>• <i>Like a rescue team, individual phagocytes have different jobs. Some attack and kill germs while others mark germs so that other germ fighting cells can help out.</i>		<ul style="list-style-type: none">• <i>They rescue the body from disease/germs</i>• <i>They attack disease/germs</i>		<ul style="list-style-type: none">• <i>Don't know</i>• <i>They rescue you.</i>• <i>They are heroes.</i>	

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: Germ Warfare (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	Microscopic:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Too small to be seen by the human eye (or) • Requires a microscope to be seen	• Too small to be seen	• Don't know • Something small • Tiny
	Other:		
6	Immune system:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Different kinds of white blood cells in a network of vessels that protect the body	• A system that helps your body fight off disease/germs (or) • White blood cells (or) • A system of vessels	• Don't know • Cells • Chemicals • Skin
	Other:		
7	Antigen:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A chemical marker produced by a white blood cell (or) • A "flag" that calls for help from other white blood cells	• A chemical marker (or) • White blood cell flag	• Don't know • An organ • A cell • A helper
	Other:		
8	Phagocyte:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Specialized white blood cells that attack and mark germs for more advanced germ fighting (or) • Produces a chemical marker called an antigen	• White blood cells (or) • They help fight viruses	• Don't know • B cells • T cells
	Other:		

Vocabulary subtotal _____

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Germ Warfare

0 The human body is under constant attack, not by other people, but 12

12 by things the eye cannot see. Microscopic germs including viruses, 22

22 bacteria, fungi, and parasites can infect, or invade, cells in the body to 35

35 cause illness. Fortunately, the body has many ways of protecting itself 46

46 from these invaders. The first line of defense is to simply prevent germs 59

59 from entering the body. Germs may attack body cells through the skin 71

71 and through the air we breathe; and they may be in our food and drink. 86

86 The skin, the body's largest organ, provides a physical barrier against 97

97 germs. As a person breathes, foreign invaders are trapped by fine hairs and 110

110 mucus in the nose, throat, and lungs. When a person sneezes or coughs, 123

123 the invaders are expelled from the body. As a person eats, saliva, mucus, 136

136 enzymes, and stomach acid in the digestive track attack foreign invaders 147

147 before they can affect our cells. 153

153 When germs manage to get past the first line of defense, a powerful 166

166 internal army known as the immune system is ready to attack. The 178

178 immune system consists of many kinds of white blood cells and a network 191

191 of vessels and organs that protect the body. This system transports the 203

203 germ-fighting white blood cells in a special fluid called lymph throughout 215

215 a large system of vessels and tissues. 222

222 When a microscopic germ such as the common cold virus enters the 234

234 body, a white blood cell called a phagocyte attacks it. The phagocyte may 247

247 also produce a chemical marker, much like a flag, called an antigen. This 260

Germ Warfare (continued)

260	antigen “flag” is a call for help from other white blood cells. Different	273
273	white blood cells called T cells come to the rescue. They divide rapidly	286
286	and release chemicals that call for reinforcement from germ-fighting white	297
297	blood cells called B cells. These B cells produce proteins called antibodies	309
309	that mark the virus for special killer white blood cells.	319
319	Some B cells do not make antibodies. Instead, they remain on the look	332
332	out for the virus. If the virus makes another attack, these patrolling B cells	345
345	will remember the virus and call for reinforcements. The immune system	356
356	is then able to fight off a second attack quite easily. When this happens,	370
370	the person has developed immunity to the virus and will not get sick	383
383	from it again. A strong immune system is important to keep us safe from	397
397	microscopic germ invaders.	400

Notes:

Oral Reading Comprehension: Germ Warfare

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>One of the body’s first lines of defense against germs</i> (+) <i>is the skin; (or) are nose hairs; (or) is mucus in the nose/throat/lungs.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What is the body’s first line of defense against illness?	<ul style="list-style-type: none">• Don’t know• The immune system• White blood cells
2	Correct response provided during recall	2	Partial credit	1
	Incorrect response	0		
	Key concept + detail: <i>The digestive system kills germs with</i> (+) <i>saliva; (or) mucus; (or) enzymes; (or) stomach acid.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How is the body defended from germs while we are eating?	<ul style="list-style-type: none">• Don’t know• Healthy foods• B cells
3	Correct response provided during recall	2	Partial credit	1
	Incorrect response	0		
	Key concept + detail: <i>The second line of defense against germs</i> (+) <i>is the immune system; (or) is a network of vessels and tissues that protect the body.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What is the second line of defense against germs?	<ul style="list-style-type: none">• Don’t know• The skin• Your nose• Your lungs
4	Correct response provided during recall	2	Partial credit	1
	Incorrect response	0		
	Key concept + detail: <i>A kind of cell that fights germs</i> (+) <i>is a white blood cell; (or) is a phagocyte; (or) is a T cell; (or) is a B cell.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What kinds of cells fight germs?	<ul style="list-style-type: none">• Don’t know• Your body’s cells• Good cells

Passage-specific knowledge subtotal _____