

2 Acadience Reading
Level 7/Passage 2.3

Oral Reading Comprehension: The Breaking Point (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: Explain why gaining independence from Britain was one of the only ways the colonies could solve the problem of "taxation without representation."		
	Key Concept: Since the colonies were not allowed to vote or be part of Parliament, they could not change existing laws. Gaining independence would give the colonies freedom to make their own laws.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">When the colonies gained independence they were able to create their own laws. Under the British rule, they could not vote or be part of Parliament, so they had no way to change the laws.The colonies were not allowed to vote or have representatives in government and so they could not change their laws.	Sample responses: <ul style="list-style-type: none">Because then they could not make their own laws.They had no power in government before they gained independence.	Sample responses: <ul style="list-style-type: none">Don't knowThen there would be no more taxes.There was no way to solve the problem.
10	Question: How would the ability to trade with countries other than Britain have benefited the colonies?		
	Key Concept: They would be able to trade for goods that they could not get from Britain and would have been able to trade in bigger markets.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">If the colonies were allowed to trade with other countries, they would have access to new goods that they couldn't get from Britain.The colonies would have more people to trade with and might be able to make more money and get more goods.	Sample responses: <ul style="list-style-type: none">They could trade more stuff to more people.They could get different things like spices from other countries.	Sample responses: <ul style="list-style-type: none">Don't knowThey would travel farther.They would run out of things to trade.

Inference subtotal

Comprehension total

level 7

Oral Reading Progress Monitoring 2

Level 7 Scoring Booklet



acadience®
reading 7-8

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

Passage	2.1 +	2.2 +	2.3 =	Total
Correct Words Read				
Errors				
Comprehension				

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2 Acadience Reading
Level 7/Passage 2.1

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: = _____

Farewell to Ireland

0 It was a chilly, drizzly day in 1849 when the McDuffy family packed 13
13 up their few belongings and left their tiny village in the north of Ireland. 27
27 Margaret, the youngest, wept silently as she trudged with her family 38
38 down the road that led to the port where they would board the ship to 53
53 America. Her older brother, Aidan, couldn’t wait to get away from 64
64 Ireland and the effects of the potato famine. 72
72 Between 1847 and 1852, Ireland experienced a blight in which the 83
83 country’s main food source, potatoes, became diseased. By 1852, when 93
93 the potato famine ended, roughly one million people had died from 104
104 hunger and disease. For the McDuffys, the idea of abandoning Ireland 115
115 before 1847 would have been unthinkable. Life on their potato farm was 127
127 no bed of roses, certainly, but there had been plenty of food for everyone 141
141 and they were happy enough. And when their spades turned up the first 154
154 few blackened, inedible potatoes, they weren’t too concerned. After all, 164
164 every harvest included a few bad ones, and they blindly assumed the next 177

2 Acadience Reading
Level 7/Passage 2.3

Oral Reading Comprehension: The Breaking Point (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	Revolution:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• An uprising or war that seeks to change the current government (or) • The forcible overthrow of a government to form a new one	• The overthrow of a government (or) • A war (or) • A rotation	• Don't know • The American Colonies • What the war did • Fighting
	Other:		
6	Colonies:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A group of people who settled in America but were still governed by Britain (or) • A body of people living in a new territory but retaining ties with a parent state	• A group of people living in a new place (or) • A community of animals or plants living close together	• Don't know • People • A group
	Other:		
7	Parliament:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Britain's lawmaking body	• A governing body (or) • Lawmakers	• Don't know • In Britain • People
	Other:		
8	Self-sufficient:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Able to provide for one's needs without the help of others (or) • Needing no outside help to satisfy one's basic needs	• Independent (or) • Doesn't require assistance	• Don't know • Sufficient • Fine • Enough
	Other:		

Vocabulary subtotal _____

2 Acadience Reading
Level 7/Passage 2.3

Oral Reading Comprehension: The Breaking Point

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>The American Revolution was (+) a war between the American colonies and Britain; (or) a war that resulted in the birth of the United States of America.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What was the American Revolution?	<ul style="list-style-type: none">• Don't know• A war• A fight		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The colonists felt that their tax laws were unjust (+) because they resented "taxation without representation"; (or) because the colonies were being unfairly taxed; (or) because the colonists were heavily taxed but weren't allowed to have representatives in Parliament.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Why did the colonists feel that their tax laws were unjust?	<ul style="list-style-type: none">• Don't know• They didn't want to pay taxes.• They didn't like Britain anymore.		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Trade restrictions were placed on the colonies that (+) prevented them from making goods that were made in Britain; (or) required the colonies to make goods for Britain that they could not make; (or) limited them to only trade with Britain.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What trade restrictions were placed on the colonies?	<ul style="list-style-type: none">• Don't know• No restrictions• No trading at all		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Britain's restrictive trade policies stopped the American colonies (+) from starting new industries; (or) from trading with other countries; (or) from growing their own wealth.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What did Britain's restrictive trade policies stop the American colonies from doing?	<ul style="list-style-type: none">• Don't know• They couldn't do anything.• Stopped them from trading.		

Passage-specific knowledge subtotal

2 Acadience Reading
Level 7/Passage 2.1

Farewell to Ireland (continued)

177	would be fine.	180
180	How wrong they had been. The blight worsened, and soon nearly	191
191	every potato they turned up was diseased. They couldn't turn to their	203
203	neighbors for help, either, since everyone was in the same boat. Indeed, it	216
216	wasn't long before the potato blight had spread its poisonous fingers into	228
228	every corner of the country. As the stockpiles of the crop continued to	241
241	disappear, food became scarce and people began to starve. The McDuffy	252
252	family knew that unless they could escape this diseased land, the same	264
264	fate might await them.	268
268	Aidan shuddered as he reflected upon what the family had been	279
279	through the past two years. He also felt uneasy as he thought about the	293
293	journey to America. The ship would be uncomfortable and crowded	303
303	with other people in the same circumstances. Since everyone was	313
313	already weakened by lack of food, diseases could spread just as rapidly	325
325	among the passengers of the ship as they had on land among Ireland's	338
338	population. There was no guarantee that the McDuffy family would even	349
349	survive the journey. But if they stayed in Ireland, their chances would	361
361	be even worse. They had to risk everything and hope for the best as they	376
376	began a new life in America.	382

Notes:

2 Acadience Reading
Level 7/Passage 2.1

Oral Reading Comprehension: Farewell to Ireland

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>The McDuffy family left Ireland</i> (+) <i>to move to America; (or) to go to the United States.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	Where was the McDuffy family moving to?		<ul style="list-style-type: none">• Don't know• Ireland• England• Home	
2	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>They had to leave Ireland</i> (+) <i>because of the potato famine; (or) because their potato crop was diseased/ruined; (or) because they might starve if they stayed.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	Why were they leaving Ireland?		<ul style="list-style-type: none">• Don't know• They had a potato farm in America.• They wanted to.• They had to.	
3	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Before the potato famine the McDuffys</i> (+) <i>had plenty of food and were happy; (or) life wasn't easy, but they had enough food.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	Before the potato famine, what was life like for the McDuffys?		<ul style="list-style-type: none">• Don't know• Really good• Not good• It was okay	
4	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The McDuffys dug up their potatoes and found</i> (+) <i>blackened, inedible potatoes; (or) diseased potatoes; (or) that their crop was ruined.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	What did the McDuffys find when they dug up their potatoes?		<ul style="list-style-type: none">• Don't know• Good potatoes• Lots of potatoes• No potatoes	

Passage-specific knowledge subtotal

2 Acadience Reading
Level 7/Passage 2.3

The Breaking Point (continued)

249	had earned the right to make their own decisions, and they wanted to be	263
263	free to govern themselves. For generations, colonists had built their own	274
274	homes, developed customs, and lived by their own beliefs. The colonies	285
285	had highly educated leaders, like Benjamin Franklin and Thomas	294
294	Jefferson. These leaders believed that a government works only if the	305
305	people agree to be ruled. They believed that a smaller government closer	317
317	to home would make better laws and that individuals should be free to	330
330	make their own decisions.	334
334	For these and other reasons, the colonies declared independence	343
343	from Britain. After six years of war, they became an independent nation	355
355	that was dedicated to government of the people, by the people, and for	368
368	the people.	370

Notes:

2 Acadience Reading
Level 7/Passage 2.3

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

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

The Breaking Point

In 1775, the North American colonies went to war against Britain, the country that governed them. This war, known as the American Revolution, would lead to the birth of a new nation that would become the United States of America. There were many reasons for the Revolution, but most experts agree on a few key causes. One of the main causes of the war was "taxation without representation." Some years before, Britain had become burdened with war debt and was now trying to pay it off by passing laws that imposed taxes, or extra fees, on the colonists. The colonists felt that these tax laws were unjust. They argued that they should be able to send their own representatives to Parliament, Britain's lawmaking body, or at least be able to vote in the elections. Britain refused to grant either of these demands. A second reason for the war was Britain's use of the colonies for its own profit. For 150 years, the colonies were required to make goods that could not be made in Britain and to trade those goods only with Britain. Also, the colonies were not allowed to make any goods that Britain could produce. In the early years, when the population was small and relied heavily on Britain, this plan made sense. However, by the late 1700s, the colonies were self-sufficient. This relationship with Britain kept them from starting new industries, trading with other countries, and growing their own wealth. The colonists felt that they

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Level 7/Passage 2.1

Oral Reading Comprehension: Farewell to Ireland (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	Drizzly:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Light rainy conditions (or) • When it's raining very lightly (or) • Light rain	• Rainy (or) • Sprinkling	• Don't know • When it's drizzling • Gray • Rain
	Other:		
6	Famine:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Extreme scarcity of food (or) • A great shortage of food	• Deficiency (or) • Not enough (or) • People starve	• Don't know • An abundance • Diseased • No potatoes
	Other:		
7	Blight:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A plant disease, especially one caused by fungus (or) • A thing that spoils or damages something (or) • When all the crops get ruined	• A deteriorated condition (or) • Infected (or) • Inedible (or) • Something ugly	• Don't know • Healthy • Trouble
	Other:		
8	Inedible:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Unfit to be eaten (or) • Not able to be eaten (or) • Can't eat it	• Not appetizing (or) • Gross (or) • Rotten	• Don't know • To eat • Yummy • Can eat it
	Other:		

Vocabulary subtotal

2 Acadience Reading
Level 7/Passage 2.1

Oral Reading Comprehension: Farewell to Ireland (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: What was meant in the passage by the phrase “life on a potato farm was ‘no bed of roses’”?		
	Key Concept: It meant that life on a potato farm was not easy.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">It meant that life on a potato farm was hard at times because it was a lot of work.The phrase was saying that there are challenges and hardships associated with working on a potato farm.	Sample responses: <ul style="list-style-type: none">The family didn’t just get to lie around all day.It was hard.It was not easy.	Sample responses: <ul style="list-style-type: none">Don’t knowThey did not have roses.It was really easy.Life was prickly like a bed of roses.
10	Question: What can we infer about the population of Ireland after 1847?		
	Key Concept: The population of Ireland likely decreased because of people dying or leaving the country.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">After 1847 the population of Ireland likely decreased because many people died as a result of the potato famine.Since so many people left the country because of the famine, Ireland likely had fewer people living there.	Sample responses: <ul style="list-style-type: none">There were probably fewer people.People left because of the famine.A lot of people died.	Sample responses: <ul style="list-style-type: none">Don’t knowThere were more people living there.No one was left.The population didn’t change.

Inference subtotal _____

Comprehension total _____

2 Acadience Reading
Level 7/Passage 2.2

Oral Reading Comprehension: The Law of Inertia (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 what you know about the Law of Inertia, what would cause an object thrown in the air to move in a curved line rather than a straight line?		
	Key Concept: The force of gravity or friction would cause an object to go from moving in a straight line to a curved line.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">Friction and gravity are the forces that can cause an object to slow down when moving, so if friction was applied unevenly to an object, it could cause it to move in a curved line.Gravity is a force that could cause an object to move in a curved line. If you throw a ball, gravity is what makes the ball curve and fall to the ground.	Sample responses: <ul style="list-style-type: none">If something bumps into an object while it is moving, it would curve.Friction could make something move in a curved line.Gravity would pull the object down.	Sample responses: <ul style="list-style-type: none">Don’t knowThings just move through the air in a curved line.The earth makes things curve.
10	Question: According to the Law of Inertia, is it possible for a moving object to keep moving indefinitely without a force propelling it? Be sure to explain your answer.		
	Key Concept: Yes, an object moving in a straight line and at a constant velocity would keep moving indefinitely without an opposing force.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">Yes, the Law of Inertia states that an object will keep moving unless gravity or friction interfere.Yes, an object would keep moving as long as there is not an opposing force like gravity or friction.	Sample responses: <ul style="list-style-type: none">Yes, a soccer ball would keep going if there is nothing interfering.Yes, objects only stop moving when something gets in the way.	Sample responses: <ul style="list-style-type: none">Don’t knowNo (with any explanation)Yes (with an incorrect/lack of explanation)

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: The Law of Inertia (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	Inertia:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• The tendency of a moving object to remain in motion or of a resting object to remain at rest (or) • A tendency to remain unchanged	• Keep moving or stay still (or) • A property of matter	• Don't know • Movement • Staying still
	Other:		
6	Velocity:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A quantity that represents the speed of a moving object (or) • The speed of something	• Fastness (or) • Quickness (or) • Speed	• Don't know • Movement • Going fast
	Other:		
7	Friction:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Force between surfaces that resists the motion of one surface passing over another (or) • The resistance that occurs between two objects in contact with each other	• Resistance (or) • A force (or) • Conflict between people	• Don't know • Slows something down • A fraction • Heat
	Other:		
8	Gravity:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• An external force that pulls objects toward the center of the earth (or) • A fundamental physical force that draws things toward each other	• How the earth pulls things in (or) • What holds you down on the earth	• Don't know • There's none in space • Heaviness • Pull down
	Other:		

Vocabulary subtotal

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

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

The Law of Inertia

0 More than three centuries ago, scientist Isaac Newton formulated 9
9 the Law of Inertia. Inertia is the tendency of moving objects to remain in 23
23 motion or resting objects to remain at rest. Thus, the motion of an object 37
37 only changes when an outside force is applied. The external force can be 50
50 a push or pull, or anything that alters the object's speed. Newton's study 63
63 of the motion of objects found that all objects resist change, whether in 76
76 motion or at rest. Therefore, a soccer ball lying in a field will not move 91
91 until a vigorous kick propels it into motion and it becomes a moving 104
104 object. 105
105 Prior to Newton's Law of Inertia, scientists assumed that objects 115
115 in motion eventually stopped, and that no external force was required. 126
126 In fact, they asserted that a force was necessary to keep such an object 140
140 moving. Newton's Law of Inertia stated that an object moving in a 152
152 straight line and at a constant velocity would keep moving indefinitely 163
163 without an opposing force. Velocity is a quantity that represents the 174
174 speed of a moving object. 179
179 In other words, a kicked soccer ball will continue rolling at the same 192
192 velocity until an outside force like gravity or friction interferes with its 204
204 motion. Friction is the force between surfaces that resists the motion of 216
216 one surface passing over another surface. When moving objects appear 226
226 to slow or stop on their own, friction is probably the reason. Gravity is 240
240 the external force that pulls objects toward the center of the earth. 252

2 Acadience Reading
Level 7/Passage 2.2

The Law of Inertia (continued)

252 Newton also saw that objects with greater mass resist change more 263
263 than solid objects of lesser mass. This explains why it is easier, and 276
276 less painful, to kick a soccer ball than a bowling ball across a surface. 290
290 Suppose, though, that you manage to propel both balls into motion with 302
302 equal velocity. According to Newton's Law of Inertia, if no external 313
313 force stops their motion, the balls will continue rolling forever. 323
323 You can observe inertia the next time you are in a car. When the 337
337 car slows suddenly or stops, your body continues to move forward 348
348 at the same speed as before the brakes were applied. If your seat belt 362
362 and shoulder harness do not perform as designed, you will keep going 374
374 forward. This is the Law of Inertia in action. 383

Notes:

2 Acadience Reading
Level 7/Passage 2.2

Oral Reading Comprehension: The Law of Inertia

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 columns: Question Number, Student Recall, Follow-Up Question, and Incorrect Response. It contains 4 rows of questions related to Newton's Law of Inertia.

Passage-specific knowledge subtotal