



Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Australasian Version

Maze Benchmark

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.

Name: _____

Date: _____

Practice Passage

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

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Correct: _____

Incorrect: _____

Adjusted Score: _____

Backstrap Weaving

Backstrap weaving is an ancient way of making cloth that has been used for thousands of years all around the world. It requires a wooden loom that **can** be made 1

easily and cheaply. The **backstrap** loom can be rolled up and **moved**. Since this type 3

of weaving has **usually** been done by village women, who **are** often also 5

responsible for making food **and** raising children, it is important that **the** loom be 7

easy to set up **quickly** and put aside when necessary. 8

The **backstrap** weaving technique is simple but it **requires** long practice. 10

First, a warp must **be** made by stretching yarn or thread **between** two sticks. The 12

distance between the **sticks** determines the length of the finished **fabric**. One of the 14

sticks is tied **to** something solid, perhaps to a tree. **The** other is fastened to the 16

Keep going



weaver **with** a strap that goes around her **back**. The strap can be made of **cloth** 19

or it can be a leather **belt**. 20

The weaver is then able to **control** the tension of the threads with **subtle** 22

movements of her body. She passes **threads** over and under the warp threads **using** 24

a tool called a shuttle. It **is** a time consuming process to weave fabrics **in** this 26

way, but the results are **intricate** and beautiful. 27

The fabrics woven on **these** looms are an important part of **the** cultural 29

heritage of the people who **make** them. They are often full of **symbolic** motifs that 31

refer to the myths **and** religious beliefs of the distant past. **In** Guatemala, for 33

example, Mayan girls often **learn** to weave when they are four **or** five years old. 35

Keep going 

They use intricate **designs** taught to them by other women **but** also invent their **37**

own designs. Once **they** have woven a blouse, the women **will** often wear it for many **39**

years. **Each** blouse is unique, and it is **woven** in the colours specific to a **woman's** **42**

community. The specific colours and patterns **used**, as well as the way the **blouse** **44**

is worn, tell others which area **the** woman comes from and whether she **is** married **46**

or single.

In Indonesia, backstrap **weaving** usually involves threads dyed two different **47**

colours. One traditional dye is indigo, which **makes** a range of blues, and the **49**

other is morinda, which produces shades from pink **to** purplish brown. These two **51**

dyes are **applied** to threads before they are woven **to** create a fabric covered in **53**

Keep going 

patterns **and** figures. Indonesian women who still practise **this** ancient technique 55

often work together in **small** groups called weaving collectives. This means **that** 57

while working they can tell each **other** stories and sing songs. In each culture where 58

backstrap weaving is used, when women teach their daughters to weave, they are also

teaching their peoples' history and ideas.



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The Circus

A circus is a travelling group of skilled performers comprised of jugglers, acrobats, tightrope walkers, equestrians, animal tamers, strongmen, clowns and others.

A circus typically moves around a **lot** in any single country and sometimes **goes** all **2**
over the world. Circus performers **perform** their acts in the middle of **a** big tent **4**
called the Big Top. **This** middle part of the tent is **called** the ring. The Ringmaster **6**
is the **person** in charge of all the acts **that** take place in the ring. **8**
The **modern** circus was invented by a man **in** Great Britain named Sergeant- **10**
Major Philip Astley. **He** was a British military veteran and **a** skilled horse trainer **12**
who had performed equestrian **tricks** all over Europe. Finally, he settled **in** London, **14**
where he opened his own **theatre**. Since the theatre had a circular **arena** for galloping **16**

Keep going 

horses, it became known **as** a “circus.” To bring in bigger **audiences**, Astley began to **18**

hire rope-walkers, jugglers, **and** acrobats. He also hired clowns to **make** people **20**

laugh between the acts. Soon **he** opened another circus in Paris. He **had** found a sure- **22**

fire way of attracting **and** thrilling large audiences. Many other circus **theatres** sprang **24**

up all over Europe around **that** same time. Since most of the **acts** did not rely on **26**

speech for **their** dramatic effect, a circus could move **easily** from country to country, **28**

bypassing the **usual** language barriers. **29**

When the circus concept **went** to the United States early in **the** nineteenth **31**

century, it was done in **a** whole different way. Instead of a **single** theatre inside a **33**

building, the American **circus** had a big tent. That was **because** the circuses were **35**

Keep going 

designed to travel **by** wagon all around the country. Also, American **circuses** imported **37**

elephants and lions from Africa **and** used them to draw larger crowds. **By** the end of **39**

the nineteenth century, **circuses** travelled mostly by train and they **were** by far the **41**

most popular form **of** entertainment in America. **42**

“Barnum and Bailey” **was** the name of a famous circus **that** began around **44**

that time, featuring large **animals** from India and Africa as well **as** three rings **46**

instead of one. A **group** of brothers started their own circus **to** compete with Barnum **48**

and Bailey, calling **themselves** the Ringling Brothers. Later these brothers **bought** **50**

out the Barnum and Bailey Circus. **It** was a lot of work for **them** because they had **52**

to run two **circuses**. Finally, they made the two circuses **into** one circus and called **54**

Keep going 

it the Ringling Brothers **and** Barnum and Bailey Circus. 55

The combined **circus** prospered for many years, but it **eventually** ran into 57

problems. A big fire **in** the circus tent at one show **cost** the Ringling Brothers a huge 59

lawsuit. **Their** tent was not safe because it **was** not flame proof and the court 61

found the Ringling Brothers to be negligent. **It** cost all the money they made **for** 64

the next ten years from their **shows** to pay the resulting fines. After **that** the circus did 66

well for many **more** years, but it could not compete **with** the new circuses and new 68

attractions **such** as Disney World. In the end, **the** Ringling Brothers closed their 70

famous circus. Nowadays, most people only know what a circus is like from reading books and watching old movies.



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Space Shuttles

NASA's Space Shuttle program ran for over thirty years. The Space Shuttles

could orbit the Earth **with** astronauts inside. Part of their mission **was** to study the **2**
effects of zero **gravity** on human beings, plants, and chemical **substances**. The **4**
Shuttles also launched satellites and **probes**, as well as a giant space **telescope** for **6**
viewing distant stars and galaxies. Space Shuttle **astronauts** helped to build the **7**
International Space Station. **Mostly**, the Space Shuttle program was an **enormous** **9**
success.

The Space Shuttles were designed **to** be partly reusable. They could return **to** **11**
Earth and land on a runway **just** like aeroplanes. There were one hundred **and** thirty **13**
Space Shuttle missions.

Keep going 

The idea **for** a kind of space plane was **first** proposed in the late 1950s. NASA **engineers** wanted a spacecraft that could return **to** Earth and be fully reusable. After **a** lot of work, they finally compromised **on** a partly reusable shuttle design and **began** building the shuttles about one year **before** the Apollo Moon Landing.

The design **consisted** of a space plane, expendable liquid **fuel** tanks, and reusable rockets. It would **be** launched vertically like a normal rocket. **The** cockpit could carry five to seven **astronauts**.

Liquid hydrogen and liquid oxygen were **mixed** in the external tank to ignite **the** rockets. At about two minutes after **liftoff**, the rockets would release and parachute **into** the ocean to be picked up **by** NASA. With power from its main

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Keep going



engines, the craft would keep rising until **it** reached Earth orbiting height. Then the **33**

main engines would be shut off and **the** external fuel tank released to burn **up** in **36**

the Earth's atmosphere.

When it **was** time for the Shuttle to come **home**, it would fire its thrusters and **38**

fall back into the lower atmosphere. It **would** descend to Earth like a glider, **40**

slowed dramatically by air pressure, finally landing **on** a long runway out in the **42**

desert. **43**

Mostly, the Shuttle worked exactly as **it** was designed to work. Yet there **44**

is always a risk that such complicated **engineering** systems will fail just because **46**

some **little** thing goes wrong in a way **that** nobody expects. The **48**

Keep going 

consequences of such **a** small failure can be disastrous. 49

Altogether, **there** were two such catastrophic accidents during **the** Space 51

Shuttle program's history. Both accidents **were** later traced to small mechanical 52

failures. **In** 1986, the Space Shuttle Challenger exploded **shortly** after launch, killing 54

all seven astronauts **aboard**. Especially tragic was the fact that **the** Challenger 56

mission was the first time **a** teacher was part of the shuttle **crew**. Then, seventeen 58

years later, the Space Shuttle Columbia **exploded** over Texas during re-entry, killing 59

another seven **astronauts**. 60

The Space Shuttle program was finally **retired** in 2011, right after 61

Space Shuttle Atlantis's **final** flight. But NASA has since built **a** new vehicle to 63

Keep going 

explore deep space. **It** is called the Orion, and it **has** been launched into space. 65

Even though **the** Space Shuttle program is over, it **had** a lasting impact 67

on space travel. **The** International Space Station would have been **unthinkable** 69

and much more difficult to construct **and** keep supplied without the shuttle missions. 70

Space Shuttles **proved** that space travel could be more **sustainable** than anyone 72

believed before it began. Now we know better.

