



Dynamic Indicators of Basic Early Literacy Skills 8th Edition

Australasian Version

Maze Progress Monitoring

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 Put your pencil down. As soon as all students have their pencils down, say Good job.</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 Stop. Put your pencils down.</p>	
Reminders	
Start timer	Start the timer after you say Begin.
Prompts	<p>If a student starts reading the passage out loud, say Please read the passage silently. (Repeat as often as needed.)</p> <p>If a student skips an entire page, say, Please be sure not to skip pages.</p> <p>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.)</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: _____

The Kellogg Brothers

The Kellogg brothers are now famous for their cold breakfast cereal. Most

people have at one time **or** another eaten Kellogg's Corn Flakes or one **of** the 2

other breakfast cereals that the Kellogg **brothers** created. But the two brothers 3

were **not** always known for being the creators **of** breakfast cereal. 5

John Kellogg was a **doctor**. He worked at a medical clinic **where** 7

people went to get healthy. John's **brother** Will worked at the clinic, too. Will 8

was a businessman, but he helped his **brother** make food for the patients. 10

John **was** a respected doctor. Some believe he **was** well ahead of his 12

time, a **true** pioneer. He knew smoking was bad **for** you long before other 14

doctors did. **He** believed that many illnesses started in **the** stomach and the 16

Keep going ►

intestines. He prescribed **cures** focused on a healthy diet. The **cleaner** the **18**
 body, the less chance for **illness** to start. So, he designed a **high** fibre diet to **20**
 help rid the **body** of toxins. **21**
 At that time in **the** United States, most people tried to **eat** a hot **23**
 breakfast. They ate eggs, **bacon**, and sausages. They ate hot porridge **with** **25**
 cream. Sometimes people even drank beer **or** cider with breakfast. The Kellogg **26**
 brothers **did** not think that this type of **breakfast** was good for their patients. **28**
 They **wanted** to create a simple breakfast that **could** be served cold. **30**
 One day Will **stumbled** upon the recipe for wheat flakes. **The** rumour is **32**
 he left a batch **of** bread dough sitting out too long. **The** dough went stale. But **34**

Keep going ►

the brothers **didn't** throw it out. They put it **through** the bread rollers anyway. 36

When the **flattened** dough turned into flakes, the brothers **toasted** them. Then 38

they served the flakes **to** the patients with fresh cold milk. **The** new cereal 40

was a hit, making **the** patients feel healthier and stronger. 41

So, **the** brothers experimented with other grains. After **several** attempts 43

they created flakes from white **corn** grains, too. The patients loved the **new** 45

cereal, and it was in great **demand** at the clinic. 46

Soon, Will Kellogg **established** a company to sell the cereal **flakes** to the 48

public. But John refused **to** be part of the business. Why? **Because** Will had 50

added sugar to the **original** recipe. And John believed the sugar **lowered** the 52

Keep going ►

health benefits of their flakes.

The

Kellogg Company is still in business,

making

a wide variety of

54

breakfast cereals

as

well as many other foods. Its products are sold in almost two

55

hundred countries.



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Two Little Monkeys

Two little monkeys went swinging through the big trees in a dark tropical forest. They stopped at the top of **a** huge banana tree. One of the **little** monkeys **2**
shimmied down a big banana **stalk** and plucked two ripe bananas from **the** **4**
colourful bunch. He brought them carefully **back** to the top of the tree **and** **6**
held one banana out to his **dear** friend. But the other little monkey **just** stuck **8**
his snout in the air, **scowled**, and shook his head angrily. The first **little** monkey **10**
was puzzled but he peeled **and** ate both bananas, one after another. **They** were **12**
scrumptious.

The next day the two **little** monkeys went swinging through the trees **13**
again. Once again, they stopped at the **top** of a huge banana tree. The first **15**

Keep going ►

little monkey shimmied down to a big **banana** stalk and picked two **17**
 bananas. The **bananas** were those nice, fat crimson ones. **He** climbed back up **19**
 to the top **of** the tree and held out one **banana** to his dear friend. But once **21**
again, the second little monkey refused to **accept** the offered banana. Instead **23**
 he stuck **his** snout in the air, scowled, and **shook** his head angrily. The first **25**
 little **monkey** was puzzled again. But he peeled **and** ate both bananas, one after **27**
 the **other**. They were even more scrumptious than **the** two he ate yesterday. **29**
 On the third **day**, the two little monkeys went further **in** the jungle than **31**
 they had ever **gone** before. They climbed higher than ever, **and** swung more **33**
 wildly, and jumped further **between** huge trees. They finally stopped to **rest** in **35**

Keep going ►

the top of a huge **banana** tree. This banana tree was one **that** grew those 37

adorable tiny yellow bananas. **The** first little monkey climbed down and **picked** 39

a whole bunch of these yellow **bananas**. He brought them back to the **top** of the 41

tree. The second little **monkey** just stuck his snout in the **air**, scowled, and 43

shook his head.

The first **little** monkey was puzzled once again. He **decided** to try 45

something new. He peeled one **of** the bananas and waved it under **his** friend's 47

nose. The second little monkey **just** stuck his snout in the air, **scowled**, and 49

said, "You know, everyone assumes **that** all monkeys love bananas. But I prefer 50

mangoes."



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Tom's Dinner

Tom's parents had gone away on an important job in the afternoon. They wouldn't be home until the **following** day, because it took so long **to** drive to 2
and from town.

It **began** snowing at dusk. Tom rounded up **the** sheep and put them into 4
the **big** shed, all forty of them. The **sheep** crowded together against the far wall 6
in the straw-smelling dimness. Tom stood there **for** a moment with the 8
large torch **in** his hand looking at them. The two **lambs** in the midst of the 10
white **woolly** mass let out thin baa-baas. 11
Tom **smiled** and walked back outside into the **blowing** snow. As he put 13
down the **bar** on the outside of the wooden **door**, stinging cold snowflakes 15

Keep going ►

settled on the **back** of his neck and melted instantly **to** ice water. 17

He trudged up the **path** to the house, snow whirling around **him**. In the 19

entryway, he stamped the **crusted** snow off his boots. It was **good** to get inside 21

out of the **howling** storm. 22

He sat down on the **bench** and pulled off his boots. He **felt** sleepy after 24

rounding up the sheep **in** the snowstorm and chasing them into **the** shed. But 26

he decided that he **should** make himself something to eat before **getting** into 28

bed.

Going barefoot into the **kitchen**, Tom greased a frying pan with **bacon** 30

grease and put it on the **hot** stove. Soon the grease sizzled. 31

Keep going ►

Next, Tom **cracked** three eggs into the pan one **after** another. They

33

crackled in the grease.

He picked up the heavy pine-handled bread **knife** and cut a big slice

35

off **the** loaf of bread sitting on the **back** of the stove. He laid the **slice** of bread

38

flat on a white **plate** .

39

Tom looked into the cast iron **pan** at the eggs, now almost done

40

cooking . The egg yolks were turning brilliant **and** the whites sputtered,

42

golden brown.

Tom **pulled** out the sleeve of his flannel **shirt** over his right hand,

44

picked up **the** frying pan, and slid the eggs **out** onto the slice of bread on **his**

47

Keep going ►

plate. He put the pan back **down** before the heat from it could **burn** his fingers 49

through the sleeve. It **was** a manouevre he had seen his **father** do dozens of 51

times.

So there **was** Tom's supper: three fried eggs sprinkled **with** salt on a 53

slice of warm **bread** His mouth watered even before he bent down to take the first 54

bite.



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Homemade Ice Cream

Maria likes to eat ice cream on a hot day. She says it cools her off. **But** she 1
likes to eat ice cream **any** day. Who doesn't? Maria likes strawberry **the** best 3
and rocky road second best. **Her** brother Leo likes bubble gum and **vanilla**. 5

They both like chocolate, too.

Neither Maria **nor** Leo likes coffee ice cream, but **that** is their father 7
Juan's favourite. He **says** that he first tasted coffee ice **cream** when he was 9
only four years **old** and ever since then it is **the** only ice cream he ever wants 11
to eat. Their mother Carla used to **get** soft serve ice cream cones on **the** 14
way to the beach with her **parents**. There was a little roadside stand **that** sold 16
them. The cones were thin **and** easy to break. The ice cream **swirled** into the 18

Keep going ►

cones, and then the **cones** were dipped into a syrup that **hardened** on them 20

instantly. You could get **either** strawberry syrup or chocolate syrup. Carla 21

always chose chocolate. 22

When the ice cream **truck** rings its bell, Maria and her **brother** dash 24

outside to buy ice cream. **They** sit waiting on the footpath with **the** other children 26

until the truck turns **the** corner onto their street. The ice **cream** truck sells 28

drumsticks, ice cream bars, **and** bonbons. Maria likes the bonbons best. **The** 30

bonbons are balls of ice cream **with** a hard chocolate shell. 31

One summer **the** ice cream truck hardly came to **their** street at all for 33

almost a **whole** month, and Maria and Leo were **both** sad about it. So, their 35

Keep going ►

father **got** the hand turned ice cream machine **out** of storage in the shed and 37
set it up in the kitchen. 38
 Carla **carefully** measured out milk, sugar, and eggs, **and** after stirring 40
 them all together poured **the** mixture inside the steel ice cream **container** inside 42
 the old wooden bucket. She **placed** the lid on the container. Then **she** opened a 44
 big bag of ice **and** packed it slowly around the sides. **She** packed the ice in 46
 layers and **sprinkled** each layer with rock salt, making **the** ice steam, until the 48
 bucket was **full** of ice. Then she let Maria **and** Leo take turns turning the 50
 handle. **Their** hands got cold and their arms **felt** tired, but finally the ice cream 52
was ready to eat. 53

Keep going ►

Their mum let **them** lick the ice cream paddle. They **both** cried out,

55

“Wow!” That very first taste of homemade ice cream was the best ice cream of all.



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Maya and the Manatees

One day Maya went on a school trip to the aquarium. She felt awed by all the

bright

, colourful fish swimming overhead in a

tunnel

with a glass roof. She

2

kept

turning

around in place to look at

the

fish glide and dart in the

4

illuminated

blue water.

5

Meanwhile, the other children

in

the group followed the teacher off

to

7

another part of the aquarium. This

left

Maya alone. When she realised that

8

she

wasn't with the group anymore, she

became

anxious and started walking

10

more quickly

through

the rooms, hardly looking at the

fish

at all.

12

Suddenly she entered a

big

room with a glass wall and

saw

four

14

manatees. Two of the manatees

sat

on boulders. They were big and

dignified

16

Keep going



looking. Two others were swimming around **gracefully** in the deep pool of 17

seawater. **She** could see them diving and swimming **because** of the glass wall. 19

She stepped **very** close to the exhibit, hardly daring **to** breathe in her amazement. 21

When she **joined** up with her class a few **minutes** later, Maya was 23

smiling. She thought **the** manatees she had seen were awesome. **She** liked 25

their chubby, enormous bodies. She **liked** that they were gentle and that **they** 27

could hold their breath under water **for** a long time. 28

That evening, Maya **looked** online for books about manatees. She **found** 30

one that was in the public **library**, but it had been checked out **already**. It was 32

due to be returned **in** two weeks. 33

Keep going ►

Maya put a hold **on** the book. In two weeks, she **would** be going to 35

Florida on spring **break** to visit her grandpa. She looked **forward** to reading the 37

book about manatees **on** the plane. Her grandpa had promised **to** take her 39

to a beach where **she** would see wild manatees, and she **wanted** to be able to 41

impress him **with** all the facts that she would **learn** from the library book. 43

Unfortunately, the **book** was not returned to the library **on** time. Maya 45

was disappointed. Her mum **checked** out a few books on dolphins **and** jellyfish 47

instead. Those were okay, but **they** weren't what she really wanted. 48

When **they** got to Florida, her grandfather picked **them** up at the airport. 50

A bookstore **bag** was waiting in the backseat. "Look **in** there," her grandfather 52

Keep going ►

said. "I got

you

a surprise."

53

She looked. Inside the bag she found three books, all of them on manatees.



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Butterflies and Moths

You seldom see anyone swat at a butterfly. But people often take a swipe

or two at a fluttering moth. Why **is** it that people seem to love **butterflies** 3

as much as they dislike moths?

Moths are usually considered by people to **be** dull, drab pests. But why 5

is **that**? They don't bite or sting. They **don't** attack people or pets. And moths 7

don't eat clothing, though some moth larvae **do**. Most adult moths don't 9

eat at **all**. They can't because they don't have **a** mouth. And the few moths 11

that **can** eat like to feed on nectar. 12

In fact, butterflies and moths are closely **related**. They are so much 14

alike they **are** classified as the same order of **insects** by scientists. 16

Keep going ►

They both have scales **that** cover their bodies and wings. These **scales** 18
 are not the same as reptile **scales** but are odd hairs that have **evolved** into tiny 20
 scale-like structures. Both butterflies **and** moths continue to grow and shed 21
these scales throughout their lifetimes. So, it **is** a myth that if you touch 23
a butterfly's wing and the powder rubs **off** on your fingers, the butterfly or 25
moth will not be able to fly. **That** powder is just made up of **the** tiny scales. 28
 How do you tell **butterflies** and moths apart? Consider these facts: 29
Most moths appear only at night. And **most** butterflies fly only during 31
 the day. **But** there are some moths that are **active** during the day. Most moths 33
 are **small** and dull in colour. And most **butterflies** are brightly coloured. But 35

there are **some** large and colourful moths as well. **And** some species of 37

butterflies are quite **small** and dull. But even that detail **has** exceptions. 39

One way to tell moths **and** butterflies apart is to look closely **at** the 41

antennae. The antennae of a **butterfly** are usually straight and thick at **the** tip 43

while most moths have feathery **antennae** that come to a point. 44

Butterflies **also** usually fold their wings straight up **over** their backs, so 46

that the wings **touch** each other and align perfectly like **a** single wing. Moths, 48

by contrast, usually **hold** their wings in a tent-like way. 49

Butterflies grow from larvae which are protected **within** a hard and 51

smooth covering called **a** chrysalis, whereas moths make cocoons which 52

are

wrapped in a covering of silk.

53

The

fact is that there is no

single

feature that distinguishes all butterflies

55

all

from

moths. The more that scientists discover and study new species of

56

butterflies and moths, the more any strong distinctions between the two become

hazy and uncertain.



