



O | UNIVERSITY OF
OREGON | College of Education

Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Maze Progress Monitoring

Grade 3

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

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Correct: _____

Incorrect: _____

Adjusted Score: _____

The Time Capsule

One day, when they were both nine, Millie and Pete made a time capsule. They filled an old metal box **with** stuff and buried it in a **secret** place. 1 2

Two years passed. So much **happened** in the world and in their **lives** since they put that metal box **in** the ground. Millie grew three inches. Pete **got** a dog. Millie's dad found a **new** job and bought a new car. **They** both began writing to pen pals **in** foreign countries. 3 5 7 8 9

Now seemed like a **good** time to dig up the time capsule. They wanted to compare how they **were** at eleven 10 12

Keep going ►

to how they used **to** be when they were nine. Then **they** 14
would sit down together and write **letters** to their new foreign 15
friends, describing **their** progress on various life goals. 16
Millie **told** Pete that she had forgotten just **what** they 18
put into the time capsule. **She** remembered a few things, she 19
was **sure**, but not all. It would be **surprising** to open it and 21
find out **what** was in it. Pete said that **he** could not remember 23
exactly what they **had** put into the box, either. He **said** it 25
might feel strange to see **these** things that they had not seen 26
in two years. 27
Millie found her old **beach** sand castle set in the back 28

Keep going ►

of her closet. She and Pete each took **a** plastic shovel and **30**
went out into Millie's **back** yard. Pete walked to the base **of** **32**
the magnolia tree. Millie walked to **the** weeping willow about **33**
thirty feet away.

“Hey!” **she** shouted. “It’s over here!” **34**

“No way,” Pete **replied**. “I know we buried it here.” **35**

They argued for a bit. Each was **sure** about the **37**
location of the time **capsule**. They used Rock Paper Scissors to **38**

decide where to dig first. Millie won. **39**

They spent an hour digging a hole **under** the willow. **41**

Nothing. They spent another **hour** digging another hole under **42**

Keep going ►

the magnolia. **The** capsule wasn't there, either. 43

Five holes **later**, Millie's dad pulled his car into 44

the driveway. He jumped out of the **car** and shouted: "What 46

are you doing?"

Suddenly, Millie remembered something important about 47

the **day** they buried the time capsule. They had buried it in Pete's 48

yard.



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Grandpa's Snakes

When my grandpa was a kid, he lived in California. He lived
with his parents and **his** little sister. Back then the land **was** 2
not so settled. There were few **buildings**. But there were miles 3
of fields **and** orchards. You could see cows, horses, **and** 5
chickens. Grandpa and his sister used **to** go looking for small 6
lizards. But Grandpa's **favorite** thing to do was hunt snakes. 7
After school, he'd change into blue jeans, **grab** a peanut 9
butter and jelly sandwich **and** his snake gear, and head for **the** 11
hills. His snake gear was a **pillow** case, a forked stick, and a 12
pair of his mother's old gardening gloves. 13

Keep going ►

To catch a snake, first you've got **to** find it. Grandpa 15
was a good **finder** of snakes. He knew where they **liked** to 17
sleep during the hot days. **He** knew snakes liked to sun 18
themselves **early** in the morning but that they **tried** to stay 20
cool in the shade **during** the heat of the day. So, **snakes** could 22
best be found underneath rocks, **in** hollow trees, or at the roots 23
of thick bushes. 24

Once he'd found the **snake's** hiding place, he would sneak 25
up **to** the end of the tail. When **he** got close enough, he 27
used his **forked** stick to trap its head. Then **he** picked it up 29
with gloved hands **and** put it in the pillow case. **Most** of the 31

Keep going ►

time Grandpa caught garter **snakes** and striped racers. 32

Once, he caught **a** gopher snake. He carried it home 33

in his pillow case and put it **in** the refrigerator. He knew 35

that the **cold** would not hurt it but would **just** send it into 37

hibernation. When it **was** asleep, he'd be able to study **it**. 39

But he forgot to tell his **mother** it was there. 40

The next time **his** mother opened the refrigerator door, 41

she **got** a big surprise! She screamed so **loudly**, Grandpa 43

said, that she scared the **horses** in the field next door. The **snake** 45

was sleeping, but it still shocked **her** to see it there. After that, 46

she made a rule: if grandpa put a snake in the refrigerator, he had

Keep going ►

to tape a warning on the outside.



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Dear Pen Pal

Dear Pen Pal,

I am a robot called Deet. But I think of myself as

an

1

ordinary eight-year-old kid, just like you.

I

live on the planet Firth. Firth

is

a human-made

3

planet, the first of

its

kind. Scientists from your space program

4

built

it one hundred years ago. We

have

red oceans and one

6

large, green

landmass

called Bern where all of us

live

8

together, robots and humans. The continent

of

Bern is mostly

9

flat, with a

long

line of hills running down the

middle

. These

11

flat lands are where our

farmers

grow food. The forested hills

12

Keep going ►

are **where** the people live. 13

I live in **a** big city. Here we have many **parks** filled 15

with trees that were brought **from** Earth. There are big squares 16

with **fountains** that splash red water. There are **paths** for 18

walking and riding your bike. **We** even have magnetic 19

skateboards.

On Firth, **robots** and humans skateboard together. Every 20

year, **there** is a big skateboarding contest between **the** Robot 22

team and the Human team. **It** is broadcast on television and 23

on **the** radio. People take the day off **work** to watch or listen 25

to it **and** to cheer on their favorite players. **Last** year I won a 27

Keep going ►

blue ribbon **for** my magnetic skateboarding. The President 28

pinned **it** to my jacket. I was given **a** parade through the 30

streets of Bern.

Last week, Earth scientists came to see **us**. A small team 32

of them hiked **into** the hills to study our trees. **A** storm 34

struck and they had to **build** an emergency shelter to sleep under. 35

In the morning, the rains had stopped, **but** the fog made it 37

difficult to **see**. The Earthlings were stranded. 38

Our leaders **put** together a search party to look 39

for them. Because I am the best **at** climbing trees, I was 41

asked to **help**. I climbed the tallest tree on **the** steepest 43

Keep going ►

hill and found them huddled **together** around a small campfire 44

under a **canopy** of willows. 45

Dr. Anthony, the head **scientist**, was thankful and 46

asked if I **would** accept a great honor: to be **the** robot pen pal 48

of Firth to **planet** Earth. I could start by writing **a** letter to 50

you, the son of Earth's **leader**. I said that I would be **happy** 52

and proud to do so. If **you** are ever on Firth, I'd like **to** show 54

you the parks and the **fountains**. I also hope we can go 55

skateboarding together. 56

So that's why I'm writing. Hello, **friend**! I hope 57

you'll write back soon.

Keep going ►

Yours truly,

Deet



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Dandelion Salad

Luca's mother liked to pick wild plants. She knew which
ones were safe **to** eat and which ones were not. **He** often 2
walked along the street with **his** mother. He watched her as she 3
picked out wild plants. She put the **plants** into a basket she 5
carried over **her** arm. 6
Sometimes, she used the plants **to** make into drinks to heal 7
him **and** his brother when they were sick. **Sometimes**, she 9
made jam to spread on **toast**. Sometimes, she mashed up flower 10
petals **and** made paints for her artwork. The **paintings** were 12
very colorful. He liked to **help** his mother mash up the flower 13

Keep going ►

petals using a mortar and pestle. He **liked** the way the 15
colors got even **stronger** the more flowers he mixed. 16

The **shelves** of the kitchen pantry were packed **with** glass 18
jars. Each jar was tightly **sealed** . There were many different 19
colors of **things** inside the jars. He liked to **look** at all the 21
colorful jars. A **label** was stuck to the lid of **each** of these jars. 23
On each label **was** the name of what was inside **the** jar and the 25
date it had **been** picked. 26

Luca's mother seemed to know **everything** about wild 27
plants. When she did **not** know what a plant was, she **looked** 29
it up in a book that **she** carried along with her in the **basket** . 31

Keep going ►

Today, she wanted to make a **salad** . She liked to make 32
salads out **of** wild greens that she found on **her** walks. It was 34
spring and dandelions **were** coming up everywhere. 35
“Luca, can you **go** outside and pick me some dandelion 36
greens ?” she asked. He was happy his **mother** trusted him. 38
He knew how to **find** dandelions. It was easy. You just **had** to 40
look for the bright yellow **flowers** . Dandelions grew in the 41
backyard. He **picked** a bag full of the greens **and** brought it 43
inside.

His mother told **him** , “That’s the wrong kind, honey. These 44
are too big. That means they are **older** . And when dandelion 46

Keep going ►

greens get older, **they** are too bitter for salad. You **have** to **48**
pick the young, small leaves.”

He felt disappointed for a moment. Then **his** mother **50**

touched his face and smiled **radiantly**. “But I have an idea,” she **51**

said. “These would be perfect to feed **to** your rabbit!” So, he **53**

fed the **older** greens to his rabbit. The rabbit **seemed** not to **55**

find them too bitter. Then he went out again and picked a bag of
young, tender greens for the salad.



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Brain Freeze

Have you ever eaten ice cream so fast that you got a headache?

If so, you have had a **brain** freeze! 1

This happened to me just **last** week when I was at the 2

mall with my friends, George and Judy. **We** all got waffle 4

cones. I started **eating** mine fast. Too fast, it turned **out**, 6

because I got a sudden and **painful** headache. 7

Judy told me that the **same** thing happened to her last 8

summer. **She** ate a dish of ice cream **so** fast that suddenly 10

she couldn't even **speak**. For a moment she couldn't even **see** 12

Keep going 

George said he gets the same **blinding** headache when he 13
drinks a chocolate **shake** too fast. George was the first **one** I 15
ever heard call it “brain **freeze**.” When I first heard him say 16
it, I laughed. But when it happened **to** me, it wasn’t so funny. 18
Since **then** I’ve asked lots of people if **they** ever get 20
“brain freeze.” Almost everybody **has** said yes. 21
Brain freeze or ice-cream **headaches** can result from eating 22
any cold **food** or drink. Because of this, they **are** also called 24
cold stimulus headaches. But what **causes** them? 25
Brain freeze occurs because we **have** nerves inside our 26
mouths. Nerves allow **us** to feel things such as heat, **cold**, or 28

Keep going ►

pain. When you drink or **eat** something that is very cold, your **29**

nerves feel a shock. Also, the roof **of** your mouth can swell **31**

up and **squeeze** the nerves tight. This can lead **to** a big **33**

headache.

There are few **cures** for brain freeze. Some suggest that **34**

you can warm up the affected areas **of** your mouth. You do **36**

this by **pressing** your tongue against the roof of **your** mouth. **38**

Some other people say that **you** should take another bite of ice **39**

cream to keep the area cold until **the** pain passes. Yet others **41**

suggest breathing **in** through your mouth and out your **nose**. **43**

This helps bring warmer air into **your** mouth. **44**

Keep going ►

Humans aren't the only animals **to** experience brain 45
freeze. There is evidence **that** cats, dogs, monkeys, and even 46
otters **can** experience brain freeze! However, it is unknown if 47
animals respond to the cures the same way people do.



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The West

Rosa was going out West with her mother by wagon train.

Her father had already gone by **ship** two years earlier. They 1

were going **to** join up with him there and **become** farmers. 3

But Rosa hated to leave **her** friends in Connecticut. Also, she 4

was **a** little worried that the people in **the** West might not like 6

her. She **was** afraid they might not like her **duck**, Quirk, either. 8

She knew that some **of** the people who already lived in 9

the West felt that the new people **coming** out brought bad 11

habits along with **them**. For example, some of the new **people** 13

tossed banana peels from their wagons **when** they were done 14

Keep going ►

eating. This made **the** horses slip and fall, often with **their** riders still on them. 16

Also, some **of** the new people spat out their **chewing** 18

gum into the bushes at the **side** of the trail. Then the gum 19

stuck to the paws of wild animals. **This** changed the animals' 21

footprints and made **them** hard to track. 22

Making friends would **be** tricky. Rosa worried about 23

this a **lot**. She also worried about whether Quirk **would** like 25

his new home. In Connecticut, **the** duck had a pen full of 26

grass, a little house, and his own **small** pond. She didn't know 28

what kind **of** space he would have in the West. **She** worried 30

Keep going ►

he would get lost in **the** evergreen forest. She worried she 31

would **wander** into the tunnels of a silver **mine** to look for him. 33

Rosa was **silent** for most of the trip because **she** 35

was so scared. But when they **finally** arrived in the West, she 36

found three **surprises** waiting for her. 37

First, her father **had** built a small house and a **pen** 39

for her duck, right next to **a** brook. Second, a little girl with 40

long braids sat on the stoop. Her **name** was Annie. She wanted 42

to be Rosa's **friend**. Third, Annie winked and offered Rosa **a** 44

banana and a stick of gum.

Rosa **laughed**. She took the stick of gum, **put** it into her 46

Keep going ►

mouth, and happily **chewed** it. She held out her hand **and** said, 48

“Thanks, Annie. I like your **braids**. I’m sure we’ll be great 49

friends **out** here in the West. You can **teach** me how to track 51

wild animals **through** the evergreen forest and how to **avoid** 53

old silver mines with lots of **dark** tunnels in them. And now I’d 54

like to introduce you to my duck, Quirk.”

