

3 Acadience Reading  
Level 8/Passage 3.3

Oral Reading Comprehension: Spanish Rule in the Philippines (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: <b>How did the geographic location of Manila affect its success as the center of Spanish life in the Philippines? Be sure to give at least two examples.</b>		
	Key Concept: The geographic location of Manila contributed to its success as the center of Spanish life in the Philippines because...(student must give at least TWO correct examples).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	Sample responses: <ul style="list-style-type: none"><li>It was located on a harbor and had access to trade and ships from Spain.</li><li>It had abundant resources nearby, such as fish from the sea and rice from nearby farms.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>It was close to lots of food.</li><li>It was the easiest place for the Spanish people to get to.</li><li>It had easy access to ships.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Don't know</li><li>It was the only place with a Spanish colony.</li><li>It was safe from attacks by indigenous people.</li><li>It's where everything happened.</li></ul>
10	Question: <b>In this passage, what are the differences between Magellan and de Legazpi?</b>		
	Key Concept: Magellan and de Legazpi were different because...(student must identify at least ONE correct difference).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	Sample responses: <ul style="list-style-type: none"><li>Magellan is thought to be the first European to discover the Philippines. He tried to set up a colony but was killed during a battle with the Indigenous Peoples. De Legazpi came later and successfully set up a colony.</li><li>Magellan was thought to be the first European to arrive in the Philippines, but de Legazpi was the first European to successfully set up a colony there.</li><li>Magellan was an explorer and de Legazpi was a colonist.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>They both accomplished different things in the Philippines.</li><li>The people of the Philippines liked de Legapsi, but they didn't like Magellan.</li><li>Magellan was an explorer.</li><li>De Legazpi set up a colony.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Don't know</li><li>They discovered different places.</li><li>De Legazpi worked for Magellan.</li></ul>

Inference subtotal \_\_\_\_\_

Comprehension total \_\_\_\_\_

level 8

Oral Reading Progress Monitoring 3

Level 8 Scoring Booklet



Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
School: \_\_\_\_\_

Passage	3.1 +	3.2 +	3.3 =	Total
Correct Words Read				
Errors				
Comprehension				

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3 Acadience Reading
Level 8/Passage 3.1

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: = \_\_\_\_\_

Soup Kitchen Volunteers

0 Early Saturday morning, I stood outside the soup kitchen with other 11
11 members from my school’s student council. Even though being on the 22
22 student council required that I be there, I looked forward to volunteering. 34
34 What my classmates didn’t know was that the time I spent at the soup 48
48 kitchen meant more to me than just collecting community service hours. 59
59 For 11 years, my life seemed like a perfect picture, but two 71
71 autumns ago my family’s circumstances changed drastically. My 79
79 mother’s employment suddenly ended and we were no longer able to 90
90 pay our bills. We had to leave our apartment and move into the spare 104
104 bedroom of one of Mom’s friends. Mom and I occasionally went to 116
116 sleep with rumbling stomachs because we couldn’t afford groceries 125
125 and felt guilty about continually accepting food from friends. That’s 135
135 when we discovered the soup kitchen, where a nightly meal in a warm 148
148 environment felt like a safe harbor from worry. 156
156 Over time, as soup kitchen volunteers began to recognize us and 167

3 Acadience Reading
Level 8/Passage 3.3

Oral Reading Comprehension: Spanish Rule in the Philippines (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	Indigenous:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Native people (or) • The original people that live in a certain place or region (or) • The people who lived in the Philippines when the Spanish arrived	• The people who fought the Spanish (or) • Certain groups of people	• Don't know • People • Warriors
	Other:		
6	Civil:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Of or relating to ordinary citizens and their concerns (or) • Activities that have to do with ordinary people	• A group of people (or) • A type of activity (or) • Treating someone in a polite way	• Don't know • Something that happened in Manila • The Spanish people
	Other:		
7	Uprising:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• An act of rebellion or resistance (or) • A revolt	• An attack (or) • Hostility (or) • A fight	• Don't know • A way to keep control of a colony • Colonization
	Other:		
8	Resent:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To feel bitterness toward a circumstance, action, or person (or) • To feel ill will	• To feel angry (or) • Dislike someone	• Don't know • Fight against colonists • Rebel against someone
	Other:		

Vocabulary subtotal \_\_\_\_\_

3 Acadience Reading
Level 8/Passage 3.3

Oral Reading Comprehension: Spanish Rule in the Philippines

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 Spanish rule in the Philippines, including key concepts and details for recall and follow-up questions.

Passage-specific knowledge subtotal

3 Acadience Reading
Level 8/Passage 3.1

Soup Kitchen Volunteers (continued)

167 learn our names, we felt very welcome, and we knew the workers 179
179 genuinely cared about our situation. One of the volunteers even told 190
190 Mom about a really cool skills training program. Things weren't always 201
201 so great, though. I remember some vivid, disdainful glances from some 212
212 of the volunteer workers. Other volunteers were just plain patronizing, 222
222 which was terribly offensive. Mom and I just wanted a safe place to eat a 237
237 warm meal; we didn't need pity and we didn't deserve judgment. 248
248 After several months, Mom found part-time work as a receptionist 259
259 and continued in the skills training program. I found an enclave of 271
271 elderly people in the neighborhood that hired me to purchase and deliver 283
283 their weekly groceries. We saved our money and eventually were able to 295
295 move into a tiny apartment. 300
300 I'll never forget the caring people at the soup kitchen on both sides 313
313 of the dinner line. Last week, as I was serving meals, I often caught a 327
327 glimpse of a confused expression on a fellow volunteer's face. I didn't 339
339 share my story, but I noticed that most of the new volunteers seemed 352
352 to relax and adopt a kind expression and tone. I'm hopeful that these 365
365 experiences will teach my classmates what I learned two autumns ago, 376
376 that everyone deserves to be treated with respect. 384

Notes:

3 Acadiance Reading
Level 8/Passage 3.1

Oral Reading Comprehension: Soup Kitchen Volunteers

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
	<b>Key concept + detail:</b> <i>The main character volunteers at the soup kitchen on Saturdays</i> (+) <i>because they were required to; (or) because they were a member of the student council; (or) because it meant more to them than just community service hours.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why does the main character volunteer at the soup kitchen on Saturdays?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• Their mom made her.</li><li>• Everyone at school had to.</li></ul>	
2	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The main character's family circumstances changed drastically</i> (+) <i>when their mother lost her job; (or) when they had to move into their mom's friend's spare bedroom; (or) when they and their mom occasionally went to sleep hungry.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>In what way did the main character's family circumstances change drastically?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• They moved to a new city.</li><li>• They moved in with their Grandma.</li></ul>	
3	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The soup kitchen benefited the main character and their mother</i> (+) <i>because they were able to get nightly meals; (or) because it felt like a safe harbor from worry; (or) because it was where their mother found out about a skills training program.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What is one way that discovering the soup kitchen benefited the main character and their mother?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• It gave them a place to live.</li><li>• Their mom got a job there.</li></ul>	
4	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Different volunteers treated the main character and their mom differently;</i> (+) <i>some were nice and learned their names and some were rude; (or) some were really nice and helpful but some were patronizing and judgmental; (or) many really cared about them but others were more judgmental.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>How did the different volunteers treat the main character and their mom?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• They were mean.</li><li>• They were nice.</li><li>• They never learned their names</li></ul>	

Passage-specific knowledge subtotal \_\_\_\_\_

3 Acadiance Reading
Level 8/Passage 3.3

Spanish Rule in the Philippines (continued)

255	Spanish faced trouble at sea. English pirates, hoping to steal gold and	267
267	other riches, attacked the Spanish ships, called galleons. Spanish battles	277
277	with the Dutch, who were also trying to build a strong presence in the	291
291	East Indies, drained money from the colony as well.	300
300	Spanish control ended for a short time when British forces invaded	311
311	the islands in 1762. The British left two years later, but the occupation	324
324	had weakened Spain's hold on power. Calls for independence began;	334
334	they lasted through the 1800s, and a short revolution began and ended in	347
347	1896. When the Spanish-American War broke out in 1898, the Philippine	359
359	forces joined with American troops. Spanish forces were defeated.	368
368	As part of the peace treaty, the United States took possession of the	381
381	Philippines, ending Spanish rule.	385

Notes:

3 Acadience Reading
Level 8/Passage 3.3

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

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

Spanish Rule in the Philippines

In 1521, Ferdinand Magellan tried to sail around the world and landed in a group of islands in the East Indies. Magellan, thought to be the first European to land there, claimed the islands for Spain, naming them the Philippines for Spain's King Philip II. This marked the start of Spain's 300 years of control. The Indigenous, or Native, Peoples of the Philippines did not like to be under the control of the Spanish and within a year of landing on the islands, Magellan was killed in a battle between the Spaniards and a group led by a chief from a nearby island. Spain worked to set up a colony to gain riches from the spice trade and continued to send explorers to the islands. Finally, in 1565, a group led by Miguel de Legazpi arrived and was able to establish a permanent colony within many small, Indigenous communities. Manila, the capital that was founded by de Legazpi, offered many natural resources. It was located on Manila Bay, which was a strategic harbor. There was plenty of food available, both from the water and from rice fields near the town. Manila became the center of Spanish life in the area. All civil, military, religious, and business activities took place in Manila. A Spanish governor and the powerful royal court ruled the land. Keeping control of the colony was not easy. The Spanish faced uprisings from the Indigenous Peoples who resented their control and began to fight against Spanish rule. Along with attacks on land, the

3 Acadience Reading
Level 8/Passage 3.1

Oral Reading Comprehension: Soup Kitchen Volunteers (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	Council:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• A group of people appointed to make rules or decisions about something (or)	• A governing body (or)	• Don't know
	• A group of students chosen to be leaders in their school	• A group of people that provide guidance on something	• Students at the school
6	Safe Harbor:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• A place that offers safety or protection (or)	• A safe place for ships to take refuge (or)	• Don't know
	• A situation that takes away your worries	• A warm place	• A place
7	Disdainful:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• Showing a lack of respect (or)	• Condescending (or)	• Don't know
	• Expressing strong dislike or disapproval for something or someone	• To show contempt (or)	• Kindly
8	Patronizing:		
	Correct response	2	Partially correct response 1 Incorrect response 0
	• Talking to people in a way that shows you feel you are better than them (or)	• Being fake (or)	• Don't know
	• Treating someone with apparent kindness but with an underlying feeling of superiority (or)	• Being a frequent or regular customer or user of something	• To be a patriot

Vocabulary subtotal

3 Acadience Reading
Level 8/Passage 3.1

Oral Reading Comprehension: Soup Kitchen Volunteers (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: <b>How did being a patron of the soup kitchen affect the main character's thoughts about volunteering?</b>		
	Key Concept: Being a patron of the soup kitchen caused the main character to see their time there as more than just volunteering, she understood the importance of the service they were providing.		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none"><li>The main character looked at the volunteering requirement differently because they understood the importance of the service they were providing. Even though it was required, it meant much more to them than just collecting community service hours.</li><li>Being a patron of the soup kitchen caused the main character to understand how important their job there was. They didn't just see it as a requirement, it meant much more to them.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>It was more than just a requirement.</li><li>They knew it was an important community service.</li><li>It meant more to them than just volunteering.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Don't know</li><li>It made them dislike it.</li><li>It had no effect.</li></ul>
10	Question: <b>Give one example of how the soup kitchen was a "safe harbor from worry"? Be sure to explain your answer.</b>		
	Key Concept: The soup kitchen was a safe harbor from worry because...(student must give 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"><li>The soup kitchen was like a safe harbor because it provided the main character and their mother with a reliable place to get food when they needed it. They were able to go there and eat and forget their worries for a little bit.</li><li>It was like a safe harbor because it was a place that was open to anyone that needed it. They were able to go there and get a warm meal and forget their troubles.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>It was a safe harbor because they could get food there.</li><li>They were always welcome.</li><li>It provided consistency at a time when things felt out of their control.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Don't know</li><li>People kept them safe.</li><li>They didn't worry there.</li></ul>

Inference subtotal

Comprehension total

3 Acadience Reading
Level 8/Passage 3.2

Oral Reading Comprehension: In a Spin (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: <b>Given the principle of angular movement, what is something a figure skater can do to spin faster? Be sure to explain your answer.</b>		
	Key Concept: To spin faster a figure skater can draw her arms and legs closer to her body. The smaller her radius is, the faster she will spin.		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none"><li>The skater could pull her arms and legs in close to her body to spin faster. When your arms and legs are extended, you go slower than if they are close to your body.</li><li>She draws in her arms and legs so that they are close to her body. When she makes the radius of her body smaller, she will spin faster than if her arms and legs are sticking out.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>She pulls in her arms close to her body.</li><li>She draws in her arms and legs.</li><li>If you make your body smaller, you will spin faster.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Don't know</li><li>She sticks out her arms and legs.</li><li>She doesn't go faster.</li><li>There is nothing you can do to go faster.</li></ul>
10	Question: <b>The Conservation of Momentum states that momentum remains constant unless there is an external force. Give an example of an external force and explain how it would affect an object's momentum.</b>		
	Key Concept: One example of an external force is...(student must list one example of external force and explain how it would affect an object's momentum for full credit).		
	Correct response	2	Partially correct response 1 Incorrect response 0
	Sample responses: <ul style="list-style-type: none"><li>One example of external force is friction. If something rubs against an object, it would affect the objects momentum by making it go slower.</li><li>Pushing an object is an example of external force. If you push an object, you will increase it's momentum and make it go faster.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Drag is an example of an external force that could affect an object's momentum.</li><li>Wind is an external force that could affect how fast an object moves.</li><li>If something rubs up against an object, that could affect the momentum.</li></ul>	Sample responses: <ul style="list-style-type: none"><li>Don't know</li><li>Mass is an external force.</li><li>The object's radius affects the external force.</li></ul>

Inference subtotal

Comprehension total

3 Acadience Reading
Level 8/Passage 3.2

Oral Reading Comprehension: In a Spin (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	Rotate:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To spin (or) • To move in a circle around an axis	• Change the position or order of something (or) • Circular motion	• Don't know • To move back and forth • An object's movement
	Other:		
6	Velocity:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• An object's speed in a particular direction	• How fast something is going (or) • Rate of movement (or) • Rate of speed	• Don't know • Movement • How things move
	Other:		
7	Momentum:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• The product of an object's mass and velocity (or) • The strength or force that something has when it is moving	• A force that affects the speed of an object (or) • The strength gained for an idea or message that is caused by a series of events	• Don't know • A moment in time • Movement • Speed
	Other:		
8	Axis:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• The center point of an object (or) • A line through the center of an object (or) • The imaginary straight line that something turns around	• What an object rotates around (or) • The center	• Don't know • The middle of something • A line
	Other:		

Vocabulary subtotal \_\_\_\_\_

3 Acadience Reading
Level 8/Passage 3.2

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

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

In a Spin

0 Imagine watching a world champion skater glide in smooth, wide 10
10 arcs around an ice rink. Her arms gracefully outstretched, the skater 21
21 moves powerfully to the center of the arena. She raises and extends one 34
34 leg, and begins to rotate, or spin, in a compact circle. As the skater draws 49
49 her arms nearer to her chest and lowers her raised leg, her body rotates 63
63 faster and faster until it becomes a blur. What you are observing is a 77
77 display of athleticism and artistic expression. It also demonstrates the 87
87 physics of conservation of angular momentum. 93
93 An object in motion has momentum, which is the product of the 105
105 object's mass and velocity. Mass refers to the amount of matter in an 118
118 object, and velocity is its speed in a particular direction. The Law of the 132
132 Conservation of Momentum states that momentum remains constant 140
140 unless there is an external force. If the mass of the moving object does 154
154 not change and neither does its velocity, then the object will remain in 167
167 motion until something interferes with it to change its motion. 177
177 Angular momentum relates specifically to an object's rotation around 186
186 a center point, or axis, and provides a way to describe the amount of spin 201
201 that an object such as a yo-yo or a skater demonstrates. For a rotating 215
215 object, angular momentum can be expressed as the formula "mass times 226
226 velocity times radius." The radius is the distance of the object from the 239
239 axis. Because angular momentum is also conserved, if no external force 250

In a Spin (continued)

250	acts on the object, altering the radius will cause a proportional shift in	263
263	velocity.	264
264	For the skater, the radius is the distance of her outstretched arms	276
276	and leg from her center of rotation. She begins her spin with her arms	290
290	and one leg extended from her body, creating a large radius; her mass	303
303	remains constant. When she pulls her arms and leg in closer to her body,	317
317	she decreases the radius, thus increasing the velocity of her rotation.	328
328	Consequently, she spins faster. When she is ready to slow the rotation,	340
340	she extends her arms and leg outward again, increasing the radius and	352
352	decreasing the velocity. The skater displays a perfect example of the	363
363	conservation of angular momentum.	367
367	The next time you observe a skater spinning rapidly on the ice, watch	380
380	how she changes the speed of her rotation by manipulating her arms and	393
393	legs.	394

Notes:

Oral Reading Comprehension: In a Spin

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
	<b>Key concept + detail:</b> <i>When an ice skater is spinning in a circle and she draws her arms and/or legs closer to her body, (+)</i> <i>it causes her to spin faster; (or) her body rotates faster and faster; (or) it demonstrates the conservation of angular momentum.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>When an ice skater is spinning in a circle, what happens when she draws her arms and legs closer to her body?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• She goes slower.</li><li>• She is less likely to fall over.</li></ul>	
2	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The Law of the Conservation of Momentum (+)</i> <i>states that momentum remains constant unless there is an external force; (or) states that if neither the mass of a moving object or its velocity changes then the object will remain in motion; (or) states that an object will remain in motion unless something interferes.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What does The Law of the Conservation of Momentum state?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• That objects will stop moving</li><li>• That objects always move the same way</li></ul>	
3	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Angular momentum specifically relates to (+)</i> <i>an object's rotation around a center point or axis; (or) the spin of a yo-yo or an ice skater; (or) something that is spinning.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What does angular momentum specifically relate to?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• Momentum that happens at an angle.</li><li>• Object momentum</li></ul>	
4	Correct response provided during recall		2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The radius of an object (+)</i> <i>is the distance from the outside of an object to its axis; (or) is the distance of the object from the axis; (or) it is a measurement that helps you figure out the angular momentum of an object.</i>		<input type="checkbox"/> (+) <input type="checkbox"/>	<b>According to the passage, what is the radius of an object?</b>		<ul style="list-style-type: none"><li>• Don't know</li><li>• The distance around the object</li><li>• The distance from one end of the object to the other</li></ul>	

Passage-specific knowledge subtotal \_\_\_\_\_