

5 Acadience Reading
Level 8/Passage 5.3

Oral Reading Comprehension: Breaking Free (continued)

Inference Questions

Now, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.

Circle the 2 when the student correctly answers the question within the context of the passage. Circle the 1 when the student provides some information about the question but does not justify the answer. Circle the 0 when the student is unable to answer the question or gives an incorrect response.

9	Question: Based on the passage, what can we conclude is necessary for ruling a colony?		
	Key Concept: Ruling a colony requires a strong economy, the financial means necessary support another country, and the cooperation of the people living in the colony...(student must give at least one 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">• Britain had trouble managing India as a colony when the economy was bad, meaning that a strong economy is important when ruling over a colony.• Britain started having an even harder time managing India as a colony when more and more people became in favor of self-rule. The protests disrupted the British government there.	Sample responses: <ul style="list-style-type: none">• A country needs money for a colony.• They must have a strong economy.• It helps if they have the support of the people they are ruling over.	Sample responses: <ul style="list-style-type: none">• Don't know• Having a strong military• Ruling very strictly
10	Question: There were people from India who participated in government while they were still under British rule. How did this help India in forming its own government?		
	Key Concept: The experience some people gained while participating in the government under British rule helped India form its own government because they knew how the government ran and could use what they had learned.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: <ul style="list-style-type: none">• Having participants in the government before their independence helped India because they gained valuable experience and had people familiar with the inner workings of the government.• India had a head start when building their own government because they had experienced people who were involved in the government under British rule that could help them.	Sample responses: <ul style="list-style-type: none">• The experience would help the new government.• They could build off of what they had learned while under British rule.	Sample responses: <ul style="list-style-type: none">• Don't know• They ruled like the British.• It didn't help them.• They knew what they didn't want.

Inference subtotal _____

Comprehension total _____

level 8

Oral Reading Progress Monitoring 5

Level 8 Scoring Booklet



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

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

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5 Acadience Reading
Level 8/Passage 5.1

Directions: Make sure you have reviewed the scoring rules in the Acadience Reading 7–8 Assessment Manual and have them available. Say these specific directions to the student:

- I would like you to read a passage to me. Please do your best reading and read for meaning. If you do not know a word, I will read the word for you. Keep reading until I say “Stop.” Be ready to tell me all about the passage when you finish. (Set the timer for 90 seconds and place the passage in front of the student.)
- Begin testing. Put your finger under the first word (point to the first word of the passage). Ready, begin.

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

Shelter from a Storm

0 Clouds scudded in as if someone had stretched a metallic gray 11
11 comforter across the sky, and flakes of snow drifted down like feathers 23
23 from the comforter. Snowflakes settled on Ryan’s eyelashes, blurring his 33
33 vision every time he blinked. Within minutes of the storm starting, he 45
45 began experiencing full-fledged blizzard conditions. Reversing course 53
53 and attempting not to panic, Ryan started back down the trail toward his 66
66 parked truck. He estimated that he was approximately 4 miles from 77
77 the trailhead and his truck, but was he traveling in the right direction? 90
90 The blizzard had created whiteout conditions; the horizon had 99
99 vanished, and the sun had disappeared, too, making it difficult to see 111
111 anything. Just slide one foot in front of the other, he coached himself; 124
124 keep progressing. Why hadn’t he checked the weather forecast before 134
134 driving out to Turquoise Valley Lake on a sudden whim? Summer or 146
146 winter, autumn or spring, you always check the weather forecast before 157
157 going hiking. 159

5 Acadience Reading
Level 8/Passage 5.3

Oral Reading Comprehension: Breaking Free (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	Decolonization:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• The process of breaking free from the rule of another country (or) • The process of becoming an independent country	• Becoming free from colonial status (or) • Gaining independence	• Don't know • Being colonized • To not be in a colony
	Other:		
6	Sap:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Gradually weaken or destroy (or) • Drain someone or something of strength or power	• To diminish the supply of something (or) • To weaken (or) • The liquid inside trees/plants	• Don't know • To give away • To energize
	Other:		
7	Hasten:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• To cause something to happen sooner than it otherwise would (or) • To be quick to do something	• To urge on (or) • Move quickly (or) • To speed up	• Don't know • Going fast • Slow
	Other:		
8	Constitution:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• A written record of the fundamental principles of a government (or) • The basic principles and laws of a nation (or) • Rules for a country	• A government document (or) • Set of laws (or) • Rules	• Don't know • Like a contract • Document • A record
	Other:		

Vocabulary subtotal _____

5 Acadience Reading
Level 8/Passage 5.3

Oral Reading Comprehension: Breaking Free

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>India gained its independence</i> (+) <i>in 1947; (or) after almost 200 years of British control.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	When did India gain its independence?		<ul style="list-style-type: none">• Don't know• A long time ago• In the 20th century• In 1847		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	Key concept + detail: <i>Mohandas Gandhi led the people of India</i> (+) <i>in peaceful protests against British rule; (or) in strikes against British rule; (or) to become prepared for India's decolonization.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What were the activities that Mohandas Gandhi lead the people of India in doing?		<ul style="list-style-type: none">• Don't know• He led the new government.• Fighting.		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	Key concept + detail: <i>India's transition to independence was made easier</i> (+) <i>because the Indian people were able to participate in the government while under British control; (or) because a few Indians had attended England's best schools and came back to help form a new independent nation.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What made India's transition to independence easier?		<ul style="list-style-type: none">• Don't know• Because of protests• Having a vote• Gandhi		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response		0
	Key concept + detail: <i>India got a new prime minister (Jawaharlal Nehru)</i> (+) <i>who led India during the country's break from Britain; (or) who helped Indians write a new constitution; (or) who gave more equal rights to the people of India.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	What is one thing that India's new prime minister did?		<ul style="list-style-type: none">• Don't know• He led the war.• He led protests.• He did not help.		

Passage-specific knowledge subtotal _____

5 Acadience Reading
Level 8/Passage 5.1

Shelter from a Storm (continued)

159	As he trudged along, Ryan reviewed everything he could remember	169
169	about getting caught in a blizzard. Don't eat snow because it will	181
181	decrease your body temperature; melt snow and then drink it. Move	192
192	your hands and feet to keep hypothermia from setting in; hypothermia,	203
203	potentially fatal, occurs when body temperature falls below 95 degrees	213
213	Fahrenheit. Ryan knew what he shouldn't do, but what actions should	224
224	he take? He racked his brain for positive actions, but he felt groggy and	238
238	slow, as though his brain were freezing.	245
245	An idea seeped into Ryan's head to look for shelter to avoid the	258
258	cutting winds, but whiteout conditions prevented him from seeing	267
267	anything. Turquoise Lake was in a valley; birches and pines surrounded	278
278	him and Ryan tripped and fell to his knees. He told himself to get up, but	294
294	his limbs refused to cooperate; the wind-driven snow swirling around	305
305	made him feel peaceful.	309
309	An idea suddenly punched Ryan alert, and he began to dig frantically	321
321	to excavate a snow cave to crawl into. That would shelter him from the	335
335	cold and the wind until the blizzard wore itself out.	345
345	The blizzard raged on for what seemed like an eternity, but	356
356	gradually, the weather cleared, and peering out of his cave, Ryan began	368
368	to distinguish the colors and shapes of landmarks. He was chilled to the	381
381	bone, but he was safe; he knew exactly where he was.	392

Notes:

5 Acadience Reading
Level 8/Passage 5.1

Oral Reading Comprehension: Shelter from a Storm

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	Correct response provided during recall 2 Partial credit 1 Incorrect response 0
2	Correct response provided during recall 2 Partial credit 1 Incorrect response 0	Correct response provided during recall 2 Partial credit 1 Incorrect response 0
3	Correct response provided during recall 2 Partial credit 1 Incorrect response 0	Correct response provided during recall 2 Partial credit 1 Incorrect response 0
4	Correct response provided during recall 2 Partial credit 1 Incorrect response 0	Correct response provided during recall 2 Partial credit 1 Incorrect response 0

Passage-specific knowledge subtotal

5 Acadience Reading
Level 8/Passage 5.3

Breaking Free (continued)

239	especially the problem of poverty.	244
244	These were very high hopes for a place with so many religions,	256
256	political groups, languages, nationalities, and identities. In such a place,	266
266	there are sure to be clashes; in India there were many. In the middle of	281
281	India's change to a free nation, fighting between Hindus and Muslims	292
292	grew more heated and there seemed to be no point of consensus. The	305
305	problem was solved by splitting India into two states: Pakistan and India.	317
317	Hard feelings remained, though, and many died in the conflict.	327
327	Since breaking ties with Britain, India still struggles with a couple	338
338	of key issues: how it sees itself in the world and the persistent problem	352
352	of poverty. Its struggles have offered key lessons to the rest of the	365
365	world. India is not yet the nation that its early leaders dreamed of, but it	380
380	continues to evolve and improve after hundreds of years of colonialism.	391

Notes:

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

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

Breaking Free

India gained its independence in 1947, after almost 200 years of British control. Yet, the country's road toward decolonization, or the process of breaking free from the rule of another country, began well before 1947. Years before, led by Mohandas Gandhi, the people of India had come together for peaceful protests and strikes against British rule. By 1942, the British agreed to help prepare India to govern itself. In the years after World War II, India inched closer to becoming a free nation. The war had sapped England's economy, and it could no longer afford to manage its colonies well. Also hastening the break from Britain was the fact that more and more Indians were in favor of self-rule. Becoming a free nation was no easy task, but two things made the process go more smoothly than it might have otherwise gone. The Indian people were allowed to participate in the government during the years under British control. Also, a few privileged Indians had attended some of England's best schools and had come back home to help shape the new nation. Jawaharlal Nehru became India's prime minister during the country's break from Britain. Under his leadership, the Indians wrote a constitution that, among other things, gave more equal rights to its people. He helped set up a democratic government that is still in effect. Nehru hoped that the nation would use science and technology to solve its problems,

Oral Reading Comprehension: Shelter from a Storm (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	Scudded:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	To be driven fast by the wind and in a straight line (or) To be moved quickly by the wind	To move quickly (or) Move in a line (or) Moved by wind	Don't know Clouds moving To scrub To fall
	Other:		
6	Full-fledged:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Completely developed or established (or) Of full status	Complete (or) Full-blown	Don't know Partial A full cup Flying
	Other:		
7	Trudge:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	To walk slowly and with heavy steps because of exhaustion or harsh conditions (or) To walk slowly with difficulty	To drag your feet as you walk (or) Walk through a storm	Don't know Trample Run
	Other:		
8	Hypothermia:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	The condition of having a low body temperature (or) A lower than normal body temperature (or) When your body temperature is much lower than 95 degrees	To be severely cold (or) Frostbite	Don't know To be really hot A cold virus The chills
	Other:		

Vocabulary subtotal

Oral Reading Comprehension: Shelter from a Storm (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>What can we predict Ryan will do before he goes hiking the next time?</i>		
	Key Concept: We can predict Ryan will check the weather first to avoid blizzard conditions, as well as prepare better for bad weather.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: • Ryan will probably check the weather first and pack warmer clothes before going on a hike next time. • Next time, Ryan will check the weather to try to avoid blizzard conditions as well as bring better supplies in case he unexpectedly encounters bad weather.	Sample responses: • He'll check the weather. • He'll pack a better jacket. • He will bring more supplies. • He will bring a compass.	Sample responses: • Don't know • He won't do anything different. • He won't go hiking again. • He'll stay close to his truck. • He'll go somewhere warm.
10	Question: <i>What is one way that the whiteout conditions affected Ryan?</i>		
	Key Concept: The whiteout conditions...(student provides one correct example with explanation).		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: • The whiteout conditions caused Ryan to get disoriented with his surroundings because he could not see any landmarks. • The whiteout conditions made it very hard for Ryan to see where he was going so he did not know how to get back to his truck.	Sample responses: • He could not see anything. • He was lost. • He was confused. • He got cold.	Sample responses: • Don't know • He was really scared. • He got hypothermia.

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: Foehn Winds (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>Why is air at the top of a mountain cool and dry?</i>		
	Key Concept: The air has expanded, cooled, and lost moisture through precipitation as it rose up the mountain.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: • Air at the top of a mountain is cool and dry because as it goes up the mountain slope the air expands and cools. • It is cool and dry because the air loses moisture through rain and snow before it reaches the top of the mountain.	Sample responses: • Because it loses moisture through rain. • Because the air cools as it goes up the mountain. • The air expands and by the time it reaches the top it is cool.	Sample responses: • Don't know • There's no snow. • It's just colder. • The wind is gone.
10	Question: <i>How do mountains help create winds?</i>		
	Key Concept: Mountains create differences in air pressure and air movement which creates wind.		
	Correct response 2	Partially correct response 1	Incorrect response 0
	Sample responses: • Wind occurs when air travels from areas of high pressure to areas of low pressure. Because mountains affect air pressure, they help create wind. • Mountains can have high pressure on one side and low pressure on the other side. As air flows from one system to the next, it creates wind.	Sample responses: • Mountains affect air pressure around them. • There are different air pressures which create wind. • Weather in mountain regions is unpredictable and creates ideal conditions for wind.	Sample responses: • Don't know • The mountains make the wind. • Wind blows on the mountain. • They're so big.

Inference subtotal _____

Comprehension total _____

Oral Reading Comprehension: Foehn Winds (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	Foehn wind:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Warm, dry, strong wind that blows on the downwind side of a mountain (or) • A hot southerly wind on the Alps	• Wind on the slopes of a mountain (or) • A strong, warm wind	• Don't know • Type of wind • Weather • In the mountains
	Other:		
6	Leeward:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• The downwind side of a mountain (or) • The side that the wind is blowing down (or) • The side sheltered from the wind	• Downwind (or) • Facing away from the wind	• Don't know • Side of a mountain • Wind
	Other:		
7	Windward:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• The side of a mountain facing the direction that the wind is coming from (or) • The side of the mountain or direction from which the wind is blowing (or) • The mountain side facing against the wind	• Facing the wind (or) • Upwind	• Don't know • Side the wind is blowing on • Side of a mountain • Wind
	Other:		
8	Water vapor:		
	Correct response 2	Partially correct response 1	Incorrect response 0
	• Moisture in the air (or) • Water in a gaseous form (or) • The gas phase of water	• Moisture (or) • A gas	• Don't know • Water • Steam • Fog
	Other:		

Vocabulary subtotal

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

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

Foehn Winds

0	Weather in mountainous regions can be unpredictable because	8
8	mountains restrict the ready movement of air, thus creating wind. Wind	19
19	occurs when air travels from areas of high pressure to areas of low	32
32	pressure in the atmosphere. Particularly tall mountains create differences	41
41	in air pressure and, therefore, wind. When a strong, high-pressure system	53
53	forms on one side of a mountain range and a corresponding low-pressure	66
66	system forms on the other side, a foehn wind develops. A foehn wind	79
79	is any warm, dry, strong wind that blows on the leeward, or downwind,	92
92	side of a mountain. Because these pressure patterns are common in	103
103	cooler months, foehn winds often occur from September through April	113
113	in the Northern Hemisphere. The German term “foehn” was originally	123
123	applied to winds that were first studied and observed in the European	135
135	Alps. However, similar winds occur in mountainous regions all around	145
145	the world.	147
147	A foehn wind develops when warm, moist air encounters the	157
157	windward slope of a mountain. The windward slope of a mountain is the	170
170	side facing the direction from which the warm, moist wind is blowing.	182
182	As the air ascends the slope, the air expands and cools. Eventually, the	195
195	water vapor, or moisture in the air, condenses and turns into rain or snow	209
209	precipitation. As it reaches the mountaintop, the air has lost most of its	222
222	water vapor, so it is cold and dry. The low pressure on the downwind	236

Foehn Winds (continued)

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side that was shielded from the initial winds draws the air downward. As the air descends, it compresses and becomes warmer. The speed of the air increases, resulting in a hot and dry wind, sometimes at gale-force velocity. The air temperature can rise by several degrees in a matter of minutes.

While warmer temperatures in the winter might seem desirable, there can be negative effects. Foehn winds are called “snow eaters” because the hot, dry winds can sublimate snow, causing it to go from a solid to a gas, or from snow to water vapor, without passing through the liquid water phase. Sometimes the warmer temperatures cause flooding from rapidly melting snow, and when temperatures cool again the water can refreeze. In communities where foehn winds are common, drought conditions combined with high wind speeds can create wildfire hazards.

While foehn winds may bring warm, pleasant weather, they need to be monitored and predicted so people can plan for the possible adverse effects.

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Notes:

Oral Reading Comprehension: Foehn Winds

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>Foehn winds develop</i> <div>(+)</div> <i>when a strong high-pressure system forms on one side of a mountain and a low pressure system forms on the other side; (or) when warm moist air encounters the windward slope of a mountain and moves upward, then descends on the other side.</i>	<div><input type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div>	What are the conditions under which foehn winds develop?	<ul style="list-style-type: none">• Don't know• When there is a mountain• When there is warm air		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Foehn winds occur in the Northern Hemisphere</i> <div>(+)</div> <i>during cooler months; (or) in the months of September through April.</i>	<div><input type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div>	When do foehn winds occur in the Northern Hemisphere?	<ul style="list-style-type: none">• Don't know• During warmer months• May through August		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>Foehn winds were first studied</i> <div>(+)</div> <i>in the European Alps; (or) in the Alps.</i>	<div><input type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div>	Where were foehn winds first studied?	<ul style="list-style-type: none">• Don't know• In the U.S.• In the mountains		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	Key concept + detail: <i>When foehn winds are developing, air reaches the top of a mountain</i> <div>(+)</div> <i>and has lost most of it's water vapor; (or) and low pressure draws the air down the other side of the mountain; (or) and it descends the other side of the mountain and the air compresses and becomes warmer; (or) and a hot, dry wind is created.</i>	<div><input type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div>	If foehn winds are developing, what happens when air reaches the top of a mountain?	<ul style="list-style-type: none">• Don't know• It goes back down.• It keeps blowing.• It gets super hot.		

Passage-specific knowledge subtotal