



O | UNIVERSITY OF
OREGON | College of Education

Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Maze Progress Monitoring

Grade 8

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.

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Date: _____

Practice Passage

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Correct: _____

Incorrect: _____

Adjusted Score: _____

The Ukulele

The ukulele is a stringed instrument that looks like a very small guitar. It is certainly

related to the **guitar** since both instruments are members of **the** lute family, but **2**

guitars usually have six **strings**, and ukuleles have four or four **sets** of two. The **4**

ukulele was developed **in** Hawaii. It was developed from a Portuguese **stringed** **6**

instrument, which was brought to the **islands** by immigrants. **7**

Ukuleles typically come in four **sizes**: soprano, concert, tenor, and baritone. **8**

Each **of** these sizes has a distinct tone. **You** can learn to recognize which one **is** **11**

which by listening to ukulele music **until** your ear naturally alerts you to **the** size **13**

of the instrument that is **being** played. The smallest size is a **pocket** ukulele, and **15**

only sixteen inches long. **The** largest ukulele is thirty-two inches long. **16**

Keep going 

The first ukuleles were built by immigrant **cabinet** makers in the late nineteenth century. **They** were embraced by the Hawaiian people **as** soon as they appeared. Their popularity **was** encouraged by the last king of **the** islands. The king, whose nickname was **the** Merrie Monarch, was a great patron **of** the arts. Previous kings had converted **to** Christianity and suppressed the native arts **and** culture like hula, surfing, and ancient **chants** and songs. But this king worked **hard** to bring the native arts back **into** currency. The king loved to hear **ukulele** music, and he loved to play **it** himself and sing for guests. After **he** died, his sister became queen and **continued** his work. She was a great **promoter**, singer, and composer of native music. **A** famous song was composed by her.

Keep going 

The ukulele first became popular in the **mainland** after a Hawaiian guitar 37
 and ukulele **group** was featured at a festival in San Francisco **in** the early part of the 39
 last **century**. Celebrities and songwriters began to play **the** ukulele. It became a 41
 favorite instrument **for** hobby players. People liked the sound, **and** it was inexpensive, 43
 easy to carry, **and** easy to learn. Soon it was **a** staple of the so-called Jazz Age. 45
The sound of the ukulele was suddenly **everywhere**. 47
 But this was only the first **boom** period for the ukulele. With the **close** of the 49
 Jazz Age, the popularity **of** the instrument began to decline. The **sound** had become 51
 associated in people's minds **with** a light and carefree way of **life** and starting 53
 with the Great Depression, **it** was no longer as popular on **the** radio. However, after 55

Keep going 

World War II **there** was another ukulele boom maybe because **soldiers** returning by **57**
way of Hawaii often **brought** ukuleles back with them as keepsakes. **Soon** a major **59**
manufacturer began mass producing **plastic** ukuleles, which were so affordable that **60**
anybody could buy one. Ukuleles became widely **used** in schools to teach musical **62**
appreciation. **There** was another slow decline in the **popularity** of the ukulele in **64**

subsequent decades. Thankfully today, however, we are in the middle of the third ukulele

boom since the instrument was first brought to the mainland.



Name: _____

Date: _____

Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school

art
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afternoon
library
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, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

The Perseids

If you go outside on a dark night in the middle of the late summer in the

Northern Hemisphere, you might get lucky and see part of the Perseid meteor shower. A

meteor is the flash of **light** we see when a meteoroid, a **piece** of dust or debris left **2**

behind **in** the wake of a comet, enters **the** Earth's atmosphere. A meteor is what **4**

we often call a falling star or **shooting** star. **6**

Usually you must stay up **late**, far past your usual bed time, **to** see the most **8**

intense Perseid showers, **with** meteors blazing across the sky every **few** seconds. These **10**

showers are sometimes called **meteor** storms when the activity becomes frenzied **11**

enough: up to one thousand meteors in **a** single hour. Some people like to **take** **14**

a blanket from the house and **lie** outside on the lawn to view **these** displays. There **16**

Keep going 

are even people who **make** themselves a snack in advance or **a** thermos of hot tea or **18**

cocoa **to** enjoy while watching the meteors. **19**

Even **though** the most intense meteor activity usually **occurs** between **21**

midnight and dawn, the Perseid **showers** can be seen in the evening **also**. If you are **23**

watching the sky **in** the evening and happen to **get** very lucky, you might see a **25**

rare but extremely memorable earth-grazer: a long, **slow**, colorful meteor **27**

traveling horizontally across the **whole** span of evening sky. **28**

The Perseid **meteor** shower occurs every year. At its **peak**, during the second **30**

week in August, **in** the hours just before dawn, as **many** as eighty meteors per hour **32**

may **be** visible. The parent body of the Perseid **meteors** is the comet Swift-Tuttle, **34**

Keep going 

discovered by Lewis Swift **and** Horace Parnell Tuttle just three days **apart**. 36

The Swift-Tuttle is the largest known **object** that passes by the Earth repeatedly. 37

It takes over one hundred years to **orbit** the sun. The last time it **was** visible from 40

Earth was before you **were** born. It will appear again over **a** century from now. 42

The Perseid meteor **showers** are called that because they seem **to** 44

originate from the large constellation of Perseus **in** the northern sky. However, the 45

real **source** of the meteor shower is the **dust** and debris left in the wake **of** the 48

Swift-Tuttle comet. When the Earth **passes** through the comet's wake, some of **this** 50

dust and debris enters the atmosphere **and** ignites. The bright bursts of light **that** 52

streak across the sky, which we **call** shooting stars, are flaming bits of **space** dust. 54

Keep going 

But sometimes the meteors are **not** completely burnt up in their rapid **flight** through

atmosphere. If they do actually land on the Earth's surface, then they are called meteorites.



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Correct: _____

Incorrect: _____

Adjusted Score: _____

Opera Singers

When I think of opera singers, I picture highly emotional, big people in

elaborate costumes. I picture them standing in the **middle** of a stage with their arms

1

slightly raised from their sides, and their **mouths** shaped like an “O”. I imagine

3

them singing long, prolonged words I can’t **understand**, with their voices swooping

5

and swerving **and** bouncing and wobbling. Why do opera **singers** sing like that?

7

The short answer **is** they sing like that because they **don’t** use

9

microphones and they need to **reach** a whole hall of people, from **the** front to the back,

11

over a **full** orchestra, without damaging their voices. Also, **an** opera is usually

13

between two and **a** half and three hours long. Between **lessons**, coaching, rehearsals

15

and performances, an opera **singer** spends many hours every day singing. **The** opera

17

Keep going



style of singing helps to **conserve** the voice.

18

The opera singing technique **was** developed in Italy a long time **ago**. It

20

was called by Italian words **that** mean “beautiful singing.” The mouth is **opened**

22

wide to amplify the sound, and **the** mouth, jaw, and throat are relaxed **to** let the song

24

come out without **straining** the vocal chords. The strength to **support** the sound

26

comes from the abdomen, **and** the singer must carefully manage their **breathing** to

28

produce long, intricate phrases. This **kind** of singing is best expressed in **vowel**

30

sounds. English-speaking listeners may not understand **the** words because most operas

31

were written **in** Italian, German, or French. In the **old** days, when you went to the

33

opera you were handed a little book **at** the door that contained the translation

35

Keep going



of the lyrics which would be sung **onstage**. These days, however, you are more **37**

likely to just read the subtitled translation **projected** above the opera stage – or, if **39**

you watch the opera on television, the **subtitles** at the bottom of the screen. **41**

Not all opera singers are big, but **some** are. It has become a truism **43**

in our world to say that opera **singers** are fat. They are not. Some **opera** singers **46**

believe that a bigger body **is** better able to support a bigger **sound**. Other people **48**

say that opera singers **are** not as big as they look, **but** that years of breath training **50**

has **expanded** their rib cages. **51**

Like most other **forms** of art, the more you learn **about** the history and the **53**

techniques and **even** the personalities involved in it, the **more** you appreciate the **55**

Keep going 

artwork. Opera originated **during** the Renaissance, in the Italian city **of** Florence, **57**

where it quickly split into two **main** types: one was formal and dignified **and** was **59**

usually performed at a royal **court**, while the other was boisterous and **comical**, and **61**

was performed on outdoor stages **at** festivals. However, it was in the Romantic **era** **63**

that opera as we know it **came** into being, with rich and emotive **vocal** performances **65**

and the “beautiful” style of **singing**. Operas are still being written today, but many of **66**

them are “rock operas”!



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Correct: _____

Incorrect: _____

Adjusted Score: _____

Hurricane

A hurricane is a kind of tropical cyclone. A tropical cyclone is a storm **that** begins 1
over the warm waters of **a** tropical ocean. It features strong winds **and** heavy rains 3
that swirl around a **calm** center. For a tropical storm to **become** a hurricane, the 5
maximum sustained winds **must** be blowing faster than 74 miles **per** hour, which is an 7
indicator of **the** intensity of the storm. 8
Hurricanes are **categorized** by their wind speed and ranked **from** one to five. 10
The lowest category **of** hurricanes has winds that just meet **the** maximum sustained 12
wind requirement. The highest **category** of hurricanes has winds of more **than** 156 14
miles per hour. Sometimes the **maximum** sustained winds blow much, much faster 15
than this. Hurricane winds have sometimes been **measured** at over 225 miles per 17

Keep going 

hour!

Hurricanes are one type of tropical cyclone. **Only** those tropical cyclones 19
that originate in **the** Atlantic basin or in the eastern **or** central North Pacific oceans 21
are called **hurricanes**. Many hurricanes begin and end out **at** sea, never making 23
landfall anywhere. Those **that** do come to land usually die **out** after just a day or 25
two. **But** they can be very destructive while **they** last, causing floods and sometimes 27
sweeping **houses** and boats out into the open **sea**. 29
A hurricane that made landfall in **the** Florida Keys in the middle of **the** last 31
century is still considered among **the** most intense storms in the history **of** the 33
United States. This hurricane had **winds** and pressure so powerful that it **knocked** a 35
train delivering emergency relief **supplies** right off the tracks. It also **temporarily** 37

Keep going 

washed out nearly all of the **land** bridges connecting the islands. When the **storm** 39

surges withdrew and the winds quieted **down**, people found fishing boats perched in 40

the tops of trees. 41

Hurricane season begins **in** the late spring and continues into **the** fall. It 43

peaks in late summer. **Each** year there are usually a handful **of** hurricanes. A few of 45

those are **usually** major hurricanes, requiring people living on **the** coast to make 47

careful storm preparations **or** sometimes to evacuate the area completely. 48

For years, hurricanes have been given names **by** meteorologists and news 50

agencies to talk **about** them and share information. In earlier **times**, hurricanes were 52

named after the places **or** things they hit. But now they **are** given names like people 54

Keep going 

are. The National Hurricane Center **maintains** lists of names, alternating male and

55

female names in alphabetical order. You can **tell** how many hurricanes there have

57

been **in** a given year by the letter **of** the alphabet of the last hurricane

60

that

year. Sometimes names get recycled, but when a hurricane is especially strong and

destructive, its name is never used again for any other hurricane.



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What is a Victorian?

Have you ever heard someone refer to a house as “a Victorian?” What does

“Victorian” mean?

The term “Victorian” **comes** from the name of a former **queen** of England, **2**

Queen Victoria. The expression “Victorian era” **refers** to the period during which she **3**

ruled. Many important changes took place in **the** Victorian era, including profound **5**

changes to **daily** life. In fact, many historians say **that** modern life as we know it **7**

began during the era. **8**

During the Victorian **era**, there was an incredible amount of **technological** **10**

progress. Railroads, steamships, cameras, and sewing **machines** were invented. Electric **11**

lights also became **widespread**. Medicine steadily improved. For the first **time** in **13**

Keep going 

history, people could connect instantly **over** long distances through the telegraph, a 14

system for sending messages along a wire. **Imagine** how different life must have 16

been **before** these things! 17

Modernity improved life in **many** ways, but it also created new **challenges**. 19

For example, advances in agriculture and **industry** fueled a population boom in which 20

London **became** the biggest city in the world. **As** cities grew larger and factories 22

became **more** common, there was also an increase **in** poverty, pollution, and crime. 24

Some of **the** earliest police forces were created in **response** to these trends. Many 26

historians have **also** suggested that there was an increase **in** anxiety during this 28

period due to **all** the rapid changes. Victorian era novels, **such** as those featuring 30

Keep going 

Sherlock Holmes, reflect **anxiety** about science, crime, social class, and England's **31**

global culture. **32**

Housing underwent some important changes **during** the Victorian era, too. To **33**

keep **up** with the growing population, many new **houses** had to be built. Thanks to **35**

new technologies like railroads, these new houses **could** be built out of durable **37**

materials, **like** brick and stone. Many houses built **during** the Victorian era survive **39**

today because **of** increased access to these materials. **40**

So **what** is a Victorian house? A Victorian **era** house refers to any house built **42**

during the Victorian period. The house might **be** a mansion, a medium-sized **44**

house, or **a** series of small houses that are **connected** to one another. In other words, **46**

Keep going 

the term “Victorian” describes the house’s age, **not** its style. That said, Victorian **48**

houses **often** had features that older houses did **not** : lights, hot water, and plumbing. **50**

They **also** tended to conform to popular styles **of** the time, such as the gothic revival **52**

style, which imitated the appearance of medieval **buildings**, and the Queen Anne **54**

style, notable **for** its large round towers. **55**

Because Victorian **era** houses are some of the oldest **houses** with modern **57**

features and styles, it **is** often possible to identify them by **sight**. Queen Victoria **59**

had the second longest **reign** in England’s history. If you see an old but modern house, **60**

there is a good chance it is a Victorian.



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Incorrect: _____

Adjusted Score: _____

Double Dutch

Double Dutch is a rope skipping game. In Double Dutch, two ropes are **spun** in 1
opposite directions by two rope-spinners, **while** one or more players jumps inside 2
the spaces of the two spinning ropes. **Just** like the game of single jump **rope**, 5
the trick is to use rhythmic, **patterned** movements to avoid getting touched by **the** 7
whirling rope.

It is a very **entertaining** sport to watch, both because of **the** suspense of 9
wondering how long the **player** can last and because the motions **are** so rhythmic 11
and graceful. Sometimes the **ropes** speed up and sometimes they slow **down**. When 13
the ropes are spinning at **their** fastest, they blur so that you **can** hardly see them. 15
No one knows **exactly** how the game originated, but some **think** it might have 17

Keep going 

started in ancient **times**, when rope making was a common **and** specialized profession. 19

Rope spinners would tie two **strands** of a plant called hemp to **a** wheel and then 21

walk backward while **twisting** the strands into a single strong **rope**. While the rope 23

spinners worked, boy **runners** would dash back and forth delivering **bundles** of hemp, 25

and they often had **to** jump over or duck under the **twisting** ropes stretched out in 27

their paths. **To** do this effectively required quick feet, **a** good eye, and body strength. 29

The Dutch **were** the first people to make double **rope** jumping into a systematic 31

sport with **definite** rules. They brought the game to **this** country, which is why it was 33

named after them. 34

Double Dutch became very **popular** in urban areas all over the United States. 35

Keep going 

Often people sang rhymed verses while spinning **the** ropes and jumping, and the 37

challenge **of** reciting old or coming up with **new** verses became an important part of 39

the game. However, after the Second World War **the** popularity of the game began 41

to **steadily** decline. Some people think the decline **of** the sport was due to the 43

spread of radios and then television. Others **think** it had something to do with 45

the fact that there were fewer and **fewer** parks and open spaces in cities **for** 48

jumping rope in.

But in the **decade** of the 1970s, the sport was **revived** and given a fresh set of 50

rules for competition. It was adapted from **a** street or schoolyard pastime into a 52

regular team sport. As the new version **of** the rope jumping sport became more 54

Keep going 

popular with young people, free styles of **jumping** rope emerged onto the scene. 56

The **jumpers** began doing flips, dance moves, and **extra** complex footwork while 58

jumping.

Double Dutch **is** now a recognized varsity sport in **many** public high 60

schools. The National Double Dutch League **has** camps and tournaments every year 61

in **which** teams from nearly every country on **earth** participate and compete against 63

each other **for** prizes. Maybe someday Double Dutch will be an Olympic game! 64

