

6 Acadience Reading
Level 7/Passage 6.3

Oral Reading Comprehension: Congress of Vienna (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: Why would it have been problematic if the Congress of Vienna was not held to help European countries resolve their issues?		
	Key Concept: It would have been problematic because... (student must list at least one reasonable example with an explanation for full credit).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• The issues between the different countries were complex and intertwined, and it would have been difficult to try and work things out on a case-by-case basis.• It would have been more difficult without a face-to-face meeting because it would have taken messengers a long time to go back and forth between countries.	Sample responses: <ul style="list-style-type: none">• Disputes about boundaries involve multiple countries.• Some of the disputes had been going on for a long time.• It would be harder to reach a resolution.	Sample responses: <ul style="list-style-type: none">• Don't know• The Congress was better.• They all agreed on everything.
10	Question: Describe one negative effect of having the Great Powers lead the discussions at the Congress of Vienna.		
	Key Concept: Smaller countries would not have had as powerful of a voice in the negotiations and might not have gotten what they wanted.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• Having the Great Powers lead the meetings might have meant that smaller countries who were not leading the discussions would not get what they wanted.• Because the Great Powers were leading the negotiations, they would have gotten what they wanted more easily than the smaller countries.	Sample responses: <ul style="list-style-type: none">• Smaller countries did not get as much out of the negotiations.• The Great Powers had an unfair advantage.• Smaller countries were at a disadvantage.	Sample responses: <ul style="list-style-type: none">• Don't know• It made no difference.• The smaller countries didn't care.• It wasn't fair.

Inference subtotal _____

Comprehension total _____

level 7

Oral Reading Progress Monitoring 6

Level 7 Scoring Booklet



acadience®
reading 7-8

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

Passage	6.1 +	6.2 +	6.3 =	Total
Correct Words Read				
Errors				
Comprehension				

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6 Acadience Reading
Level 7/Passage 6.1

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: = _____

Help on the River

0 Most Saturday mornings, my buddy Jackson and I grab our gear and 12
12 set off to the river to fish and canoe. But recently, the increased garbage 26
26 in the water resulted in catching more trash than fish. Our lovely river 39
39 has become less scenic and that really bothers me. 48
48 I hear people every day talking about helping the environment and 59
59 saving the earth. However, I haven’t actually noticed many people 69
69 stepping up to the plate and really doing something beyond recycling. 80
80 But a few Saturdays ago, while I waited on Jackson, I noticed a flyer that 95
95 was stapled to the dock entrance. A river cleanup day was scheduled 107
107 for the next weekend. I decided that I could spend one day doing my part 122
122 to improve my favorite fishing spot. 128
128 The next Saturday, when we arrived at the river cleanup, the 139
139 coordinator gave us a few instructions. Then he handed us plastic bags, 151
151 gloves, and trash grabbers and put us straight to work. We scanned 163
163 the area and felt ready to begin our attack on litter. As we spread out 178

6 Acadience Reading
Level 7/Passage 6.3

Oral Reading Comprehension: Congress of Vienna (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	Representative:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A person chosen to act or speak for others in a legislative assembly (or) • A person chosen to speak on behalf of a larger group	• A typical or expected representation of something (or) • Chosen by a group (or) • A portrayal of something	• Don't know • A lawmaker • An emperor • In government
	Other:		
6	Notably:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Doing something in a way that attracts or deserves attention (or) • In a way that is striking or remarkable	• Especially (or) • Particularly	• Don't know • A note about something • Not significant
	Other:		
7	Treaty:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• An official agreement made between two or more countries (or) • An agreement or arrangement made by negotiation (or) • A document laying out the terms of an agreement	• A contract (or) • An agreement	• Don't know • A yummy treat • A paper
	Other:		
8	Negotiate:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To try to reach an agreement or compromise by discussion with others (or) • To arrange through conference, discussion, and compromise	• Find a way through something (or) • To discuss	• Don't know • A disagreement • A meeting
	Other:		

Vocabulary subtotal _____

6 Acadience Reading
Level 7/Passage 6.3

Oral Reading Comprehension: Congress of Vienna

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 Congress of Vienna was a meeting (+) that included representatives from almost every country in Europe; (or) that included many leaders from Europe; (or) that included the great powers (Austria, Britain, Russia, Prussia).</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Who attended the Congress of Vienna?	<ul style="list-style-type: none">• Don't know• There were a lot of countries.• It was a small group of people.• Everyone was there.		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Several events lead up to the Congress of Vienna: (+) Europe had been at war for the previous 25 years; (or) the French Revolutionary Wars took place; (or) the Napoleonic Wars took place; (or) the Holy Roman Empire fell.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What is one event that led up to the Congress of Vienna?	<ul style="list-style-type: none">• Don't know• There were wars.• Rome fell.		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The Congress of Vienna had the purpose: (+) to resolve all the issues caused by the French wars/ fall of the Holy Roman Empire; (or) to talk about boundaries and older treaties; (or) to discuss how to make decisions about future disputes.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What was the purpose of the Congress of Vienna?	<ul style="list-style-type: none">• Don't know• To decide which country would be in power• To end the wars		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The Congress of Vienna was led (+) by the Great Powers; (or) by Austria, Britain, Russia, and Prussia (student must name two).</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	Who led the talks at the Congress of Vienna?	<ul style="list-style-type: none">• Don't know• The Holy Roman Empire• (student only names one country)		

Passage-specific knowledge subtotal

6 Acadience Reading
Level 7/Passage 6.1

Help on the River (continued)

178	along the riverbanks, we searched out for the harmful trash along the	190
190	river. Soon our overloaded trash bags became filled to the brim with	202
202	Styrofoam cups, empty bottles, and candy wrappers. After we walked our	213
213	allotted stretch of riverbank, we continued the trash quest in our canoe.	225
225	Jackson and I collected several more bags of river debris, including	236
236	several old tires.	239
239	Before we knew it, the morning had passed. I was amazed at the	252
252	productive efforts of our small group. Looking at the giant pile of trash	265
265	sacks ready to be hauled away, I was genuinely satisfied and proud to	278
278	have contributed to such a productive effort.	285
285	Our leader informed us that he was working to get volunteers	296
296	committed to clean up trash along the river. Although Jackson and I	308
308	haven't joined the group that regularly cleans up the trash, we did	320
320	promise ourselves to become better protectors of the river. Jackson	330
330	and I saw the difference we made that day, and each week we routinely	344
344	collect trash we find on our morning canoe jaunts. We see ourselves	356
356	as continually proving that every one of us can put effort into what we	370
370	believe and make a difference.	375

Notes:

6 Acadience Reading
Level 7/Passage 6.1

Oral Reading Comprehension: Help on the River

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>On most Saturday mornings the main character and his friend Jackson</i> (+) <i>grab their gear and set off to the river; (or) go to the river to fish and canoe; (or) go fishing or canoeing.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	What do the main character and his friend Jackson typically do on Saturday mornings?		<ul style="list-style-type: none">• Don't know• Watch T.V.• Go for a walk• Hang out	
2	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The main character was bothered because recently</i> (+) <i>they were catching more trash than fish; (or) the river had become less scenic; (or) there was more garbage in the water than usual.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	What was different about the river that bothered the main character?		<ul style="list-style-type: none">• Don't know• There were no fish to catch• Someone was already in their fishing spot.	
3	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>There was a flyer stapled to the dock entrance</i> (+) <i>that announced a river cleanup day; (or) that announced a community event next weekend to clean up the river.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	What did the flyer stapled to the dock entrance announce?		<ul style="list-style-type: none">• Don't know• Fishing lessons• A picnic at the river• A volunteer group	
4	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>While participating in the river cleanup, the main character and Jackson</i> (+) <i>were given instructions and supplies to pick up trash; (or) spread out and searched for trash to collect along the river; (or) picked up trash along the river; (or) rode in their canoe to find trash along the river.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	What did the main character and Jackson do while participating in the river cleanup?		<ul style="list-style-type: none">• Don't know• They goofed off.• They weren't very helpful.	

6 Acadience Reading
Level 7/Passage 6.3

Congress of Vienna (continued)

246	The main result of this Congress was called the Final Act, and it brought	260
260	all of the separate treaties together into one document. The act was	272
272	signed on June 9, 1815. In it, the leaders of the Congress agreed to many	287
287	territorial changes across Europe. France lost most of the land they had	299
299	annexed in their wars, and the size of Russia and Prussia both increased.	312
312	A German confederation of states was also created.	320
320	The Congress was widely criticized at the time because so many of	332
332	the leaders did not have much say in the final agreement. But, it has been	347
347	admired since and is credited with creating a balance of power across	359
359	Europe. That balance resulted in peace and stability that lasted for almost	371
371	100 years.	373

Notes:

6 Acadience Reading
Level 7/Passage 6.3

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

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

Congress of Vienna

In 1814, representatives from almost every country and kingdom across Europe met in Vienna, Austria. France was defeated by a coalition a month before, ending years of war. The meeting was called the Congress of Vienna, and it was the first of its type. It would later be cited as an example for the structure of other groups, most notably the United Nations. The decisions reached by the leaders of the Congress of Vienna impacted the entire continent of Europe for the next century. Leading up to the Congress of Vienna, much of Europe was at war and had been for about 25 years. The French Revolutionary Wars began in 1792 between France and other countries. Those wars led to the Napoleonic Wars. One result of these wars was the final fall of the Holy Roman Empire. The purpose of the meeting in Vienna was to resolve all the issues caused by the French wars and the fall of the Holy Roman Empire. Chaired by Austria, the Congress talked about boundaries and older treaties. The leaders also discussed how to settle future disputes. The Congress met from fall of 1814 until spring of 1815. Almost every country in Europe was there, but Austria, Britain, Russia, and Prussia, often called the Great Powers, led the talks. Previous treaties between nations often relied on messengers instead of in-person discussions like those that occurred at the Congress. Several treaties had been created before the Congress of Vienna met.

6 Acadience Reading
Level 7/Passage 6.1

Oral Reading Comprehension: Help on the River (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, Scenic/Allotted/Quest/Debris, Correct response (2), Partially correct response (1), Incorrect response (0). Rows include questions 5, 6, 7, and 8.

Vocabulary subtotal

6 Acadience Reading
Level 7/Passage 6.1

Oral Reading Comprehension: Help on the River (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 is one possible reason why there was so much trash around the river? Be sure to explain your answer.		
	Key Concept: There was more trash around the river because...(student must list one reasonable example with an explanation for full credit).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• There might have been more trash around the river because the weather was nice and more people were going there to fish and swim. If there are more people around, there is a greater chance that trash would get left behind.• One possible reason there was so much trash was because there were no trash cans set up in the recreation areas. People are less likely to litter if there are trash cans nearby.• There was no system set up for cleaning the area so more and more trash piled up.	Sample responses: <ul style="list-style-type: none">• A lot of people like to go to that spot to fish and swim.• There were no signs around telling people not to litter.• Maybe there weren't any trash cans.	Sample responses: <ul style="list-style-type: none">• Don't know• It was a dump site.• Nobody cared if there was trash around.

10	Question: What is one possible negative effect of increased garbage in the water and along the riverbank? Be sure to explain your answer.		
	Key Concept: A possible negative effect is...(student must list one plausible effect with an explanation for full credit).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• The garbage could have a negative effect on animals because they might think it was food and try to eat it, and then they would get sick.• One negative effect is that people wouldn't want to go there to fish and swim. Garbage is not pretty to look at, and if there was broken glass lying around it could be dangerous.	Sample responses: <ul style="list-style-type: none">• It would make the water not as clean.• People wouldn't want to swim there anymore.• It might make the animals that live there get sick.• It might be harmful for the wildlife.	Sample responses: <ul style="list-style-type: none">• Don't know• More people would want to go there.• Animals like to eat trash.

Inference subtotal _____

Comprehension total _____

6 Acadience Reading
Level 7/Passage 6.2

Oral Reading Comprehension: The Benefits of Bats (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 is one possible reason why bats are nocturnal, or more active at night?		
	Key Concept: One reason why bats are nocturnal is...(student must give one plausible reason with an explanation for full credit).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• Bats are nocturnal because they are able to hunt well at night which gives them an advantage over the organisms that they eat.• One reason why bats are nocturnal is because there are fewer predators at night, so it is safer for them.	Sample responses: <ul style="list-style-type: none">• They don't have to compete with birds that catch insects during the day.• The food they eat is more available at night.• There are fewer predators out at night.	Sample responses: <ul style="list-style-type: none">• Don't know• Because they're blind• They like the dark.• They sleep at night.

10	Question: Describe the effect that a smaller bat population could have on the number of insects in an ecosystem. Be sure to explain your answer.		
	Key Concept: A smaller bat population could result in an overabundance of insects since fewer insects would get eaten by the bats...(student must give an example and explanation for full credit).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• If there were fewer bats then there might be too many insects because not as many insects would be eaten.• The insect population might get out of control if there was a smaller population of bats because fewer bats would mean that fewer insects would be eaten.	Sample responses: <ul style="list-style-type: none">• There would be more insects.• It would cause an infestation of insects.• There would be more mosquitos.	Sample responses: <ul style="list-style-type: none">• Don't know• There would be fewer insects.• The bats wouldn't go hungry.• It would not change the number of insects.

Inference subtotal _____

Comprehension total _____

6 Acadience Reading
Level 7/Passage 6.2

Oral Reading Comprehension: The Benefits of Bats (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	Nectar:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A sugary liquid found in plants (or) • A substance found in flowers to encourage pollination by insects	• A thick fruit juice (or) • Comes from flowers	• Don't know • What bats eat • Food
	Other:		
6	Nocturnal:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Active at night (or) • Nighttime wakefulness (or) • When animals stay up to feed at night	• Occurring when it is dark out (or) • During the night	• Don't know • Feeding during the day • At night
	Other:		
7	Pollinate:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To give a plant pollen from another plant to fertilize it (or) • The act of carrying pollen from one plant to another	• What bees and bats do when they fly from plant to plant (or) • To fertilize a plant	• Don't know • Flying around • Nectar
	Other:		
8	Ecosystem:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A community of plants and animals that live together in an environment (or) • A physical environment and the community of interacting organisms that live there	• An interacting community of living things (or) • Like the rainforest	• Don't know • A system of things • Animals
	Other:		

Vocabulary subtotal _____

6 Acadience Reading
Level 7/Passage 6.2

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

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

The Benefits of Bats

Bats, often misunderstood and thought of as dangerous bloodsuckers, are actually beneficial mammals that play an important role in environments around the world. They foster the health of the ecosystems in which they live by spreading pollen, scattering seeds, and eating insects. Over a thousand species of bats exist in the world. They live in colonies that can number in the millions and are largely nocturnal, or active during the night. The many species of bats eat a wide range of food, including insects, nectar, fruit, and fish. Their diverse eating habits, along with their large numbers, make bats important to the ecosystems in which they live. An ecosystem is a community of plants and animals that live together in an environment. One of the major benefits that bats provide to many ecosystems is insect control. More than half of all species of bats eat insects. In fact, bats are the major predator of nocturnal insects. A single small bat, of the group of species called microbats, can eat thousands of insects in one night, which means a colony of 500,000 bats can eat billions of insects in a single night. Some species of bats eat mosquitoes, which can spread disease, while other kinds of bats eat pests such as beetles and worms that can cause massive crop damage. Other species, usually the larger megabats, drink nectar from a variety of blooming plants. These bats act as pollinators, spreading

The Benefits of Bats (continued)

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pollen as they fly from flower to flower. The giant saguaro cactus and organ pipe cactus depend on these bats to carry their pollen. Bats also pollinate cashews and bananas as well. Bats that eat fruit are crucial to certain ecosystems, particularly rainforests. The bats eat the ripe fruit, seeds and all, and as the fruit is digested, the seeds pass through and are left as droppings on the forest floor. The seeds of some species of plants will not sprout unless they have first passed through a bat. Without the bats, that plant species would not grow and the ecosystem would be less diverse. In turn, the animals that depend on those plants for food and shelter would be adversely affected.

The variety of life in an ecosystem is known as biodiversity. When there is more diversity, the ecosystem is healthier. Bats are a critical part of the health and diversity of many ecosystems on our planet.

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Notes:

Oral Reading Comprehension: The Benefits of Bats

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>Bats help improve the health of the ecosystems that they live in</i> <div>(+)</div> <i>by spreading pollen; (or) by scattering seeds; (or) by eating insects; (or) by controlling insect populations.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	How do bats help improve the health of the ecosystems?		<ul style="list-style-type: none">• Don't know• Bats do not improve the health of ecosystems.• Bats serve as prey to larger animals.	
2	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Bats are mostly active</i> <div>(+)</div> <i>at night; (or) when it is dark out.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	At what time of day are bats most active?		<ul style="list-style-type: none">• Don't know• During the day• When it is light out	
3	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>More than half of all species of bats eat insects</i> <div>(+)</div> <i>including mosquitoes; (or) including beetles.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	What kinds of insects do bats eat?		<ul style="list-style-type: none">• Don't know• They don't eat insects.• The bad ones	
4	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Megabats act as pollinators</i> <div>(+)</div> <i>by spreading pollen as they fly from flower to flower; (or) by drinking nectar from a variety of blooming plants.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	How do megabats act as pollinators?		<ul style="list-style-type: none">• Don't know• They carry flowers around to different areas.• They eat flowers.	

Passage-specific knowledge subtotal