



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

Australasian Version

*Maze* Benchmark

Grade 5

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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Correct: \_\_\_\_\_

Incorrect: \_\_\_\_\_

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

## The iPhone

Over ten years ago now, the Apple Corporation launched the iPhone. People lined

up around the block **at** Apple stores all over the United States **on** the day it went **2**  
on sale. **Somewhere** between one quarter and three quarters **of** a million phones **4**  
were sold on **just** the first weekend. Later that year, **the** iPhone began to sell in **6**  
Europe, **and** over the next seven years, it **gradually** became available in almost **8**  
every country **in** the world. Now, about one billion iPhones **have** been sold. **10**  
The iPhone was not **the** first smart phone. But it was **the** first to combine a **12**  
phone, a **media** player, and a computer for using **the** internet all in one. Also, it **was** **15**  
a touchscreen phone. Previous smart phones **had** used a hard keyboard. People loved **16**  
**the** iPhone for the way it worked **and** for the way it looked. **18**

Keep going



With **each** new version, Apple has improved its **machine** and it has changed 20

the way **we** live. The first iPhone had a **camera**, but it was primitive compared to 22

**what** we are used to now. It **had** no video, no GPS, and no **voice** command. All 25

these became available later.

**The** iPhone led to massive growth in **the** technology industry. Youtube, 27

Facebook, and Google **would** not have the power they now **have** without it. The 29

iPhone changed the **way** people in all fields work. 30

But **no** tool is only good or only **bad**. People now bring work wherever they 32

**go**, because their work is on their **phones**. This ability to work from anywhere 34

**may** enable creativity and flexibility, but it **also** means that many people never get 36

Keep going 

**any** real free time. How often have **you** been at the beach, or in **a** restaurant, or **39**

in a public park, **and** seen people using their smartphones rather **than** just swimming, **41**

enjoying their food, or **gazing** up at the sky? **42**

Because of **the** iPhone, people can now document and **share** their own lives **44**

on a scale **that** has never been seen before. They **can** post family pictures on **46**

Instagram, political **opinions** on Twitter, and life anecdotes on Facebook. **But** there **48**

is now so much information **online** that it is hard to process **mentally** and emotionally. **50**

Some people say that **they** now spend more time texting and Skyping **with** their **52**

friends than they do meeting **face** to face. **53**

These days the technology **offered** by the first iPhone is used **in** phones **55**

Keep going 

made by lots of other **companies**. All the same, most people still **look** to the iPhone 57

for the most **exciting** new features. One thing we might **see** someday soon is a 59

screen that **can** bend. Another might be a battery **that** can be charged by the sun **or** 62

by motion. Some people even predict **phones** that can project holograms. It is **hard** 64

to know what the future will **bring**. After all, until a little over ten years ago, the iPhone 65

itself was but a dream.





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## New Slang

People have used slang to sound cool for longer than “cool” was cool. Slang is

vocabulary that is very **informal** and often used by people who **belong** to a clique. 2

A clique is **a** small in-group of people who share **a** special style or set of ideas 4

**and** often use a specific vocabulary to **talk** to each other. But even if **you** do not 7

belong to a clique, **you** probably already use slang in your **vocabulary** and don't 9

even know it. For **example**, words like “cool,” “sweet,” and “tight” **can** all mean 11

“good.” You have probably **used** one of these words to describe **something** that you 13

liked or admired.

But **beware**! Slang tends to evolve quickly. What **was** cool to say yesterday 15

may be **not** so cool today and might embarrass **you** tomorrow. People used to say that 17

Keep going 

**something** was “off the hook,” and before **that** they might have said it was “rad.” 19

**But** if you use either of these **expressions** today, your friends may wince and 21

**begin** to avoid you. 22

Some slang expressions **were** once so common that people got **tired** of 24

saying them. For example, friends **used** to greet each other in a **casual** way by saying, 26

“Wassup?” But then **some** actors in a famous commercial said “Wassup?” **Everybody** 28

started repeating that phrase, until it **was** no longer fun or interesting to **say** anymore. 30

That’s when it was all **over** for “Wassup?” If you greet a **friend** now by saying, 32

“Wassup?” you will **just** get a funny look in response. **A** similar thing happened with 34

“For shizzle.”

Keep going 

**There** are different types and origins of **slang**. Much slang comes from **36**  
 words and **phrases** that originally had similar meanings. For **example**, everyone **38**  
 likes to “pig out” every **so** often, and so it’s easy to **see** where that phrase comes **40**  
 from. However, **why** is something easy considered a “walk **in** the park”? It is probably **42**  
 associated **with** the practice of taking an easy **stroll** around a park and was first **44**  
**used** to describe an easy golf game. **45**  
**Other** slang words are portmanteaus (pronounced port-man-tows). **A** **47**  
 portmanteau is a word that combines **two** words together to form a new **word**. **49**  
 “Brunch” is a great example of **a** portmanteau. It combines “breakfast” and “lunch” **50**  
**together** to create a new word with **a** slightly new meaning. Another example of **52**

Keep going 

**a** new slang word is a “spork”: **a** spoon-and-fork combination. Not all **54**  
 portmanteaus are **food** related; there is also “infomercials,” which **are** **56**  
 combinations of information and commercials. And **the** military gave us a combo of **57**  
**gigantic** and enormous: ginormous. Some slang develops **because** of changes in **59**  
 technology. For example, **a** hundred years ago, people didn’t give **someone** a ring **61**  
 to call them on **the** phone because phones weren’t common. Until **about** ten years **63**  
 ago, people would have **thought** hot spots were temperature based, not **about** Wi-Fi. **65**  
 And spam was only a **meat** that came in a can, not **unwanted** email. Some slang has **67**  
 even evolved **from** texting language such as “LOL”, “brb”, **and** “smh.” **69**

Some slang just happens. And that’s sick.





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## Languages

There are over six thousand languages in the world. Mandarin Chinese is the most

commonly **spoken** language. It has over one billion **speakers**. Spanish and English **2**

are the next **most** common languages. They each have around three hundred million **3**

**speakers**. **4**

People express important ideas with language. **But** language also helps them **5**

connect with **other** people. When you speak a language, **you** are part of a large group **7**

**that** expresses ideas in the same way. **When** you are around people who speak **9**

**a** different language, you may feel like **an** outsider. **11**

Learning a language is also **important** for brain development. If children don't **12**

**learn** a language, their brains will not **develop** in a normal way. Children who **14**

Keep going 

**are** not taught any language cannot understand **basic** concepts. 16

All children normally learn at **least** one language fluently by around the **age** 18  
of seven. After that, it becomes **more** difficult for older children to learn **their** first 20  
language.

Many people in the **world** only speak a single language. There **are** large 22

areas of the world where **people** speak only one main language. Many Australians 23

**speak** only English, for example. Though, in **primary** school you usually have to do 25

a few **years** of learning another language. **Some** older people who come to Australia 27

**from** other countries speak only the language **of** where they are from. Young people 29

**who** come to Australia from **other** countries almost always learn English, even 31

Keep going 

**though** they may go on speaking their **first** language at home or with their **33**

**friends** . **34**

Many people speak far more than one **or** two languages. There are small areas **35**

**of** the world where people speak hundreds **of** different languages. These are called **37**

language **hot** spots. One well-known language hot spot **is** Papua New Guinea, **39**

which has more **than** eight hundred languages. In contrast, the **much** bigger Saudi **41**

Arabia has only nine **languages** . **42**

Many scientists and teachers say that **it** is very beneficial to speak two **or** **44**

more languages. People who can speak two **or** more languages are called “bilingual” or **45**

“multilingual.” If **you** speak more than one language you **can** find more friends, and **47**

Keep going 

you will **probably** have a wider choice of jobs **to** do when you are older. Being 49

**bilingual** or multilingual is also good for **being** able to travel to other places. 51

Languages **are** disappearing. As Chinese, Spanish, and English **spread** around 53

the world, smaller languages die **out**. This is because speakers of these **smaller** 55

languages die. Or they may end **up** as part of bigger language communities, **like** 57

Spanish or English. Then they may **not** pass on their native language to **the** young. 59

Scientists worry about language death. **This** is because languages may contain 60

special **information**. Languages are libraries. They contain lots **of** information 62

about the world.

When languages **disappear**, information is lost. Languages in the **rainforest** 64

Keep going 

have information about the plants and

**animals**

there. When those languages die, the

**65**

world loses that information.

