

2 Acadience Reading
Level 8/Passage 2.3

Oral Reading Comprehension: First Impressions (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 might have been the reason that the reviewer thought Monet's painting was unfinished?		
	Key Concept: The reviewer thought Monet's painting was unfinished because...(lists at least one example based on a detail from the passage).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">The reviewer thought his painting was unfinished because the lines and shapes were blurry which was different from traditional paintings.Because Monet's art did not represent things realistically the reviewer must have thought it was unfinished.	Sample responses: <ul style="list-style-type: none">It looked more like a sketch.Monet's painting looked out of focus.Monet's painting was not realistic which was expected of paintings back then.	Sample responses: <ul style="list-style-type: none">Don't knowBecause he left white spots that were not paintedBecause he did not finish it
10	Question: What are two differences between art taught in the French Academy of Fine Arts and art done by Impressionists?		
	Key Concept: Art taught by the French Academy of Fine Arts was different than Impressionist art because...(student must lists two examples based on details from the passage to get full credit).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">The French Academy of Fine Arts taught painters to use soft shades of brown and gray but impressionists were known for using bright colors.The traditional style of painting depicted scenes from history in realistic ways whereas Impressionist's paintings were more focused on movement and feeling	Sample responses: <ul style="list-style-type: none">Impressionist paintings were different because they were unfocused and sometimes looked unfinished.The French Academy of Fine Arts taught painters to use dull shades like brown and grey.Unlike impressionists, the traditional style of art painted scenes from history in realistic ways.	Sample responses: <ul style="list-style-type: none">Don't knowThey were the same.They were very different.

Inference subtotal _____

Comprehension total _____

level 8

Oral Reading Progress Monitoring 2

Level 8 Scoring Booklet



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

Passage	2.1 +	2.2 +	2.3 =	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)

2 Acadience Reading
Level 8/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: = _____

Chugging Through the Alps

0 My family and I live in the city of Zurich, which is far from the 15
15 peaks and valleys of the Alps most people envision when they think of 28
28 Switzerland. My mother was recently attending a business seminar and it 39
39 was decided that my father and I would travel with her. During the time 53
53 she was occupied with business, we passed the hours wandering around 64
64 museums, exploring cathedrals, and lounging at sidewalk cafes. It was 74
74 certainly pleasant, but after 4 days, I was itching to see the mountains. 87
87 So when mother’s business finally wrapped up and she made 97
97 reservations for us on the Glacier Express, I was very excited. This 109
109 mountain railroad travels from Zermatt, at the foot of the Matterhorn, 120
120 to St. Moritz, a picturesque mountain village popular with tourists and 131
131 skiers. To reach St. Moritz, the Glacier Express winds its way through 143
143 181 miles of Alpine landscape. 148
148 We arrived in Zermatt several hours before our scheduled departure 158
158 time, so we strolled around the tiny town. It was so pretty we were 172

2 Acadience Reading
Level 8/Passage 2.3

Oral Reading Comprehension: First Impressions (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	Impression:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A sketch, not a finished work of art (or) • An imitation of a person or thing	• An idea, feeling or opinion about something (or) • A graphic or pictorial representation of someone or something	• Don't know • Someone who has made an impression • An artist
	Other:		
6	Dominate:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Control (or) • Command influence upon	• The most important (or) • Having a commanding position over something	• Don't know • A domino • To win
	Other:		
7	Realistic:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Lifelike (or) • Representing things in a way that is accurate or true to life	• Sensible and practical expectations (or) • Real looking	• Don't know • To be real • A painting
	Other:		
8	Unfocused:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Not seeing clearly (or) • Indistinct	• Not in focus (or) • Blurry	• Don't know • To focus on something • Clear
	Other:		

Vocabulary subtotal _____

2 Acadience Reading
Level 8/Passage 2.3

Oral Reading Comprehension: First Impressions

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>Claude Monet's style of painting became known as Impressionism</i> (+) <i>because of criticism over his painting titled, "Impression: Sunrise"; (or) because a reviewer said his painting was an impression, not a finished work of art; (or) because he was not bothered by criticism of his paintings and embraced it instead.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How did Claude Monet's style of art become known as Impressionism?	<ul style="list-style-type: none">• Don't know• He told everyone he was calling it Impressionism.• It impressed everyone.		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The French Academy of Fine Arts taught painters</i> (+) <i>to use soft shades of brown and gray; (or) to paint scenes from history; (or) to paint subjects that looked realistic or lifelike.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What did the French Academy of Fine Arts teach painters?	<ul style="list-style-type: none">• Don't know• To paint what ever they wanted• To paint abstractly with bright colors		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>The use of color is different in Impressionist paintings</i> (+) <i>because they used bright, sunny colors; (or) because they used color to suggest light bouncing off moving surfaces; (or) because they used short brushstrokes to mix and layer colors.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	How is the use of color different in Impressionist paintings?	<ul style="list-style-type: none">• Don't know• They used dull colors.• Their paintings were really dark.		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Impressionists commonly painted</i> (+) <i>common objects; (or) people; (or) flowers, haystacks, and ponds; (or) colorful city scenes; (or) people enjoying activities such as boating or swimming.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What subject matter did Impressionists commonly paint?	<ul style="list-style-type: none">• Don't know• Realistic looking landscapes• Realistic portraits		

Passage-specific knowledge subtotal

2 Acadience Reading
Level 8/Passage 2.1

Chugging Through the Alps (continued)

172	almost tempted to stay right there and forego the Glacier Express! But	184
184	we knew we would miss out on many spectacular sights, so we readily	197
197	climbed aboard. Once we left the train station, any regret at leaving such	210
210	a charming spot melted completely away.	216
216	So many beautiful sights competed for our interest, such as craggy,	227
227	snowcapped mountain peaks stretching as far the eye could see, and	238
238	green fields dappled with edelweiss, a tiny beautiful white flower. Tiny	249
249	villages were nestled snugly in deep valleys, their buildings as dainty as	261
261	dollhouses. Serene cows wearing gigantic bells gazed into the distance as	272
272	we chugged along at 20 miles per hour.	280
280	Perhaps my favorite part of the trip, however, was going through	291
291	the countless tunnels that had been blasted through the mountainsides.	301
301	Entering a mountainside tunnel would plunge us into total darkness, and	312
312	we made a game of guessing how long it would take to reach the end. As	328
328	the train exited the tunnel, the sunlight would explode into our car and	341
341	another spectacular view would present itself to us.	349
349	The 8-hour journey flew by, and although I was almost sorry to	362
362	debark in St. Moritz and end the train portion of the trip, I was eager to	378
378	hit the hiking trails and experience the mountains up close.	388

Notes:

2 Acadience Reading
Level 8/Passage 2.1

Oral Reading Comprehension: Chugging Through the Alps

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: Student Recall, Follow-Up Question, Incorrect Response, and a central column for key concepts and details. It contains 4 rows of questions related to a passage about a train trip through the Alps.

Passage-specific knowledge subtotal

2 Acadience Reading
Level 8/Passage 2.3

First Impressions (continued)

Table with 3 columns: Line number, Text, and Line number. It contains a passage about Impressionism and its influence on art.

Notes:

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

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

First Impressions

In 1872, a French artist named Claude Monet created a painting titled "Impression: Sunrise." A reviewer suggested that the painting was only an impression, or sketch, but not a finished work of art. This did not bother Monet and other artists who used a similar style. They began calling themselves Impressionists and continued to make paintings that would shake the art world and change the course of art history. At that time, the art world was dominated, or controlled, by the French Academy of Fine Arts. The Academy taught painters to use soft shades of brown and gray to paint scenes from history with subjects that looked realistic, or lifelike. These elements defined "real art" for much of society at that time. Monet and the others rejected this old style of painting. They wanted their paintings to capture a passing moment in time. Instead of using soft shades to create a formal scene, they used bright, sunny colors to suggest the role light plays as it bounces off moving surfaces. Instead of clear lines and tiny details, they used shapes that blurred and blended into one another, much like the shapes you see when your eyes are unfocused. They also used short brushstrokes to create a mix and layering of color. When viewed from a distance, these layers became familiar objects. Often, Impressionists painted common objects and people. Monet became famous for his paintings of flowers, haystacks, and ponds, while others painted bright colorful city scenes of crowded sidewalks, railroad

Oral Reading Comprehension: Chugging Through the Alps (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	Seminar:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• A conference or other meeting for discussion or training (or) • A meeting for giving and discussing information	• A meeting (or) • A training (or) • A conference	• Don't know • Something adults do for work • For business
	Other:		
6	Forego:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• To go without (or) • Omit or decline to take (or) • To not do something after all	• Abstain (or) • Say no	• Don't know • A city • To go somewhere • Go for something
	Other:		
7	Craggy:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• A rough and uneven landscape (or) • A rugged and bumpy surface (or) • A jagged mountain face	• Rough (or) • Bumpy	• Don't know • Crabby • A mountain • Dangerous
	Other:		
8	Edelweiss:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• A beautiful tiny white flower (or) • A small white flower that grows in the Alps	• A flower (or) • Grows in the Alps	• Don't know • A mountain • A plant • In the meadows
	Other:		

Vocabulary subtotal

2 Acadience Reading
Level 8/Passage 2.1

Oral Reading Comprehension: Chugging Through the Alps (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: <i>In the context of this passage, what is meant by the phrase, “I was itching to see the mountains”?</i>		
	Key Concept: The main character is anxious and excited to see the mountains.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">The phrase meant that the main character is excited to see the mountains.In the passage, “itching to see the mountains,” meant that the character was anxious to see the mountains.	Sample responses: <ul style="list-style-type: none">He couldn’t wait to go.He was excited.He was anxious.	Sample responses: <ul style="list-style-type: none">Don’t knowHe was itchy.The mountains made him itchy.Waiting was uncomfortable.
10	Question: <i>What can we infer about the differences between Zermatt and Zurich?</i>		
	Key Concept: Zurich is large and far from the Alps, whereas Zermatt is right at the foot of them and is a very pretty town.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">Zurich, where the main character lives is not close to the Alps, whereas Zermatt is right at the foot of them.Zurich is not a typical town people think of when they think of Switzerland, whereas Zermatt is pretty and at the foot of the Alps.	Sample responses: <ul style="list-style-type: none">One is by the Alps, one is not.Zermatt is a pretty town.	Sample responses: <ul style="list-style-type: none">Don’t knowThey are similar.They are both close to the Alps.

Inference subtotal

Comprehension total

2 Acadience Reading
Level 8/Passage 2.2

Oral Reading Comprehension: The Reason for Seasons (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: <i>If it is the first day of summer in the Northern Hemisphere, what is happening in the Southern Hemisphere?</i>		
	Key Concept: It is the first day of winter, the shortest day of the year, the winter solstice...(student must give two of these responses for full credit).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">If it is the first day of summer in the Northern Hemisphere then it is the first day of winter in the Southern Hemisphere and the shortest day of the year.Since their seasons are opposite, it would be the winter solstice, or the first day of winter.	Sample responses: <ul style="list-style-type: none">It is the first day of winter.It would be the shortest day of the year.That would mean it’s the winter solstice.	Sample responses: <ul style="list-style-type: none">Don’t knowThe longest day of the yearThe solsticeAn equinox
10	Question: <i>Why does it get dark earlier in the winter than in the summer?</i>		
	Key Concept: The earth is tilted away from the sun, thus creating a shorter duration of sunlight during the day.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">It gets dark earlier in the winter because the earth is tilted away from the sun which means there is less daylight.Because the earth is tilted away from the sun there is less daylight, which makes the days shorter.	Sample responses: <ul style="list-style-type: none">There is less daylight.The earth is tilted away from the sun.The days are shorter.	Sample responses: <ul style="list-style-type: none">Don’t knowThe earth is tilted toward the sun.The earth is rotating faster.It’s winter.

Inference subtotal

Comprehension total

Oral Reading Comprehension: The Reason for Seasons (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	Insolation:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• Duration and intensity of sunlight that reaches a planet's surface (or)• The amount of solar radiation reaching a given area on a planet	<ul style="list-style-type: none">• Relating to solar radiation (or)• What makes the earth hotter (or)• Sunlight	<ul style="list-style-type: none">• Don't know• It keeps a house warm.• The sun has it.
	Other:		
6	Disperse:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• Distribute or spread over a wide area (or)• Thinned out over an area	<ul style="list-style-type: none">• To go, or cause to go, in different directions (or)• To cause to disappear or vanish (or)• Dissipate (or)• Spread out	<ul style="list-style-type: none">• Don't know• To stay together• What the sun does• Move things
	Other:		
7	Constant:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• Remaining the same over a period of time (or)• Continually occurring or recurring	<ul style="list-style-type: none">• The same (or)• Doesn't change	<ul style="list-style-type: none">• Don't know• Changes• The seasons
	Other:		
8	Penetrate:		
	Correct response2	Partially correct response1	Incorrect response0
	<ul style="list-style-type: none">• Able to make a way through or into something (or)• To diffuse through or into	<ul style="list-style-type: none">• Enter (or)• Go into (or)• Discover the inner contents	<ul style="list-style-type: none">• Don't know• Hurt something• The sun's rays
	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 Reason for Seasons

0 We all notice that temperatures change with the seasons. This change 11

11 in seasons is caused by the earth’s axis tilting toward or away from the 25

25 sun as the earth revolves in its orbit around the sun. The earth’s axis is an 41

41 imaginary line through the North and South Poles around which the earth 53

53 rotates. The earth’s axis tilts at a constant angle of 23.5°. As the earth 67

67 orbits the sun, the tilt does not alter, but the direction of the tilt relative to 83

83 the sun continuously shifts. 87

87 The tilt of the axis toward or away from the sun affects the 100

100 insolation, or the duration and intensity of sunlight that reaches the 111

111 planet’s surface. With greater insolation, more solar radiation is absorbed 121

121 and converted to thermal energy, which causes the earth to increase in 133

133 temperature. During winter, the Northern Hemisphere, or northern half 142

142 of the planet, tilts away from the sun. Fewer hours of daylight occur and 156

156 the sun’s penetrating rays are dispersed over a broader area, so insolation 168

168 is lower. During summer, the Northern Hemisphere tilts toward the sun 179

179 and receives more direct sunlight over longer days, resulting in greater 190

190 insolation. When the Northern Hemisphere tilts toward the sun, the 200

200 Southern Hemisphere tilts in the opposite direction. As the north warms, 211

211 the south cools, thus the seasons are reversed. 219

219 Summer and winter begin on the solstices; the longest and shortest 230

230 days of the year. The solstices also mark when the sun appears at its most 245

The Reason for Seasons (continued)

245 northern or most southern position in the sky. At the December solstice, 257
257 the sun appears at its most southerly point. The Northern Hemisphere 268
268 experiences the fewest daylight hours of any period during the year 279
279 and winter begins; the Southern Hemisphere experiences its longest 288
288 day and summer commences. At the June solstice, the conditions are 299
299 reversed. The north sees its longest day as summer begins, and the south 312
312 witnesses its longest night as it announces the start of winter. 323
323 Spring and fall begin at the two periods called equinoxes, when 334
334 the sun appears directly overhead at the equator and both hemispheres 345
345 experience equal hours of daylight and nighttime. The March equinox 355
355 marks spring's start in the northern latitudes and fall in the southern 367
367 latitudes. In September, the equinox marks fall's start in the north and 379
379 spring in the south. Every year, the cycle of seasons repeats as the earth 393
393 circles the sun. 396

Notes:

Oral Reading Comprehension: The Reason for Seasons

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: Student Recall, Follow-Up Question, and Incorrect Response. It contains four rows of questions related to seasons, including concepts like 'What causes the seasons to change?', 'What is the earth's axis?', 'What happens when the Northern Hemisphere is tilted toward the sun?', and 'What is a solstice?'.

Passage-specific knowledge subtotal