

5 Acadience Reading
Level 7/Passage 5.3

Oral Reading Comprehension: A Nation’s Fate (continued)

Inference Questions

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 might expansion influence the cohesiveness of the country?		
	Key Concept: Expansion might influence the cohesiveness of the country by...(includes one reasonable example with an explanation).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• If the country is expanding, groups of people might become more spread out, which would make it harder to communicate and work together, leading to less cohesion.• New settlers would live much farther apart, and it might be hard to stay connected to a community.	Sample responses: <ul style="list-style-type: none">• It would cause people to live farther apart.• There might be disagreements about how to manage new territories.• People could become isolated.	Sample responses: <ul style="list-style-type: none">• Don't know• More space means more cohesiveness.• It wouldn't make a difference.
10	Question: Why might having a wealth of land provide a secure economic future for a country?		
	Key Concept: Obtaining additional land would provide a country with more resources, which means more economic benefits.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• With more land you have the ability to harvest more resources, like timber, which can provide money to strengthen the economy.• If you acquire more land you have more room for new settlers and farms. More people and more crops would help the economy.	Sample responses: <ul style="list-style-type: none">• You can grow more crops.• You can harvest more timber.• You can negotiate the sale of land for profit.• You have more resources.	Sample responses: <ul style="list-style-type: none">• Don't know• You would lose money.• You would have to travel farther.• You'd have more people.

Inference subtotal _____

Comprehension total _____

level 7

Oral Reading Progress Monitoring 5

Level 7 Scoring Booklet



acadience®
reading 7-8

Name: _____
Student ID: _____ School Year: _____
Teacher: _____
School: _____

Passage	5.1 +	5.2 +	5.3 =	Total
Correct Words Read				
Errors				
Comprehension				

Acadience Learning / 4710 Village Plaza Loop, Suite 210 / Eugene, Oregon 97401 / www.acadiencelearning.org
© 2011–2018 Acadience Learning Inc. Revised 2/27/25.

For use with
Acadience Learning Online



Acadience is a registered trademark of Acadience Learning Inc.
Please Recycle (Remove identifiable information)

5 Acadience Reading
Level 7/Passage 5.1

Directions: Make sure you have reviewed the scoring rules 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: = _____

Be the Change

0 Staring into the mirror, Jack rehearsed his International Day of Peace 11
11 speech. He had been asked by Principal McMillan to give the speech at 24
24 the student assembly on Friday. His speech included information about 34
34 when and how the United Nations established the day, how various 45
45 countries and cultures celebrated the day, and what Wilcock Middle 55
55 School would do in celebration this year. 62
62 Jack was in the middle of his speech when his younger sister, 74
74 Amelia, barged into the room, riffled through his stuff and located her 86
86 dictionary. “You’re welcome,” Amelia sneered sarcastically. Jack grunted 94
94 and scowled, losing his place in the speech. 102
102 Jack felt anger rise in him as if he were a thermometer on a broiling 117
117 hot day. He wanted to rush after Amelia to provoke an argument. He 130
130 stopped himself, realizing that if he had honored his promise to return 142
142 the dictionary after he had finished with it, she wouldn’t be so hostile. 155
155 Amelia could have been more diplomatic, it’s true, but he didn’t have to 168

5 Acadience Reading
Level 7/Passage 5.3

Oral Reading Comprehension: A Nation’s Fate (continued)

Vocabulary Questions

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	Manifest Destiny:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none">The belief that the United States was fated to push its boundaries west across North America (or)The belief that expansion of the U.S. was both justified and inevitable	<ul style="list-style-type: none">A future event accepted as inevitable (or)A belief in western expansion	<ul style="list-style-type: none">Don’t knowExpansionGrowth
	Other:		
6	Dispute:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none">A disagreement, argument, or debate (or)To discuss heatedly (or)To not agree	<ul style="list-style-type: none">Oppose (or)Question whether something is true (or)Discuss something	<ul style="list-style-type: none">Don’t knowTalk about somethingAgreementFriendship
	Other:		
7	Cohesiveness:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none">The action of forming a united whole (or)When everyone is together and united	<ul style="list-style-type: none">To stay together (or)Exhibiting cohesion (or)Being a team	<ul style="list-style-type: none">Don’t knowStickyA group
	Other:		
8	Morality:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	<ul style="list-style-type: none">Principles concerning the distinction between right and wrong or good and bad behavior (or)Ideas about what is right and wrong	<ul style="list-style-type: none">A system of values (or)Right and wrong	<ul style="list-style-type: none">Don’t knowA moralBeliefsIdeas
	Other:		

Vocabulary subtotal _____

Oral Reading Comprehension: A Nation’s Fate

Passage-Specific Knowledge Questions

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>As a result of Manifest Destiny, the United States obtained the present-day state of (+) Oregon; (or) Texas; (or) New Mexico; (or) California.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	What is one present-day state that was obtained by the United States as a result of Manifest Destiny?		<ul style="list-style-type: none">• Don't know• Virginia• Western states	
2	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Some people were opposed to Manifest Destiny (+) because they were against any growth/wanted expansion to happen slowly; (or) because the areas would eventually become states; (or) because they feared rapid growth would weaken the country's cohesiveness.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	Why were some people opposed to the idea of Manifest Destiny?		<ul style="list-style-type: none">• Don't know• They wanted more growth.• They didn't care.	
3	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Some people were in favor of Manifest Destiny (+) because the U.S. must grow in order to survive; (or) because they felt that a wealth of land was needed to secure the economy; (or) because they saw it as a chance to increase land holdings and make money.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	Why were some people in favor of the idea of Manifest Destiny?		<ul style="list-style-type: none">• Don't know• They didn't want more growth.• They wanted another country to take the land.	
4	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Slavery played a role in the debate over Manifest Destiny (+) because people wanted to use slavery to make money; (or) because there were disagreements over the morality of slavery.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	How did slavery factor into the debate over Manifest Destiny?		<ul style="list-style-type: none">• Don't know• Everyone agreed about slavery.• Everyone thought slavery was wrong.• Not much of a role	

Be the Change (continued)

168	engage. Peace begins at home, Jack reminded himself as he scanned back	180
180	over his speech. That was the emphasis of his speech anyway.	191
191	Jack read through the entire speech again. Not only did it include	203
203	the history of International Day of Peace and how various countries	214
214	celebrated, it also included a challenge to the students. Jack, at one	226
226	time or another, had witnessed war at most of his friends’ homes: wars	239
239	between children and parents, between siblings, and even between	248
248	parents. The anger could be exhausting, and he just didn’t understand	259
259	why everyone couldn’t try to be nicer. So when Principal McMillan	270
270	encouraged him to make the day relevant to students, he decided to	282
282	challenge students to be the change they wanted in their own life.	294
294	Jack knocked at his sister’s door and she grunted that he could enter.	307
307	He sucked in his pride and apologized for not returning the dictionary	319
319	and then asked if she would listen to his speech and let him know what	334
334	she thought.	336
336	Amelia hugged Jack as he finished his speech, whispering that she	347
347	would try harder as well and thanked him. Jack was still nervous about	360
360	standing up in front of everyone, but he hoped it would go as well as it	376
376	just had in practice.	380

Notes:

5 Acadience Reading
Level 7/Passage 5.1

Oral Reading Comprehension: Be the Change

Passage-Specific Knowledge Questions

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

5 Acadience Reading
Level 7/Passage 5.3

A Nation's Fate (continued)

Table with 3 columns: Line number, Text, and Line number. Contains text from the passage 'A Nation's Fate (continued)'.

Notes:

5 Acadience Reading
Level 7/Passage 5.3

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

Total words:
Errors (include skipped words): -
Words correct: =

A Nation's Fate

0 "Manifest Destiny" was a belief that came about in the 1800s that 12
12 said the United States was fated to push its boundaries west across 24
24 North America. This idea drove the nation expand and obtain vast 36
36 areas of land, including the present-day states of Oregon, Texas, 47
47 New Mexico, and California. Doing so started a war with Mexico and a 60
60 dispute with Great Britain over Oregon. It also had harmful impacts on 72
72 the Native Americans who were already living in those regions. 82
82 During this time, the push to expand resulted in rapid, and 93
93 sometimes violent, growth of the country that not everyone liked. Some 104
104 people were against any growth at all, while others wanted the country to 117
117 expand slowly. Many believed that the areas would sooner or later 128
128 become states. Some Americans were afraid that rapid growth would 138
138 weaken the cohesiveness of the country. As their lands were occupied or 150
150 taken away, Native Americans had their communities and lives uprooted 160
160 or destroyed. 162
162 Several different reasons were behind the push for growth. Many 172
172 supporters believed that the United States must grow in order to survive. 184
184 This thinking was based in part on Thomas Jefferson's opinion that a 196
196 nation needed a wealth of land in order to secure its economic future. 209
209 Some people in the South agreed with this. They saw it as a chance to 224
224 increase landholdings and make money using enslaved people to work 234

5 Acadience Reading
Level 7/Passage 5.1

Oral Reading Comprehension: Be the Change (continued)

Vocabulary Questions

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.

Table with 4 columns: Question Number, Word, Correct response (2), Partially correct response (1), Incorrect response (0). Rows include Barge, Rifle, Provoke, and Diplomatic.

Vocabulary subtotal

Oral Reading Comprehension: Be the Change (continued)

Inference Questions

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 is Jack's temper like a "thermometer on a broiling hot day"?					
	Key Concept: Temperature rises quickly on a hot day similar to how Jack had a quick-rising temper and became angry quickly.					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: <ul style="list-style-type: none">• <i>Jack's anger rose quickly, similar to what happens to the temperature gauge on a thermometer on a hot day.</i>• <i>On a hot day the temperature rises quickly. Jack became angry quickly in a similar way to how rising temperature affects a thermometer.</i>	Sample responses: <ul style="list-style-type: none">• <i>His temper was quick to rise.</i>• <i>He got angry quickly.</i>• <i>They both rise quickly.</i>• <i>He has a hot temper.</i>	Sample responses: <ul style="list-style-type: none">• <i>Don't know</i>• <i>They are both slow.</i>• <i>They are unpredictable.</i>			
10	Question: Give one example of how Jack took a lesson from his speech and applied it to his life.					
	Key Concept: Jack took the message of peace beginning at home and applied it to his life by...(includes one correct example from the passage).					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: <ul style="list-style-type: none">• <i>The emphasis of Jack's speech was that peace begins at home. He applied this lesson to his life by apologizing to his sister even though he was still upset.</i>• <i>In his speech, Jack challenged other students to join him in creating peace at home by trying to be nicer to friends and family.</i>	Sample responses: <ul style="list-style-type: none">• <i>He apologized to his sister.</i>• <i>He called on other students to create peace at home.</i>• <i>He decided not to start an argument with his sister.</i>	Sample responses: <ul style="list-style-type: none">• <i>Don't know</i>• <i>He started a fight with his sister.</i>• <i>He did nothing.</i>			

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: Measuring Hurricanes (continued)

Inference Questions

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 information from the passage, what areas of the United States are most at risk for hurricanes, and why are these areas at high risk?					
	Key Concept: Since hurricanes form over the waters of the Atlantic Ocean, Caribbean Sea, and Gulf of Mexico, the East Coast and states around the Gulf of Mexico are most at risk.					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: <ul style="list-style-type: none">• <i>The East Coast and states like Florida are most at risk for hurricanes because hurricanes can form over the Atlantic Ocean.</i>• <i>The Gulf of Mexico and the Atlantic Ocean are areas where hurricanes are formed which would make the East Coast and Gulf states most at risk for hurricanes.</i>	Sample responses: <ul style="list-style-type: none">• <i>Many hurricanes hit land on the East Coast.</i>• <i>The states around the Gulf of Mexico are at high risk.</i>• <i>States along the East Coast have to worry about hurricanes.</i>• <i>Florida gets a lot of hurricanes.</i>	Sample responses: <ul style="list-style-type: none">• <i>Don't know</i>• <i>The West Coast</i>• <i>Hawaii</i>			
10	Question: How might categorizing hurricanes help save lives?					
	Key Concept: It allows people to gauge how best to prepare for an upcoming storm. More lives can be spared with better preparation.					
	Correct response	2	Partially correct response	1	Incorrect response	0
	Sample responses: <ul style="list-style-type: none">• <i>If people know how strong a hurricane is, they know how to get ready for it. When people can prepare for a hurricane, there is better chance of survival.</i>• <i>Based on a hurricane's rating, cities can evacuate or prepare for the storm ahead of time which can help save lives.</i>	Sample responses: <ul style="list-style-type: none">• <i>People can get prepared.</i>• <i>Cities can be evacuated.</i>• <i>It lets people know which storms are serious.</i>• <i>People can get out of the way.</i>	Sample responses: <ul style="list-style-type: none">• <i>Don't know</i>• <i>If you can categorize it you can control it.</i>• <i>It doesn't help.</i>			

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: Measuring Hurricanes (continued)

Vocabulary Questions

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	Hurricane:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• Water-based storm with sustained winds of more than 74 mph (or)• A storm with very high-speed winds	<ul style="list-style-type: none">• A tropical cyclone (or)• Wind storm (or)• A destructive storm	<ul style="list-style-type: none">• Don't know• A tornado• Storm
	Other:		
6	Tornado:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• Land-based spinning storm/windstorm that touches the ground (or)• A windstorm over land that creates a funnel-shaped cloud	<ul style="list-style-type: none">• Windy conditions on land (or)• A person or thing characterized by violent actions and emotions (or)• Spinning storm	<ul style="list-style-type: none">• Don't know• A storm• Spinning• Like a hurricane
	Other:		
7	Saffir-Simpson Hurricane Wind Scale:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• A scale that rates 5 different categories of hurricanes according to sustainable wind speed (or)• A scale that defines the strength of hurricanes	<ul style="list-style-type: none">• A hurricane scale (or)• Tells you how bad a hurricane is	<ul style="list-style-type: none">• Don't know• A wind scale• Measures wind
	Other:		
8	Sustainable:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• Something that remains similar over a length of time (or)• Able to be maintained at a certain rate or level	<ul style="list-style-type: none">• Able to be upheld or defended (or)• Harvesting a resource so that the resource is not depleted	<ul style="list-style-type: none">• Don't know• A hurricane that keeps going• Wind that doesn't stop
	Other:		

Vocabulary subtotal _____

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Measuring Hurricanes

0 In the warm waters of the Atlantic Ocean, the Caribbean Sea, and 12

12 the Gulf of Mexico, large storms can group together to form a large, 25

25 spinning super-storm. When winds in such a storm reach more than 37

37 74 miles per hour (mph), the storm is called a hurricane. Hurricanes 49

49 produce very high winds and heavy rain. When they make landfall, they 61

61 can produce land-based spinning storms called tornadoes, as well as 72

72 extensive flooding which can destroy property and endanger lives. While 82

82 hurricanes cannot be controlled, preparing for them before they make 92

92 landfall can help to save lives and protect property. 101

101 When the strength of an approaching hurricane is known, people 111

111 can prepare for the worst. In 1971, Herbert Saffir and Bob Simpson, 123

123 wind engineers from the National Hurricane Center, created the Saffir- 133

133 Simpson Hurricane Wind Scale. This scale rates five different categories 143

143 of hurricane according to sustainable wind speeds. Sustainable wind 152

152 speeds are winds that remain at a similar speed over a length of time. The 167

167 higher the sustainable wind speed, the more destructive the hurricane can 178

178 be. In Category 1, the wind speeds range from 74 to 95 mph and cause 193

193 the least amount of damage. Even this lowest category of storm can 205

205 cause large tree branches to snap and buildings to be damaged. As the 218

218 winds increase, more severe damage from heavy rain and flying objects 229

229 results. The winds from a Category 2 storm range from 96 to 110 mph, 243

Measuring Hurricanes (continued)

243	while in a Category 3 storm, winds range from 111 to 129 mph. In a	258
258	Category 4 storm, winds range from 130 to 156 mph.	268
268	The most dangerous storm is a Category 5, with winds of 157 miles	281
281	per hour or higher. Even if they are inside buildings, many people and	294
294	animals can get injured or killed. Homes can be totally ruined by wind	307
307	and flooding. The Saffir-Simpson Hurricane Wind Scale is used to	318
318	measure the storms as they develop and reach landfall and finally weaken	330
330	and lose sustainable wind speeds. As the number on the wind scale	342
342	rises, so do the dangers. Using the scale, along with models that predict	355
355	the direction of the storm, meteorologists forecast the storm’s path and	366
366	intensity. This gives people and towns in the storm’s path time to prepare	379
379	and stay safe.	382

Notes:

Oral Reading Comprehension: Measuring Hurricanes

Passage-Specific Knowledge Questions

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
	Key concept + detail: Hurricanes form	<input type="checkbox"/>	Where do hurricanes form?	<ul style="list-style-type: none"> Don't know They are a funnel of water. They flood towns. Over water
	(+) over the warm waters of the Atlantic Ocean; (or) over the Caribbean Sea; (or) over the Gulf of Mexico.	<input type="checkbox"/>		
2	Correct response provided during recall	2	Partial credit	1
	Key concept + detail: A storm becomes a hurricane	<input type="checkbox"/>	When is a storm categorized as a hurricane?	<ul style="list-style-type: none"> Don't know Really windy Lots of water Tornadoes form
	(+) when winds reach more than 74 mph; (or) when there are high winds and heavy rain.	<input type="checkbox"/>		
3	Correct response provided during recall	2	Partial credit	1
	Key concept + detail: The Saffir-Simpson Hurricane Wind Scale was created by	<input type="checkbox"/>	Who created the Saffir-Simpson Hurricane Wind Scale?	<ul style="list-style-type: none"> Don't know Two guys Wind engineers Meteorologists
	(+) Saffir and Simpson; (or) two wind engineers from the National Hurricane Center.	<input type="checkbox"/>		
4	Correct response provided during recall	2	Partial credit	1
	Key concept + detail: There are different categories of hurricanes	<input type="checkbox"/>	How are the different categories of hurricanes defined?	<ul style="list-style-type: none"> Don't know By how big they are By how much rain By where they are
	(+) defined by sustainable wind speed; (or) defined by how fast the wind is; (or) defined by how destructive the hurricane can be.	<input type="checkbox"/>		

Passage-specific knowledge subtotal