



**O** | UNIVERSITY OF  
OREGON | College of Education

Dynamic Indicators of Basic Early Literacy Skills  
8<sup>th</sup> Edition

*Maze* Progress Monitoring

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 <b>Begin.</b>
Prompts	If a student starts reading the passage out loud, say <b>Please read the passage silently.</b> (Repeat as often as needed.)  If a student skips an entire page, say, <b>Please be sure not to skip pages.</b>  If a student stops working, say <b>Please keep going until I tell you to stop. Just do your best work.</b> (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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Incorrect: \_\_\_\_\_

Adjusted Score: \_\_\_\_\_

## How to Win an Argument

Who doesn't love to win an argument? Being correct feels tremendous! However,

winning **an** argument takes special ability and the **proper** methods. 2

First, it's important to realize **that** you won't win every argument. Sometimes 3

**you** will be correct, but you won't **be** successful. To win an argument you **need** 6

to know who it is you **are** arguing against. Arguing with your parents **or** teachers is 8

mostly ineffective because the **adult** can always just say something like, "**Because** I 10

say so," or, "That's just **how** it is." When you hear either **of** these phrases, it's time to 12

walk **away**. You can't win. 13

Second, you need **to** know the difference between facts and **opinions**. Facts 15

are indisputable pieces of information. **For** example, ice cream is cold. That **is** 17

Keep going 

factual because coldness is its defining **feature**. Opinions are personal preferences about

18

things. **For** example, you may think that chocolate **ice** cream is best. That is an

20

**opinion** because other people can have a **different** favorite flavor. If you plan to

22

**have** an argument about opinions, plan to **lose**.

24

Third, once you've decided to win **your** argument with facts, make sure that

25

**you** have them all ready in your **mind**. Make sure all the facts are **related** and in

28

the proper sequence. It **helps** to state your claim upfront and **then** support this claim

30

with all your **facts**, starting with the least important and **ending** with the most

32

important.

Fourth, have **a** plan to counter any objection that **your** opponent makes. This

34

Keep going



requires specific skills, **most** importantly the skill of anticipating possible 35

**objections**. But make sure to counter the **objection** rather than insulting the person. 37

Also, **attack** exactly what your opponent says. Do **not** first paraphrase your opponent's 39

argument in **such** a way that it becomes weaker **and** therefore easier to refute. 41

When you **insult** the person making the argument rather **than** countering 43

with a reasoned objection, you **commit** the logical fallacy known as arguing **against** 45

the person. When you paraphrase or **restate** your opponent's argument in such a **way** 47

as to make it seem weak **or** ridiculous and then attack that weaker **version** rather 49

than what they are truly **saying**, you commit the logical fallacy known **as** arguing 51

against a straw man. These **unjustified** ways of arguing are logical fallacies, **and** if 53

Keep going 

you have some experience engaging **in** systematic arguments and debates, you will 54

**recognize** them instantly. 55

Many other logical fallacies **exist**, and it is useful to learn **something** about 57

these fallacies so that you **do** not get taken by surprise when **someone** points out that 59

you are using **one** of them in an argument. For **example**, there is the fallacy of 61

appealing **to** an outside authority rather than constructing **your** own careful argument. 63

This usually takes **the** form of saying that because such **and** such a person says 65

something must **be** so, it must in fact be **exactly** that way. Another fallacy is the 67

**circular** argument, which merely repeats a belief **you** already hold. This fallacy 69

might take **the** form of saying that chocolate ice **cream** is objectively best because 71

Keep going 

you yourself **happen** to like it best. 72

Once you **have** gathered your facts and are prepared **to** argue, be confident. 74

When you've won, **you** can smile and walk away victorious. **And** if you don't win, 76

that's okay **too**. Winning isn't everything. 77





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## Metal Eating Plants

Everybody knows that plants draw up water from their roots and use the sun to make

food through photosynthesis. Some of you may even be **aware** that a few plants, like the **1**

Venus Fly Trap, **attract** and then eat insects for food. **But** have you ever heard of a **3**

**plant** that eats metal? This is not **science** fiction. Such plants do actually exist **in** **6**

nature. They are called “hyper-accumulators.”

The **genes** for eating metal are found in **more** than five hundred plant species **8**

all **over** the planet earth. These plants absorb **metal** from the soil, along with water, **10**

**through** their roots. The metal is transported **by** proteins and gets stored in their **12**

**tissue**. Aluminum, iron, and zinc are some **of** the metals that plants can absorb. **14**

**These** plants can take in levels of **metal** that would be toxic to other **plants** and to **17**

Keep going 

most animals. In fact, **toxic** metals may actually be helpful to **the** plant. Why? Because 19

heavy and toxic **metals** in a plant's leaves deter animals **from** eating them. This 21

means that the **plants** have a better chance to survive **and** flourish and to spawn 23

other plants **of** the same type. Their consumption of **metals** gives them what is called 25

an evolutionary **advantage**. 26

Some examples of plant world "hyper-accumulators" **are** barley, durum wheat 27

and sunflowers. Barley **and** durum wheat are plants that have **been** cultivated by 29

human beings as a **staple** source of food for thousands of **years**. Since these grains 31

tend to concentrate **metals** taken from the soil, they can **be** harmful to human beings 33

in certain **circumstances**. It is known that any prolonged **exposure** to metals like 35

Keep going 

cadmium, copper, lead, **nickel**, and zinc can cause deleterious health **effects** in 37

humans. Scientists are still trying **to** figure out just how much barley **and** durum 39

wheat humans can safely consume **without** starting to get sick. But at **least** in part 41

this depends on what **types** and concentration of metals are present **in** the soil in 43

which the grains **are** grown. 44

Sunflowers are often used by **scientists** to help draw up radioactive metals 45

**from** soil that has been contaminated by **leaks** by big nuclear disasters like 47

Chernobyl **and** Fukushima. After the atomic bomb was **dropped** on Hiroshima, 49

Japanese scientists planted fields **of** sunflowers there to draw radiation from **the** soil. 51

One of the most beautiful **plants** that absorb metal is the hydrangea. 52

Keep going 

**Hydrangeas** absorb aluminum. They not only absorb **the** metal; they can change **54**  
 color in **response**. A hydrangea may turn different colors **depending** on the availability **56**  
 of aluminum ions **in** the soil. In acidic soil, many **aluminum** ions are available, **58**  
 causing the flowers **to** turn blue. In alkaline soil, aluminum **ions** will be tied up, so **60**  
 the **flowers** will turn pink. **61**  
 “Hyper-accumulating” plants may **also** be helpful. Metal-eating plants can help **62**  
**clean** up sites where soil contains toxic **heavy** metals. They might also be able **to** **65**

mine metal for us. Then the metal could be removed from their tissue for use by humans.





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## Why Don't School Buses Have Seatbelts?

Although cars and trucks and airplanes are required to have seat belts, it is rare to find seat belts on buses of any kind. City buses, interstate travel buses and **school** buses 1  
all operate regularly without any **requirement** for passengers to strap themselves into 2  
**their** seats. On most buses, including school **buses**, only the driver is strapped into 4  
**his** or her seat. At the time **of** writing, only six states in the **entire** United States 7  
currently require seat belts **on** school buses. Why should this be **the** case? 9  
It might be helpful at **the** outset to compare the circumstances of **another** 11  
form of transportation that does not **require** seat belts – trains. When you ride **in** a 13  
train, you are not required **to** wear a seat belt. Some people **have** criticized trains for 15  
not providing seat **belts** to their passengers, but at least **one** major study of train 17

Keep going 



accidents showed **that** wearing seat belts on a train **could** increase passengers' risk **19**

of injury in **the** case of a derailment. And increased **neck** injuries were singled out as **21**

a **likely** result of installing seat belts on **trains**. Train accidents are also quite rare. **23**

**Some** of the rationales for not requiring **seat** belts on school buses are the **25**

**same** as those that apply to train **travel**. For example, safety experts believe that **27**

**bus** passengers are already adequately protected in **that** passengers sit much **29**

higher than they **do** in cars. Moreover, a bus is **a** big, heavy vehicle that can **31**

withstand **a** crash with far less damage occurring **to** it than a passenger car. Most **33**

**serious** injuries would be prevented by the **thick** foam cushioning of the seats, since **35**

**in** the event of a crash children **will** be thrown forward against seat cushions **37**

Keep going 

**which** absorb most of the impact. What's **more**, the confined space of the school **39**

**bus** seating prevents children from being thrown **through** the air. **41**

Some people argue that **adding** belts would reduce the number of **children** **43**

that could fit into a seat, **reducing** seating capacity. This would require schools **to** **45**

buy more buses, which cost more **than** a hundred thousand dollars each. And **46**

**installing** seat belts on existing buses is **estimated** to cost more than ten thousand **48**

**dollars** per bus. **49**

In addition, school districts **and** bus companies stress that school buses **are** **51**

already extremely safe. According to a **major** scientific report, children are much safer **52**

**being** transported to school on a bus **than** in a car. The number of **serious** injuries **55**

Keep going 

and the death rate is **less** than half that for passenger vehicles. **And** riding the bus is **57**

safer than **walking** to school and crossing streets. Despite these studies and the high **58**

costs, many parents believe that their children would be safer on buses equipped with seat belts.





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## Wilma Rudolph

Wilma Rudolph is an African American track star who was born into a poor family

in a small town in rural Tennessee. She had twenty-one brothers and sisters, **and** all but **1**  
one of these siblings **were** older than she was. Although she **suffered** from serious **3**  
health problems as a **child** and was even once told by **doctors** that she would never **5**  
walk again, **she** pursued her dreams no matter what, **eventually** becoming an **7**  
international track and field **star**. At the height of her career, **she** was widely known **9**  
as the fastest **woman** in the world. She used her **fame** and popularity to advocate for **11**  
oppressed **people** everywhere in the world. **12**

Wilma's childhood **was** harder than many people have had, **so** hard that it is **14**  
often considered **a** miracle that she was able to **overcome** the many physical and **16**

Keep going 

mental challenges **she** faced. She was born prematurely. Growing **up**, she suffered **18**

from some of the **serious**, often deadly, childhood illnesses that were **common** in **20**

those days.

When she was **only** four years old, she contracted polio **and** after that she had **22**

to wear **a** leg brace until she was a **teen**. The doctors told her that she **would** **25**

never walk again, but her mother **told** her she would. Telling the story **later** in life, **27**

she said, "I believed **my** mother." She and her mother began **traveling** by bus to a **29**

clinic in **a** faraway city for physical therapy treatments, **and** on the days when she **31**

did **not** go to physical therapy, her brothers **and** sisters took turns giving her leg **33**

**massages**. **34**

Keep going 

Wilma never gave up on herself. **One** day her mother looked outdoors and

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**saw** her playing basketball, although she was **still** wearing a leg brace at that

37

**time**

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After great effort, she was finally **able** to walk again without the use **of** a

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brace or a special shoe. **She** later said that she was able **to** recover from the effects of

42

illness **because** she never stopped believing in herself, **and** neither did any member of

44

her **family**.

45

She started running when she was **still** very young, after meeting a coach **who**

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encouraged her to try out for **the** track and field team. She was **so** good that she

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made it to **the** Olympics. There, she won a medal **in** the relay race. She was only

51

Keep going





sixteen **years** old at the time. She went **back** and won three gold medals in **a** **54**

single Olympics. When she returned home, **the** town where she was from gave **her** a **56**

parade.

She retired from track **and** went back to college so that **she** could get her **58**

degree to become **a** teacher. She also became a track **coach**, and eventually she **60**

even wrote a **bestselling** autobiography that was turned into a **major** motion picture. **62**

Wilma Rudolph is now a member of the U.S. Olympic Track and Field Hall of Fame.





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## The Sun

The sun is by far the biggest object in the solar system. It is also the center of **the** 1  
solar system, since all the planets, **including** our earth, revolve around it. The **sun** is 3  
so massive that it contains **most** of the matter in the solar **system**. And the sun is made 5  
mostly **of** gas. 6

There are many other stars **in** our universe that are roughly the **same** size as 8  
the sun. But the **sun** is bigger than about ninety percent **of** the stars we can 10  
observe in **this** galaxy and others. Most of the **stars** in our Milky Way spiral galaxy 12  
**are** probably less than half the size **and** mass of our sun. 14

It takes **about** eight minutes for light from the **sun** to reach earth. So, for 16  
example, **if** you are at the beach watching **the** sun sink below the horizon, after 18

Keep going



**a** certain point what you are seeing **is** only the image of the sun. **The** actual **21**

sun has already set.

Although **you** may think that the sun is **just** one big ball of fire blazing **in** **24**

the sky, it has different layers, **and** it rotates. Since it is not **a** solid body like the **26**

earth, the **sun's** rotation is complex and can seem **quite** odd. **28**

At the sun's core, the **temperature** is inconceivably hot and the pressure **29**

**incredibly** dense. Its blazing power is produced **by** nuclear fusion reactions going **31**

on deep **inside** it. Every second of every day **and** night, the sun is converting hundreds **33**

**of** thousands of tons of hydrogen gas **into** helium and radiant energy. As it **35**

**moves** out toward the surface, the radiant **energy** gets continuously absorbed and **37**

Keep going 

released by **the** sun's layers until it reaches the **surface** as visible light. 39

To our eyes **the** sun appears to be one single **blazing** ball of fire, but by using 41

**special** telescopes and cameras, astronomers have been **able** to see dark areas on the 43

**surface** of the sun, called sunspots. These **regions** are slightly cooler than the rest 45

**of** the sun's surface. That is why **they** look darker to us. Sunspots often **shift** their 48

position on the sun. Scientists **are** still trying to understand exactly how **they** arise 50

and how they interact with **the** sun's magnetic field. 51

Besides heat and **light**, the sun also emits a stream **of** charged particles 53

known as the solar wind. **This** solar wind rushes throughout the solar **system** at 55

high speeds and can sometimes **cause** interference with electrical devices on earth. 56

Keep going 

**It** is also what creates the majestic **and** beautiful Northern Lights, or aurora borealis. 58

**Sometimes** the sun shoots out solar flares, **usually** from near one of the 60

sunspots. **When** this happens, it can also eject **a** long tendril of flaming gas into 62

**space**. Solar flares can be seen using **solar** telescopes, which filter out dangerous 64

radiation **that** might otherwise damage your eyes. Never try to stare right into the sun! 65







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## Japanese Flower Arrangement

Japan is famous for its simple, elegant flower arrangements. Flower arranging is one

of the three **classical** arts in that country. The other two **are** incense appreciation **2**

and the tea ceremony. **The** simple arrangement of flowers in a **jar** is also an **4**

important aspect of **the** tea ceremony. Why? Because guests are **supposed** to spend a **6**

few moments gazing **at** the fresh flowers before drinking the **tea**. **8**

The tradition of flower arranging began **with** the flower offerings placed on the **9**

**altars** of Buddhist temples. These offerings were **made** up of three different **11**

flowers. There **was** usually a tall upright flower in **the** center, and two shorter ones. **13**

This **type** of arrangement was said to represent **the** close relationship between heaven, **15**

humankind, and **the** earth. **16**

Keep going 

Although flower arranging began in **temples**, soon people started putting

17

arrangements in **their** homes. These flower arrangements were placed **near** other

19

decorations like incense burners and **small** statues carved from wood or ivory **or**

21

made of ceramic or metal.

At first, **flower** arranging was only done by monks, **but** as time went on the

23

monks **taught** others to do it. So now **there** are more than a thousand schools **in**

26

Japan that teach the art of **arranging** flowers.

27

The various types of plants **used** in these arrangements often have special

28

**meanings**. For instance, certain yellow blossoms symbolize **life**, while pine

30

branches symbolize endurance.

Keep going 

The **styles** of arranging flowers diverged in dramatic **ways** over time. As the **32**

tea ceremony **became** more popular, a new, more rustic **style** of flower arrangement **34**

came about. These **were** very simple, with only one or two **blooms** in a vase. They **36**

were designed **to** present the flower as it grew **in** nature. These simple tea ceremony **38**

arrangements **were** often placed directly under hanging scrolls **on** which landscapes **40**

were painted, or famous **poems** written in elegant calligraphy. **41**

Another style, **the** “thrown in” style, was said to **have** been invented when **43**

someone threw some **stems** and leaves into a vase on **the** other side of the room. It **45**

**is** known for its looseness and freedom. **People** who practice this style consider it **47**

**to** be like shooting an arrow in **the** art of archery. You should be **able** to hit the **50**

Keep going 

target with your first **shot**.

51

Western flower arrangement often focuses on **masses** of color. In Japan, the shape,

52

**line**, and movement of each stem and **leaf** are just as important as the

54

**blossoms**. The act of putting the flowers **together** is important, too. It is a **way**

57

of relaxing and experiencing beauty.

It **can** take a very long time to **understand** and master all the techniques and

59

**symbolic** meanings of flower arrangements. People often study for many years in a

60

school of flower arranging, and at the conclusion of their studies, they are given permission

to teach others.

