



Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Maze Benchmark

Grade 6

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: _____

How to Make a Woodcut

The oldest known method for making multiple copies of the same image is by a printmaking technique known as the woodcut. The images produced by the woodcut

technique are usually in black and white, **but** it is possible to make colored **2**

woodcuts also simply by using more blocks, **each** one inked in a different color. **4**

The woodcut technique was invented in ancient China. **At** first it was used **6**

to print **images** on fabrics such as silk. Later **it** was used to print images on **sheets** **9**

of paper. It was not until **the** late middle ages that this Chinese **painting** technique **11**

was transferred to Europe. Paper-making **came** to Europe from China at about **the** **13**

same time.

As soon as books **started** getting printed and distributed all over Europe, **the** **15**

Keep going



woodcut technique was used to create **full** page illustrations. These illustrations helped **16**

to **sell** books to the public. There were **also** many woodcut prints sold in single **18**

large sheets. These were called “single-leaf” prints. **Some** artists became famous for **20**

their “single-leaf” **prints**. **21**

The woodcut is a time-consuming printing **process**, but it does not require many **22**

special tools, very expensive materials, or advanced **technical** know-how. You just **24**

need patience, some **basic** materials that you can buy in **any** art supply or hardware **26**

store, and **a** little skill. **27**

To make a woodcut, **you** can either draw an image directly **onto** a block of **29**

wood or draw **on** a piece of paper which you **then** glue to the block. You then **use** **32**

Keep going 

a knife or other sharp tool **to** remove all the areas of image **that** are going to be

34

white in **the** final print. This means that the **areas** that are going to be black **now**

37

stand out in sharp relief.

After **the** cutting is done, you apply the **ink**. Printmaking ink is thick and

39

sticky, **like** cold honey. You take it out **of** the can with a wide, flat **knife**.

42

Then you spread it on a **piece** of glass or marble, and roll **it** out in a thin, even layer

44

with a hard rubber roller. You then **roll** it over the carved surface of **the** wood

47

block. The ink will cover **the** uncarved portions of the block but **it** will not touch

49

the parts that **have** been cut out.

50

To print the **block** by hand, you place a sheet **of** paper over the inky block

52

Keep going



and **rub** the back of the paper with **a** spoon or similar tool. Once the **image** has **55**

been printed, you lift the **paper** away from the block and put **it** in a rack to dry. **57**

Then the block may be inked again in the same way as before to make another print.



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: _____

Blizzards of the United States

Blizzard is a term used to describe a kind of massive storm that covers

everything with snow. Usually, blizzards also have strong winds **and** extreme cold. 1

Blizzards in the United States **are** caused by cold, dry air moving **down** from 3

the north and colliding with **warm**, humid air rising up from the **south**. They are 5

most common in the Great Plains, **the** Great Lakes, and the Northeast. Cold **air** 7

from the Pacific Ocean colliding with **warm** air from the Gulf of Mexico **can** cause 9

blizzards in the Midwest. Winds **can** become strong in prairie areas that **are** flat 11

and free of trees. When **cold** air from eastern Canada meets warm **air**, it can cause 13

major blizzards in New England.

When a blizzard hits, it may dump **as** much as twenty-five feet of 15

Keep going 

snow. **Often** when a blizzard hits, many public **services** get shut down. Buses and **17**
 trains **stop** running, and schools are closed. Snowdrifts **often** cover roads and train **19**
 tracks and **may** reach up as high as telephone **lines** and the upper stories of buildings. **21**
Snow may cover barns and other places **where** food is grown or stored. **23**
 Also, **children** are often made to stay indoors, **even** if they want to go out **25**
to play in the snow, because of **the** risk of frostbite from the severe **cold** and **28**
 blasting winds. When people know **a** blizzard is on its way they **often** stock up on **30**
 food in case **the** storm lasts for longer than a **day** or so and buy extra flashlight **32**
batteries and candles just in case the **power** goes out. **34**
 Storm warnings on TV **and** radio stations tell people that they **should** stay at **36**

Keep going 

home while the blizzard **rages**, and not go out driving in **their** cars unless it is **38**

necessary. The **sheer** amount of windblown snow can make **it** hard to see where **40**

you are **going**. That is why drivers try to **stay** off the road and airplanes are **42**

often grounded until the storm lifts. **43**

Very **large** blizzards may become historic events. In **the** United States there **45**

are storms that **are** still remembered for their sudden severity **and** the problems they **47**

caused. For instance, **during** the fall of 1880 a blizzard **struck** the Midwest in October, **49**

covering crops **that** had not yet been harvested. Snow **covered** buildings and stopped **51**

train service. Then **storm** after storm hit until March. One **of** the longest of these **53**

storms lasted **for** nine days. Many people could not **leave** their homes for months at **55**

Keep going 

a **time**, and those who did often had **to** dig tunnels from their front doors. **When** 58

the snow melted that spring, there **were** enormous floods that covered the plains **and** 60

washed whole towns away.

In March **of** 1993 a blizzard called the Storm **of** the Century struck 62

the east coast **of** the United States. The extent of **the** storm system was massive. It 64

stretched **from** Canada into Central America. Snow fell **in** areas where snow is 66

extremely rare, **such** as Florida and Alabama. Ten million **people** on the east coast 68

lost electric **power**. 69

Blizzards are nothing to take lightly. Whenever there is a blizzard warning, it is best to be prepared for the worst.



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: _____

Popcorn

Do you buy a big box of popcorn when you go to a movie? If so, you are

engaging in **a** tradition that goes back thousands of **years**. Archaeological **2**

evidence of popcorn has been **found** in Mexico going back five thousand **years**. **4**

Popcorn has long been eaten as **a** popular snack in the United States **because** it is **6**

inexpensive and tasty.

In **the** United States, popcorn is traditionally eaten **with** salt and butter. In **8**

other countries, **it** may be covered with sugar, caramel, **sweetened** condensed milk, **10**

cheese, jalapeño juice, or **even** bacon. **11**

Only some strains of corn **can** be used as popcorn. Popcorn kernels **have** **13**

tough outer hulls and starchy interiors. **Popcorn** is not ready to be popped **when** first **15**

Keep going 

harvested because it is too **moist**. So, growers dry the kernels until **they** reach about 17

fifteen percent moisture. When **a** heat source is applied, this moisture **turns** to steam 19

and builds up pressure. **The** hard interior becomes softer. Eventually, the **pressure** 21

becomes so great that the outer **hull** ruptures and the inside puffs up **to** twenty to fifty 23

times the size **of** the original kernel. 24

Popcorn is easy **to** make. All you need is a **pot** and a heat source. People once 26

popped popcorn over campfires or stovetops. Although **relatively** easy to cook, 28

heating the kernels **too** fast or too slow can result **in** partially popped, burned, or 30

unexploded kernels. **To** avoid this, people all over the **world** have designed machines 32

that can heat **the** kernels at the right speed and **intensity**. Using oil or butter also 34

Keep going 

helps **to** distribute heat evenly. 35

In China and Korea, **popcorn** is heated in a sealed canister. **When** the pressure 37

inside reaches a certain **level**, the canister is loaded into a **bag** and the seal released. 39

All the **popcorn** explodes at once. 40

The steam powered **popcorn** maker was invented in Chicago in **the** last 42

century. It was loaded onto **street** carts so that the snack could **be** sold throughout 44

the city. At that **time** the popcorn was usually sold in **small** paper bags. People also 46

bought bags **of** popcorn at carnivals and fairs all **over** the country. Popcorn caught 48

on because **it** is a cheap and healthy snack. 49

When movie theaters started opening all over **the** United States, popcorn 51

Keep going 

vendors began parking **their** carts in front of the theaters. **They** would sell bags of 53

popcorn to **people** walking by on the street as **well** as to people going inside to **see** 56

the movies. After some time had **passed**, movie theater managers saw that they **could** 58

make an added profit by making **and** selling popcorn in the theater lobbies. **Some** 60

theater managers did not like to **do** this, because if the movie was **bad** people in 62

the audience would throw **popcorn** at the screen. But in the **end**, almost all movie 64

theaters sold popcorn.

Popcorn has historically been a very stable **business** since it is inexpensive to 66

grow **and** make. Therefore, when other snack and candy businesses failed during the 67

Great Depression or during World War II, popcorn growers and popcorn machine makers

Keep going 

both survived and prospered.

