



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

Australasian Version

*Maze* Benchmark

Grade 4

Administration Directions and Scoring Keys

Examiner script	
<p>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.</p> <p>(Hand out the Maze student worksheets. Make sure students have written their names down before proceeding.)</p> <p>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.</p> <p>Tom goes to a school far from his house. Every morning, he takes a school (pause) art, bus, work (pause) to go to school.</p> <p>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.</p> <p>Every morning, he takes a school <u>bus</u> to go to school.</p> <p>Now it's your turn. Read the next sentence <u>silently</u> 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.</p> <p>(Allow up to 30 seconds for students to complete the example and put their pencils down.)</p> <p>If necessary, after 30 seconds say <b>Put your pencil down.</b> As soon as all students have their pencils down, say <b>Good job.</b></p> <p>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 <u>afternoon</u>, he also takes a bus home.</p> <p>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.</p> <p>At the end of <u>3 minutes</u>, stop the timer and say <b>Stop. Put your pencils down.</b></p>	
Reminders	
Start timer	Start the timer after you say <b>Begin.</b>
Prompts	<p>If a student starts reading the passage out loud, say <b>Please read the passage silently.</b> (Repeat as often as needed.)</p> <p>If a student skips an entire page, say. <b>Please be sure not to skip pages.</b></p> <p>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.)</p>
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: \_\_\_\_\_

## Working on Cars

Annabelle liked to work on cars with her dad. Her dad owned a classic 1965

Mustang **that** he was busily restoring, and she **enjoyed** helping him with the **2**  
work. They **worked** together in the garage with the **door** wide open to let in **4**  
some **air**, and fans blowing on them. On **those** days Annabelle wore an old, **6**  
torn **pair** of blue jeans and a faded **shirt**. She tied her hair up in **a** bun to **9**  
keep it out of **her** eyes. Her dad wore track pants and **a** frayed flannel shirt that **11**  
was missing two **buttons**, and a pair of old brown **slippers** that he didn't mind **13**  
ruining. By **the** end of a day of work **they** both looked as if they had **15**  
**been** crawling around in puddles of oil **and** grease for hours at a time, **17**  
**which** of course they had. **18**

Keep going



Whenever her **dad** asked for a part or tool, **she** would rummage in the **20**  
 tool box **to** find it and then hand it **over** to him as quickly as possible. **She** **23**  
 knew the names of all the **tools** in his toolbox and all the **power** tools on his **25**  
 workbench as well. **She** knew about hammers and pliers, about **jacks** that **27**  
 raised the car up and **trolleys** that let her father slide underneath **the** chassis. **29**  
 She knew how to handle **all** these items safely. **30**  
 Annabelle was proud **of** all the skills she'd learned in **such** a short time **32**  
 -- in under a **month**. Her father was proud of her, **too**. He often said things to **34**  
 Annabelle **like**, "Good work," or "You're learning this **fast**," or "Thatta **36**  
 girl." Working on cars **with** her dad lifted Annabelle's spirits. It **was** hard not **38**

Keep going ►

to feel good when **they** were together like this on a **summer** day with the smell

40

of grease **and** the clatter of tools and the **radio** playing loudly.

42

One day, they were **working** together when a boy from the **neighbourhood**

44

walked by. He stopped in front **of** the garage door and stared at Annabelle. **She**

46

had grease on her shirt and **she** was handing a ball pein hammer **to** her father.

48

**Girls**  
“Hey!” the boy said. “**Girls** don’t work on cars.”

49

Annabelle shook **her** head. “Whatever gave you that strange **idea**?”

51

she said. “I’m a girl, and **this** is a car that I’m working **on**. So, I guess we do.”

53

The **boy** thought about what Annabelle had said. Then he laughed and

54

asked, “Can you teach me how to do it sometime?”



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## Lucie's Snow

Lucie lived in a place where it never snowed. This meant that she had never

**built** a snowman or made a snow **angel**. She had never thrown a snowball, **2**

**and** she had never built a snow **fort** or an igloo. Yet Lucie liked **the** idea **5**

of snow. She liked to **ask** people who'd seen snow all about **what** snow felt **7**

like and what you **could** do with it. **8**

One morning after **she** had asked him many questions about **snow**, her **10**

dad said, "Okay sweetheart, enough **about** snow. It's time to get ready **for** **12**

school," so she hopped up from **the** breakfast table and got her backpack. **13**

**At** the station she and her dad **stood** on the platform in the sweltering **15**

**heat**, watching sun glaring off the approaching **train**, fanning herself with **17**

Keep going ►

her notebook, and **quietly** dreaming of sledding and snowball fights. **The** 19

train finally pulled into the station, **blasting** them with hot air. They got **inside** 21

and found two seats in the **back** . The train was almost full. 22

As **they** rumbled toward the city, Lucie gazed out **the** window, 24

replacing the palm trees with **pin**es and the brown hills with snowy **peak**s in 26

her imagination. She pretended to **her**self that she was on a train **th**rough the 28

Swiss Alps, and that people **w**ere skiing alongside the train tracks. She 29

**im**agined that some little boys were hurling **s**nowballs at the train windows 31

as it **pas**sed . 32

Then something strange happened. The light **i**nside the train car dimmed 33

Keep going ►

enough that **her** dad looked up from his book **and** peered out the window. Lucie 35

felt **her** back pressed against the seat. She **could** see they were climbing and a 37

**thick** mist had gathered. Inside, the temperature **had** dropped and the interior 39

of the **train** car had transformed. There were red **velvet** seats, dark wooden 41

doors, and a **lady** passing out knitted hats and mittens. 42

“**Like** a pair?” 43

“Yes please,” Lucie said, **looking** at her dad who just shrugged. 44

**She** put them on and out of **the** corner of her eye saw something 46

**shimmering**. She turned to see snow falling **outside** the train window and icy 48

ponds **where** figures skated, so her dad pulled **the** rattling window down and 50

Keep going ►

urged her **to** feel the snow. She took off **a** mitten, stuffed it in her pocket, 52

**and** stuck her hand out, feeling the **soft** cool pricks and smiling. But turning 54

**back**, she found her dad looking at **her** with a funny expression. 56

“Wake up,” **he** said. “We’re here.” 57

She followed him **from** the train onto the downtown platform **where** it 59

was just as sunny as **ever** and he tugged her through the **crowd**. As they 61

approached the turnstile she reached into her pocket to get her ticket but pulled out  
a yellow mitten instead.





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## The Hill

It was late afternoon after the big snowstorm. Samantha was covered in snow

and **sitting** at the bottom of Miller's Hill, **watching** her mother walk toward 2  
her. Miller's Hill **was** the longest, steepest hill in town **and** it was slick with 4  
ice. Samantha **was** bruised, wet, cold, very happy, and **in** a great deal of trouble. 6  
Earlier **that** afternoon she'd made a fateful decision. **Walking** home 8  
and coming just over the **rise** of the terrifying hill, she'd watched Max **and** 10  
Evelyn throw down their backpacks and **call**, "Come on, Sam! Your mum won't 11  
**know**! She's like two blocks away!" 12  
Samantha's **mum** was a cautious woman. Samantha always **had** to 14  
wear sunscreen, even when she **was** inside all day. Samantha always had **to** 16

Keep going ►

call the instant she got anywhere, **even** if it was just to Max's **house** next door. 18

She had to wear **not** only a helmet but also kneepads **and** elbow guards when 20

she rode a bike. Samantha's **mum** had expressly forbidden Samantha from ever 21

**going** down Miller's Hill in any way **at** all. She was not allowed to ride a 23

**bike**, skate, or sled down Miller's Hill. **It** was just too dangerous. 25

Samantha sometimes **wondered** why her mum was so worried **and** so 27

cautious. She felt that something **bad** must have happened to her mum **when** 29

she was a little girl. Maybe **she** had crashed her bicycle. Maybe she **had** gone 31

sledding one day and crashed **into** a fence or a tree. Maybe **she** had gone 33

skating and fallen through **the** ice of a frozen lake. 34

Keep going



One **day** she asked her grandmother if she **knew** anything about her **36**  
 mother getting into **an** accident as a little girl. Her **grandmother** tilted her head **38**  
 back to think. **Finally**, she smiled and said, “Yes. There **was** one time when **40**  
 your mother went **riding** on a trail in the country **with** some other girls. The **42**  
 horse was **skittish** and took off across a field **galloping**. Your mother hung onto **44**  
 the horse **with** both hands for dear life.” **45**  
 Samantha **thought** that couldn’t be it. The story **wasn’t** nearly dramatic **47**  
 enough to have made **her** mother such a worrier. **48**  
 On the **afternoon** of the big snowstorm, as her **friends** begged her to do **50**  
 it, Samantha **had** made a split-second decision and thrown **herself** down on **52**

Keep going ►

the hard-packed ice and **snow**. She'd gone hurtling down the hill **after** Max 54

and Evelyn. They were all **cheering** and laughing. 55

But about a third **of** the way from the bottom, she'd **looked** over to see a 57

shocking sight **through** the front window of Mrs. Forsyth's **house**. There was 59

her mother, at that **very** instant sipping from a cup of **coffee** and looking 61

straight out the window **at** Samantha. 62

Now, as her mum approached, Samantha **lost** her smile, but inside her 63

head **the** phrase "It was totally worth it" **kept** ringing. She was having a hard 65

time not giggling when her mum stopped in front of her, held out a black plastic bag,

and said, "Use this. You'll go even faster."

