



UNIVERSITY OF
OREGON

College of Education

Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Maze Benchmark

Grade 7

Administration Directions and Scoring Keys

Examiner script

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.

(Hand out the Maze student worksheets. Make sure students have written their names down before proceeding.)

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.

Tom goes to a school far from his house. Every morning, he takes a school (pause) art, bus, work (pause) to go to school.

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.

Every morning, he takes a school bus to go to school.

Now it’s your turn. Read the next sentence silently 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.

(Allow up to 30 seconds for students to complete the example and put their pencils down.)

If necessary, after 30 seconds say **Put your pencil down.** As soon as all students have their pencils down, say **Good job.**

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 afternoon, he also takes a bus home.

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.

At the end of 3 minutes, stop the timer and say **Stop. Put your pencils down.**

Reminders

Start timer	Start the timer after you say Begin.
Prompts	If a student starts reading the passage out loud, say Please read the passage silently. (Repeat as often as needed.) If a student skips an entire page, say. Please be sure not to skip pages. 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.)
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: _____

Fireflies

Do fireflies live near you? If so, you would see them **at** twilight in the **1**
summer. Fireflies are **a** type of winged beetle that lights **up** like a small lamp. **3**
Their abdomens **light** up to warn predators, attract prey, **or** attract mates. There are **5**
around 2,000 **species** of fireflies. However, fireflies all over **the** world are **7**
endangered and their populations **are** falling. It is now increasingly rare **to** see them **9**
on summer nights.

Fireflies **live** in temperate and tropical climates in **wet**, wooded **11**
areas. So you are more **likely** to see them if you live **in** the countryside or in a **13**
wooded **suburb** than in a city. They hibernate **in** winter by burrowing underground **15**
or under **the** bark of trees. In the spring, **they** emerge and begin feeding. They like **17**

Keep going 

to live near streams or ponds where **their** young will have lots of sources **of** food. 20

Their diets are varied. Some **species** eat slugs and snails while some **feed** on just 22

plant nectar.

The ability **to** light up is enabled by a **chemical** process called 24

bioluminescence. The enzyme luciferase **acts** on a compound called luciferin in **the** 26

presence of oxygen and other chemical **elements**. This is what produces light in **the** 28

firefly's abdomen. Fireflies flash these lights **in** patterns to attract mates or prey. **In** 30

some areas of the world, swarms **of** fireflies have been observed to flash **their** lights 32

in unison. For example, the Thailand **firefly** synchronizes itself perfectly to other 33

fireflies **so** that large groups of fireflies flash **their** lights on and off at the **same** 36

Keep going 

time. If you stand on a **riverbank** in Southeast Asia at dusk, you **can** see these fireflies **38**

light up an **entire** mangrove forest by switching on their **lights** at the same instant **40**

then turning **them** off at the same instant. People **who've** seen these fireflies say that **42**

the **effect** is beautiful and uncanny. Scientists are **still** unsure why they engage **44**

in this **behavior**. But they have figured out how **the** fireflies do it, if not why. **46**

Luciferase, the enzyme that is key to **the** firefly's light, has been **48**

manufactured through **genetic** engineering in labs. This synthetic enzyme **can** then **50**

be inserted into cells in **order** to observe cell processes like the **formation** of tumors. **52**

The cells will express **luciferase** under certain conditions and scientists can **watch** in **54**

real-time how cells change and **grow**. **55**

Keep going 

These processes might also have applications **for** the production of

56

sustainable light sources. **Plant** material could be engineered to contain bioluminescent

57

bacteria. **Then** glowing trees might replace streetlamps on **city** streets!

59

Unfortunately, firefly populations seem to **be** dwindling across the

60

globe. Since they require dark, wet, and wooded areas to reproduce and eat, deforestation

in many areas is leading to their decline.



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Archimedes

Archimedes was a Greek mathematician, inventor, astronomer, and philosopher. He

was born in the Greek city-state **of** Syracuse over two thousand years ago. Syracuse **1**

lies on the coast of Sicily, an **island** in the Ionian Sea that is **now** part of Italy. **4**

Very little is **known** about Archimedes' life. A biography that **was** written by a friend **6**

of his **was** lost. We believe that his father **was** an astronomer. He may have spent **8**

some time studying in Alexandria, in Egypt, **an** important seat of learning and **10**

scholarship **in** the ancient world. He spent most **of** his life in Syracuse, but his **12**

reputation spread all over the ancient world. **13**

Even though Archimedes invented many machines, studied **the** night-time **15**

sky, and philosophized, mathematics was **his** greatest love and the subject he **covered** **17**

Keep going 

in his essays. He discovered formulas **for** the surface area and volume of **a** sphere. 19

He calculated the value of pi, **the** number that describes the ratio of **a** circle's 21

circumference to its diameter. He **worked** on the concept of infinity. He **developed** a 23

system for estimating the number **of** grains of sand it would take **to** fill the universe. 25

His math was **rigorous** and precise, and meets modern-day standards **for** 27

geometry and calculus. He also had **a** great mechanical mind. His knowledge of 28

mechanics showed itself in his mathematical work, **and** also in the machines he was 30

known for during his lifetime. He explained **how** levers work, designed pulley 32

systems, and **improved** the catapult. 33

For much of Archimedes' **life**, Rome and Carthage were at war **with** each 35

Keep going 

other, and fought for control **of** Sicily. Archimedes designed war machines to **defend** 37

Syracuse. He made catapults, and something **called** a claw, which may have been 38

a kind of crane with a grappling **hook** at the end that could attack **ships** on the 41

sea from inside the **city** walls. He may have invented giant **mirrors** that could use 43

the reflected rays **of** the sun to set ships on **fire**. For two years, Rome had Syracuse 45

under siege. Syracuse held the Romans off, **but** the city fell in the end. 47

There are several competing versions of exactly **how** Archimedes died. 49

According to a Roman **historian** named Plutarch, Archimedes was studying a 50

mathematical diagram when the Roman troops marched **into** Syracuse. A soldier 52

commanded him to **come** with him to meet the General, **but** Archimedes refused 54

Keep going 

because he was absorbed **in** his diagram. The soldier drew his **sword** and killed

56

Archimedes. In some accounts, Archimedes' **last** words to the Roman soldier who

57

killed him were, "Do not disturb my **circles**."

59

A circle and a sphere were **placed** on Archimedes' tomb. Eventually, the location

60

of the tomb was forgotten, and archaeologists have yet to find it.



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The Day the Sky Turned Black

My parents told me in July that the solar eclipse that was going to happen in August

was a very rare event. A solar eclipse is when the **moon** appears to completely blot out **1**
the **sun**. For this eclipse, in some parts **of** the United States the sun would **be** **4**
completely covered by the moon, although **it** would only be a partial eclipse **where** **6**
we live. After my parents mentioned **it**, it seemed like everyone was talking **about** **8**
it and I wanted to know **more**, so I did some reading. **9**
I **read** that in ancient times people were **often** terrified of full solar eclipses. **11**
Since **they** did not understand what was happening **to** the sun, people in many **13**
cultures **created** elaborate myths and stories to explain **eclipses**. Usually in these **15**
myths and stories **some** animal, dragon or demon would try **to** eat the sun. People **17**

Keep going 

would go **outside** and bang on drums or ring **bells** until the animal or the demon 19

stopped swallowing the sun and let it **go**. Then they could relax again until **the** 22

next eclipse, when they would have **to** rescue the sun all over again. 23

I imagined that when night suddenly fell **in** the middle of the day, the 25

temperature would drop and the stars would **come** out. Babies, and people who 27

hadn't **heard** about the eclipse, would weep and **tremble** with fear. Birds would fly 29

into **the** trees, cats would go out hunting, **and** dogs would curl up in their **sleeping** 32

places. Even though people now are **too** sophisticated to believe that a monster **or** 34

beast had eaten or stolen the **sun**, a terrible feeling of impending evil **would** be felt 36

on the streets. Maybe **it** sounds weird, but I was excited **to** experience this feeling, 38

Keep going 

especially since I **knew** it wouldn't last long. I thought **that** once the sunlight started 40

to come **back**, there would be a feeling of **good** triumphing over evil. 42

On the morning **of** the day of the eclipse, my **dad** and I made a viewer out 44

of a cereal box. We cut off **the** top, glued a piece of white **paper** to the bottom, 47

covered half the **opening** with a piece of aluminum foil, **and** poked a hole in the foil 49

with a pin. Then we had to **wait**. 51

When the eclipse started, we took **the** viewer out to the balcony, and **stood** 53

with our backs to the sun. **We** adjusted the viewer until the sun **shone** through the 55

pinhole and made a **reflection** on the white paper on the **bottom** of the box. It was 57

very **tiny**, and looked like if you had **cut** a cookie with a circular cutter, **and** 60

Keep going 

used the cutter to take **a** little chunk out of the side. 61

At the peak of the eclipse the **sky** turned a bit gray. Our cat **took** no 64

notice whatsoever, and the construction **workers** in the alley continued with their 65

work undeterred, as though nothing was happening. **But** I was fascinated. I can't 67

wait to see another eclipse!

