



Dynamic Indicators of Basic Early Literacy Skills 8th Edition

Maze Benchmark

Grade 4

Administration Directions and Scoring Keys

Examiner script	
<p>I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.</p> <p>(Hand out the Maze student worksheets. Make sure students have written their names down before proceeding.)</p> <p>You are going to read a passage with some words missing from it. For each missing word you will see a box with three words in it. Your job is to circle the word you think makes the most sense in the context of the passage. Let's look at the Practice Passage together. Listen as I read.</p> <p>Tom goes to a school far from his house. Every morning, he takes a school (pause) art, bus, work (pause) to go to school.</p> <p>Let's stop there. Let's circle the word "bus" because I think "bus" makes the most sense here. Listen to how that sentence sounds now.</p> <p>Every morning, he takes a school <u>bus</u> to go to school.</p> <p>Now it's your turn. Read the next sentence <u>silently</u> to yourself. When you come to a box, read all the words in the box and circle the word that makes the most sense to you. When you are done, put your pencil down.</p> <p>(Allow up to 30 seconds for students to complete the example and put their pencils down.)</p> <p>If necessary, after 30 seconds say Put your pencil down. As soon as all students have their pencils down, say Good job.</p> <p>Now listen. In the (pause) afternoon, library, morning (pause), he also takes a bus home. You should have circled "afternoon" because "afternoon" makes the most sense. Listen. In the <u>afternoon</u>, he also takes a bus home.</p> <p>Okay, when I say "Begin," turn the page and start reading the passage silently. Start on the page with the title. When you come to a box, read all the words in the box and circle the word that makes the most sense in the passage. You will stop when you come to a stop sign or I say Stop. Ready? Begin. Start the timer.</p> <p>At the end of <u>3 minutes</u>, stop the timer and say Stop. Put your pencils down.</p>	
Reminders	
Start timer	Start the timer after you say Begin.
Prompts	<p>If a student starts reading the passage out loud, say Please read the passage silently. (Repeat as often as needed.)</p> <p>If a student skips an entire page, say. Please be sure not to skip pages.</p> <p>If a student stops working, say Please keep going until I tell you to stop. Just do your best work. (Repeat as often as needed.)</p>
Discontinue	There is no discontinue rule. Every student should be encouraged to try their best until three minutes have passed.

Name: _____

Date: _____

Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school **art bus work** to go to school. In the **afternoon library morning**, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

Working on Cars

Annabelle liked to work on cars with her dad. Her dad owned a classic 1965

Mustang **that** he was busily restoring, and she **enjoyed** helping him with **2**
the work. They **worked** together in the garage with the **door** wide open to **4**
let in some **air**, and fans blowing on them. On **those** days Annabelle **6**
wore an old, torn **pair** of blue jeans and a faded **shirt**. She tied her hair **8**
up in **a** bun to keep it out of **her** eyes. Her dad wore sweatpants **10**
and **a** frayed flannel shirt that was missing two **buttons**, and a pair of **12**
old carpet **slippers** that he didn't mind ruining. By **the** end of a day of **14**
work **they** both looked as if they had **been** crawling around **16**
in puddles of oil **and** grease for hours at a time, **which** of **18**

Keep going ►

course they had.

Whenever her **dad** asked for a part or tool, **she** would 20
rummage in the tool box **to** find it and then hand it **over** to him as 22
quickly as possible. **She** knew the names of all the **tools** in his toolbox 24
and all the **power** tools on his workbench as well. **She** knew about 26
hammers and pullers, about **jacks** that raised the car up and **dollies** that let 28
her father slide underneath **the** chassis. She knew how to handle **all** 30
these items safely.

Annabelle was proud **of** all the skills she'd learned in **such** a 32
short time -- in under a **month**. Her father was proud of her, **too**. He 34
often said things to Annabelle **like**, "Good work," or "You're learning this 35

Keep going ►

fast,” or “Thatta girl.” Working on cars **with** her dad lifted 37

Annabelle’s spirits. It **was** hard not to feel good when **they** were 39

together like this on a **summer** day with the smell of grease **and** the 41

clatter of tools and the **radio** playing loudly. 42

One day, they were **working** together when a boy from the 43

neighborhood walked by. He stopped in front **of** the garage door and 45

stared at Annabelle. **She** had grease on her shirt and **she** was 47

handing a ball peen hammer **to** her father. 48

“Hey!” the boy said. “**Girls** don’t work on cars.” 49

Annabelle shook **her** head. “Whatever gave you that strange 50

Keep going ►

idea ?” she said. “I’m a girl, and **this** is a car that I’m working 52

on . So, I guess we do.” 53

The **boy** thought about what Annabelle had said. Then he laughed and 54

asked, “Can you teach me how to do it sometime?”



Name: _____

Date: _____

Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school **art bus work** to go to school. In the **afternoon library morning**, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

Lucie's Snow

Lucie lived in a place where it never snowed. This meant that she had never

built a snowman or made a snow **angel**. She had never thrown a **2**
snowball, **and** she had never built a snow **fort** or an igloo. Yet Lucie **4**
liked **the** idea of snow. She liked to **ask** people who'd seen snow all **6**
about **what** snow felt like and what you **could** do with it. **8**
One morning after **she** had asked him many questions about **9**
snow, her dad said, "Okay sweetheart, enough **about** snow. It's time to **11**
get ready **for** school," so she hopped up from **the** breakfast table **13**
and got her backpack.

At the station she and her dad **stood** on the platform in the **15**

Keep going ►

sweltering **heat** , watching sun glaring off the approaching **train** , 17

fanning herself with her notebook, and **quietly** dreaming of sledding and 18

snowball fights. **The** train finally pulled into the station, **blasting** them 20

with hot air. They got **inside** and found two seats in the **back** . The train 24

was almost full.

As **they** rumbled toward downtown, Lucie gazed out **the** 26

window, replacing the palm trees with **pin**es and the brown hills with snowy 27

peaks in her imagination. She pretended to **herself** that she was on a train 29

through the Swiss Alps, and that people **were** skiing alongside the train 31

tracks. She **imagined** that some little boys were hurling **snowballs** at the train 33

Keep going ►

windows as it **passed** . 34

Then something strange happened. The light **inside** the train car dimmed 35

enough that **her** dad looked up from his book **and** peered out the 37

window. Lucie felt **her** back pressed against the seat. She **could** see 39

they were climbing and a **thick** mist had gathered. Inside, the temperature 40

had dropped and the interior of the **train** car had transformed. There 42

were red **velvet** seats, dark wooden doors, and a **lady** passing out knit 44

hats and mittens.

“ **Like** a pair?” 45

“Yes please,” Lucie said, **looking** at her dad who just shrugged. 46

Keep going ►

She put them on and out of the corner of her eye saw 48
 something shimmering. She turned to see snow falling outside the train 50
 window and icy ponds where figures skated, so her dad pulled the 52
 rattling window down and urged her to feel the snow. She took off 53
 a mitten, stuffed it in her pocket, and stuck her hand out, feeling 55
 the soft cool pricks and smiling. But turning back, she found her dad 57
 looking at her with a funny expression. 58
 “Wake up,” he said. “We’re here.” 59
 She followed him from the train onto the downtown platform 60
 where it was just as sunny as ever and he tugged her through the 62

Keep going ►

crowd

. As they approached the turnstile she reached into her pocket to get her

63

ticket but pulled out a yellow mitten instead.



Name: _____

Date: _____

Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school **art bus work** to go to school. In the **afternoon library morning**, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

The Hill

It was late afternoon after the big snowstorm. Samantha was covered in snow

and **sitting** at the bottom of Miller's Hill, **watching** her mother walk toward 2
her. Miller's Hill **was** the longest, steepest hill in town **and** it was 4
slick with ice. Samantha **was** bruised, wet, cold, very happy, and **in** 6
a great deal of trouble.

Earlier **that** afternoon she'd made a fateful decision. **Walking** home 8
and coming just over the **rise** of the terrifying hill, she'd watched Max 9
and Evelyn throw down their backpacks and **call**, "Come on, Sam!" 11
Your mom won't **know**! She's like two blocks away!" 12
Samantha's **mom** was a cautious woman. Samantha always **had** 14

Keep going ►

to wear sunblock, even when she'd **be** inside all day. Samantha always had **15**

to call the instant she got anywhere, **even** if it was just to Max's **17**

house next door. She had to wear **not** only a helmet but also kneepads **19**

and elbow guards when she biked. Samantha's **mom** had expressly **21**

forbidden Samantha from ever **going** down Miller's Hill in any way **at** **23**

all. She was not allowed to **bike**, skate, or sled down Miller's Hill. **It** **25**

was just too dangerous.

Samantha sometimes **wondered** why her mom was so worried **and** **27**

so cautious. She felt that something **bad** must have happened to her mom **28**

when she was a little girl. Maybe **she** had crashed her bicycle. Maybe **30**

Keep going ►

she **had** gone sledding one day and crashed **into** a fence or a tree. 32

Maybe **she** had gone skating and fallen through **the** ice of a frozen 34

lake.

One **day** she asked her grandmother if she **knew** anything about 36

her mother getting into **an** accident as a little girl. Her **grandmother** tilted 38

her head back to think. **Finally**, she smiled and said, “Yes. There **was** 40

one time when your mother went **riding** on a trail in the country **with** 42

some other girls. The horse was **skittish** and took off across a field **galloping** . 44

Your mother hung onto the horse **with** both hands for dear life.” 45

Samantha **thought** that couldn’t be it. The story **wasn’t** nearly dramatic 47

Keep going ►

enough to have made **her** mother such a worrier. 48

On the **afternoon** of the big snowstorm, as her **friends** begged her to do 50

it, Samantha **had** made a split-second decision and thrown **herself** down 52

on the hard-packed ice and **snow**. She'd gone hurtling down the hill **after** 54

Max and Evelyn. They were all **cheering** and laughing. 55

But about a third **of** the way from the bottom, she'd **looked** over 57

to see a shocking sight **through** the front window of Mrs. Forsyth's **house**. 59

There was her mother, at that **very** instant sipping from a cup of **coffee** 61

and looking straight out the window **at** Samantha. 62

Now, as her mom approached, Samantha **lost** her smile, but inside her 63

Keep going ►

head **the** phrase “It was totally worth it” **kept** ringing. She was having

62

a hard time not giggling when her mom stopped in front of her, held out a black plastic bag, and said, “Use this. You’ll go even faster.”

