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October 20, 2021

M E M O R A N D U M

TO: City and County Superintendents of Education

FROM: Eric G. Mackey
            State Superintendent of Education

RE: *Alabama Comprehensive Assessment Program* (ACAP) Summative Reading Subtest Data

The *ACAP Summative* Reading Subtest Data was released on Monday, October 18, 2021. The reading sufficiency levels are based on the reading items in the *ACAP Summative* English Language Arts (ELA) test that address the reading requirements established by the *Alabama Literacy Act* (ALA). If a student's performance is described as "Scoring at the Lowest Reading Achievement Level" for reading sufficiency, then the student is likely to need urgent support to meet the minimum reading requirement established by the ALA.

The *ACAP Summative* Reading Subtest Data was posted to the Alabama State Department of Education (ALSDE) Identity Management (AIM) portal under the Student Data Tile on Monday, October 18, 2021. Appropriate district and school staff may be given access to review this data by assigning them to the position of "Student Data Student Assessment" in the Education Directory. Please find below information regarding the posting of *ACAP Summative* Reading Subtest Data.

Portal Information:
To gain access to the AIM portal, please take the following steps:
* Go to the following URL: http://aim.alsde.edu/aim/index.aspx.
* Log in with your email address and your password.
* Once you are logged in, click on the tile that reads "Student Data."
* The application will appear.

Using the Application:
* Choose ACAP Summative Reading Subtest from the drop-down list labeled "Assessments."
* Choose 2021; 2020- 2021 School Year from the drop-down list labeled "School Year."
* Your school system should be in the drop-down list labeled "School System."
* Choose a School from the drop-down list labeled "School."
* Below each column header in the grid is a filter box. If you want to filter the grid results, type the appropriate text into the filter box for the appropriate column header (i.e., if you want to filter by grade, type in 02 or 03 under the filter "Test Grade"). After a second or two, the grid will refresh, and the data will be filtered. To remove a filter, simply delete the text in the box, and the grid will return to its original setting.
* The demographic information and other information were captured from the student's 2021 testing record.
* The "Reading Scale Score" is the separate reading score for the reading items. For purposes of determining the cut score for reading sufficiency, a standard-setting committee was provided with Performance Level Descriptors (PLDs), which describe what a student reading at a second- or third-grade level would be expected to know and be able to do and what a student who is not yet reading at grade level would be expected to know and be able to do (see chart on next page). The PLD threshold was set to mark for "just at grade level" and guided the committee in determining the cut score (see attachments).

Reading Cut Score	
Grade 2	**Grade 3**
448	452

- The column identified as "Scoring at the Lowest Reading Achievement Level" identifies any student who scored below the Reading Cut Score.
- The file can be exported to Excel or CSV. When exporting to a spreadsheet, just note that true and false are used instead of the checkmarks. True means that the student is identified according to the column header.

The Alabama State Board of Education (SBOE) considered preliminary cut scores for the *ACAP Summative* English Language Arts (ELA) Reading Subtest on October 14, 2021, during the Work Session. A recommendation is set for a vote by the SBOE at the November 10, 2021, board meeting. Upon their approval, you may begin entering the ACAP portion of the Comprehensive Local Education Agency (LEA) Early Literacy Report 2021 by using the link: https://fillable.jivrus.com/p/1IDBYyIleomEWfhwS1WUSctfS3LEp-9zpV0MRvu43ePI. The LEAs will need to complete the following no later than November 24, 2021:

- K-3 Students performing on or above grade level on the SBOE-approved reading assessment—*ACAP Summative*.
- Number of students who started third grade with one or more reading deficiencies but was on or above grade level on the *ACAP Summative* ELA Reading Subtest.

If you have questions about the ALA, please contact, Ms. Christie Metz, ARI Section, at christie.metz@alsde.edu or at 334-694-4632.

If you have questions about the data, please contact Mrs. Maggie Hicks, Student Assessment Section, at mhicks@alsde.edu and Dr. Kathy Padgett at kpadgett@alsde.edu or at (334) 694-4817.

EGM/MH

Attachments

cc: Mrs. Angela Martin
        Mrs. Shanthia Washington
        Dr. Elisabeth Davis
        Mrs. Bonnie Short
        System Test Coordinators
        Ms. Christie Metz
        ARI Central Office Contacts

FY22-2010

Performance Level Descriptors (PLDs) *for* Grade 2 Reading

The PLDs describe what students can typically do if they meet (or are working toward meeting) the reading requirement. Skills typically held by students who are working toward meeting the reading requirement are shown in the first column. Students who meet the reading requirement are also expected to have these skills, plus the skills shown in the second column. A student does *not* necessarily need to demonstrate all the listed skills to meet the reading requirement. Instead, these statements illustrate the knowledge and skills expected of Grade 2 students who are on track to meet the reading requirement in Grade 3.

		Working Toward Meeting the Reading Requirement	Meets the Reading Requirement
		Students in this level need support to become on-track to meet the reading requirement in Grade 3. They typically have partial understanding of the current grade's reading content standards and are building the skills needed to read at grade-level.	Students in this level are on-track to meet the reading requirement in Grade 3. They have sufficient understanding of the current grade's reading content standards and are on track for reading at grade level in Grade 3.
Standard #	**Standard**	**Students at this level…**	**Students at this level…**
2.RL.RR.9/ 2.RI.RR.19	By the end of the year, read and comprehend literature, including stories and poetry, and informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	with scaffolding and support, read and comprehend literature and informational texts in the Grade 2 text complexity band.	read and comprehend literature and informational texts proficiently in the Grade 2 text complexity band.
2.RL.KI.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	with support, ask and answer some questions (i.e., *who, what, where, when*) about important details of the text and attempt other questions (i.e., *why, how*).	ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

	a. Infer the main idea and supporting details in narrative texts.	identify a main idea or supporting detail when explicitly stated in the text.	make inferences about the main idea and supporting details of a narrative text.
2.RL.KI.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	retell stories with some details about characters, setting, or actions.	use the most important details to recount stories from diverse cultures and identify their central message, lesson, or moral.
2.RL.KI.3	Describe how characters in a story respond to major events and challenges.	identify story characters' responses to major events and/or challenges; and with support, describes these responses.	describes how story characters respond to major events and challenges.
2.RL.CS.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	identify the words and phrases that supply rhythm and meaning in a story, poem, or song; and with support, describes how these words and phrases supply rhythm and meaning.	describe how words and phrases supply rhythm and meaning in a story, poem, or song.
2.RL.CS.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	identify the beginning and ending of a story; and with support, describe the purpose of the beginning and the ending of the story.	describe the structure of a story, including the purpose of the beginning and ending of the story.
2.RL.CS.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	with support, acknowledge different points of view among characters.	acknowledge different points of view among characters by identifying the characteristics of characters' dialogue in a text.
2.RL.IK.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	attempt to use information from illustrations and words in a text to demonstrate an understanding of characters, setting, or plot.	use information from illustrations and words in a text to demonstrate an understanding of characters, setting, or plot.

2.RL.IK.8	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	attempt to compare or contrast two or more versions of the same story by different authors or from different cultures.	compare and contrast two or more versions of the same story by different authors or from different cultures.
2.RL.KI.10	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	with support, ask and answer some questions (i.e., *who, what, where, when*) about important details of the text, and attempt other questions (i.e., *why, how*).	ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
2.RI.KI.11	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	attempt to identify the main topic of a single-paragraph text, and attempt to identify the focus of specific paragraphs within a multi-paragraph text.	identify the main topic of a multiparagraph text and identify the focus of specific paragraphs within the text.
2.RI.KI.12	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	with support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	describe the connection (e.g., the sun gives light) between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.RI.CS.13	Determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area.*	with scaffolding or support can determine the meaning of words and/or phrases in a text relevant to a *Grade 2 topic or subject area.*	determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area.*
2.RI.CS.14	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	attempt to identify and use text features to locate key facts or information in a text.	identify and use text features to locate key facts or information in a text efficiently.
2.RI.CS.15	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	attempt to identify the main purpose of a text.	identify the main purpose of a text, including what the author wants to answer, explain, or describe.

2.RI.IK.16	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	identify specific images, and, with support, explain how they contribute to and clarify the text.	identify specific images and explain how they contribute to and clarify the text.
2.RI.IK.17	Describe how reasons support specific points the author makes in a text.	identify the specific points an author makes and attempt to describe how reasons support the author's point.	identify the specific points an author makes; describe how reasons support the author's point.
2.RI.IK.18	Compare and contrast the most important points presented by two texts on the same topic.	attempt to compare or contrast the most important points presented by two texts on the same topic.	compare and contrast the most important points presented by two texts on the same topic.
2.RFS.PWR.20	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade appropriate irregularly spelled words.	attempt to know and apply grade-level phonics and word analysis skills in decoding words. a. attempt to distinguish long and short vowels when reading regularly spelled one-syllable words. b. attempt to know spelling-sound correspondences for additional common vowel teams. c. attempt to decode regularly spelled two-syllable words with long vowels. d. attempt to decode words with common prefixes and suffixes. e. attempt to identify words with inconsistent but common spelling-sound correspondences. f. attempt recognize and read grade appropriate irregularly spelled words.	know and apply grade-level phonics and word analysis skills in decoding words. a. distinguish long and short vowels when reading regularly spelled one-syllable words. b. know spelling-sound correspondences for additional common vowel teams. c. decode regularly spelled two-syllable words with long vowels. d. decode words with common prefixes and suffixes. e. identify words with inconsistent but common spelling-sound correspondences. f. recognize and read grade appropriate irregularly spelled words.

2.L.V.38	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	with support, determine or clarify the meaning of unknown and multiple-meaning words or phrases. a. attempt to use sentence-level context as a clue to the meaning of a word or phrase. b. attempt to determine the meaning of the new word formed when a known prefix is added to a known word. c. attempt to use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. attempt to use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. attempt to use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	determine or clarify the meaning of unknown and multiple-meaning words or phrases. a. use sentence-level context as a clue to the meaning of a word or phrase. b. determine the meaning of the new word formed when a known prefix is added to a known word. c. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2.L.V.39	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	Attempt to demonstrate understanding of word relationships and/or nuances in word meanings. a. Attempt to identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Attempt to distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

Performance Level Descriptors (PLDs) *for* Grade 3 Reading

The PLDs describe what students can typically do if they meet (or are working toward meeting) the reading requirement. Skills typically held by students who are working toward meeting the reading requirement are shown in the first column. Students who meet the reading requirement are also expected to have these skills, plus the skills shown in the second column. A student does *not* necessarily need to demonstrate all the listed skills to meet the reading requirement. Instead, these statements illustrate the knowledge and skills expected of students who meet the reading requirement in Grade 3.

		Working Toward Meeting the Reading Requirement	Meets the Reading Requirement
		Students in this level need support to meet the reading requirement in Grade 3. They typically have partial understanding of the current grade's reading content standards and are building the skills needed to read at grade-level.	Students in this level meet the reading requirement in Grade 3. They have sufficient understanding of the current grade's reading content standards and are reading at grade level in Grade 3.
Standard #	**Standard**	**Students at this level…**	**Students at this level…**
3.RL.RR.9/ 3.RI.RR.19	By the end of the year, read and comprehend literature, including stories, dramas, and poetry and informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.	with scaffolding and support, read and comprehend literature and informational texts in the Grade 3 text complexity band.	read and comprehend literature and informational texts proficiently in the Grade 3 text complexity band.
3.RL.KI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	attempts to ask and answer questions to demonstrate understanding of a text, while referring explicitly to the text as the basis for the answers.	ask and answer questions that demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.KI.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	retell stories (instead of recount), including fables, folktales, and myths from diverse cultures; attempt to determine the central message, lesson, or moral and attempt to explain how it is conveyed through key details in the text.	recount (i.e., using paraphrasing or summarizing) instead of simple retelling (i.e., a verbatim recitation) stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RL.KI.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	attempt to describe characters in a story (e.g., their traits, motivations, or feelings) and attempt explain how their actions contribute to the sequence of events.	describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	determine the meanings of words and phrases in relationship to how they are used in the text, while attempting to distinguish literal from nonliteral language.	determine the meanings of words and phrases in relationship to how they are used in the text, distinguishing literal from nonliteral language.
3.RL.CS.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	attempt to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; attempts to describe how each successive part of the text build on each other.	refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; understand these terms (e.g., stanza) and describe how each successive part of the text builds on each other.
3.RL.CS.6	Distinguish their own point of view from that of the narrator or those of the characters.	attempt to distinguish their own point of view from that of the narrator or characters.	distinguish their own point of view from that of the narrator or those of the characters.
3.RL.IK.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a	use information from illustrations and words in a text to demonstrate some understanding of the text; attempt to explain how specific aspects of a text's illustrations contribute to	explain that illustrations are connected to text and can relay or emphasize information in the text (e.g., create mood, reinforce the scene).

	story (e.g., create mood, emphasize aspects of a character or setting).	what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
3.RL.IK.8	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	attempt to compare and/or contrast the themes, settings, and/or plots of stories written by the same author.	compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
3.RI.KI.10	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ask or answers questions (i.e., who, what, when, where, why, how) about a text and attempt to refer explicitly the text as the basis for the answers.	ask and answer questions about a text, and refer explicitly to the text as the basis for the answers.
3.RI.KI.11	Determine the main idea of a text; recount the key details and explain how they support the main idea.	attempt to determine the main idea of a text; recount the key details from the text and attempt to explain how they support the main idea.	determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RI.KI.12	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.	describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, while attempting to use language that pertains to time, sequence, and cause and effect.	describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.
3.RI.CS.13	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 3 topic or subject area*.	attempt to determine the meaning of academic and domain-specific words and phrases in text relevant to a *Grade 3 topic or subject area*.	determine the meaning of academic and domain-specific words and phrases in a text relevant to a *Grade 3 topic or subject area*.

3.RI.CS.14	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	attempt to use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.CS.15	Distinguish their own point of view from that of the author of a text.	attempt to distinguish their own point of view from that of the author of a text.	distinguish their own point of view from that of the author of a text.
3.RI.IK.16	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	attempt to use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.IK.17	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).	attempt to describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).	describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).
3.RI.IK.18	Compare and contrast the most important points and key details presented in two texts on the same topic.	attempts to compare or contrast important points and key details presented in two texts on the same topic.	compare and contrast the most important points and key details presented in two texts on the same topic.
3.L.V.40	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	attempt to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. a. attempt to use sentence-level context as a clue to the meaning of a word or phrase.	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. a. use sentence-level context as a clue to the meaning of a word or phrase. b. determine the meaning of the new word formed when a known affix is added to a

	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	b. attempt to determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. attempt to use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. attempt to use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3.L.V.41	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	attempt to demonstrate understanding of word relationships and nuances in word meanings. a. distinguish the literal and attempt to distinguish the nonliteral meanings of words and phrases in context (e.g., *take steps*). b. attempt to identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. attempt to distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	demonstrate understanding of word relationships and nuances in word meanings. a. distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).