



Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Australasian Version

Maze Progress Monitoring

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 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

art
bus
work

 to go to school. In the

afternoon
library
morning

, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

A Boy Named Fridge

One summer I fractured several bones in my hand while playing a basketball game
at a neighbourhood playground. Four against four, shirts versus skins. **The** game didn't
count for anything. We **were** just playing for fun. **1**
2
My friends **and** I had been walking around aimlessly **looking** around for **4**
something to do and **we** saw four other boys on the **playground**. The boys were **6**
running and jumping **around** and shooting baskets, and they looked **strong** and fast. **8**
My friend Joe squinted **in** the hot sunlight looking at them **play** and suddenly said, **10**
“Hey, let’s ask **them** if they want a game.” I **was** nervous. I didn’t like the idea **of** **13**
playing against kids I didn’t know **anything** about. I also wasn’t sure how **good** I **15**
was at basketball. I hadn’t **had** much practice for the last few **months**. I thought my **17**

Keep going



game wasn't as **good** as it ought to be if **we** were going to go around and **challenge** **20**

other boys to play us.

I **got** stuck guarding a boy with the **nickname** Fridge. He kept backing me **22**

underneath **the** hoop. He wasn't much taller than **me**, but he was older, almost twice **24**

my weight, and solid. When he leapt **for** the ball, my left hand got **jammed** **27**

between us. His bulk slammed into **me**, and I heard a sound like **a** pencil snapping. **29**

My entire arm radiated **with** pain, which shot right to my **head**, blinding me for a **31**

second, but **I** kept playing. Fridge pivoted, squared his **shoulders**, and released a **33**

shot. But I **jumped** and swatted the ball away with **my** right hand. My timing was **35**

good, **and** I got four fingers on the **ball**, which went flying out of bounds, **right** **38**

Keep going 

into the wooden benches, where it **smacked** some poor lady in the face. **I** felt 40

terrible. I didn't know if **she** was somebody's sister or girlfriend, or **somebody's** 42

mother or what. I never got **a** good look at her before the **ball** smacked her face, 44

and afterwards she **was** bent over, wailing, covering her head **with** her hands. Then 46

she disappeared entirely **as** people huddled around, trying to help. 47

I knew it wasn't my fault, and **it** wasn't my ball, so I took **off** running 50

like I was being chased **by** the group, though I don't think **anyone** even noticed I 52

was gone.

After **my** mother brought me to the emergency **room** I came home with a 54

temporary **cast**. A week later I had to **visit** a bone doctor, an orthopaedic man, 56

Keep going 

who examined my x-rays then put my **hand** in a different cast. He told **me** I was

59

extremely lucky it was **the** left not the right. I guess **because** I'm right-handed. But I

61

didn't feel very lucky.



Name: _____

Date: _____

Practice Passage

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

art
bus
work

 to go to school. In the

afternoon
library
morning

, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

Lost and Found

George had just disembarked from the train at his home station. He rode the same

train every **single** weekday. Usually, he rode his bicycle **home** from the train station. 2

The bicycles **were** always parked on a long bike **rack** outside the doors. But George's 4

bicycle **had** been stolen just the day before. **Somebody** had cut through the lock. 6

So **today** he had to call his wife **to** come to the train station and **pick** him up. He 9

was depressed and **frustrated**. 10

As he made his phone call **at** a pay phone outside the station, George 11

noticed a puppy cavorting and sniffing along **the** side of the road. The puppy **was** 14

dark brown and mustard-coloured and had **long**, floppy ears. It was one of **those** 16

dogs one sees running around that **doesn't** seem to belong to anybody and **has** no 18

Keep going 

collar. Though it looked well-fed **and** not mangy, George thought the puppy **might**

20

be a stray.

George's wife said **that** she was getting in the car **now** to drive to the train

22

station **and** pick him up. He hung up **the** phone and watched as some of **the** other

25

passengers from the train unlocked **bicycles** from a bicycle rack and rode **off** into the

27

gloaming.

Gradually, the footpath **in** front of the train station emptied **out**. There is a

29

forlorn and sad **feeling** about suburban train stations at dusk **when** almost nobody is

31

around. Alone on **the** dark street, George watched as the **evening** rush hour traffic

33

whizzed by and **the** air chilled and dimmed.

34

Keep going



The puppy **caught** his attention again because it had **meandered** out into the 36

traffic and was **darting** around in it as cars swerved **and** honked their horns. 38

George pushed his **leather** bag around onto his back and **dashed** out to the puppy, 40

scooping him **up** and saying, "Hey there." 41

He carried **the** puppy to the other side of **the** immense, noisy street, placing 43

him on **the** ground and patting his head. The **puppy** gazed up at him with wide **and** 46

alert eyes, smiling and wagging his **long** tail. 47

George pointedly walked down the **street** a little way and ducked around **a** 49

corner. The puppy followed him as **if** it was his dog. He walked **on** further, 51

glancing back occasionally to see **if** the puppy was still following. Yes, **he** was. 53

Keep going 

The puppy pranced after him **along** the footpath, raising his paws high **with** 55

each step and wagging not just **his** tail but his whole hindquarters. 56

George **thought** that if the puppy kept following **him**, he could take him 58

home for **the** night. Then tomorrow he could check **around** to see if the puppy had 60

been reported lost or missing. 61

Just then **his** wife pulled up in their car, **and** George opened the door. But 63

before **he** had a chance to take a **seat**, the puppy leapt inside and made **himself** 66

comfortable in the passenger seat.

“Hello, George,” **said** his wife. “Who’s your new friend?” 67

“I think he’s what I was looking for,” said George.



Name: _____

Date: _____

Practice Passage

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

art
bus
work

 to go to school. In the

afternoon
library
morning

, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

Basketball

Most people have played the game of basketball at least once in their lives. Many

others play basketball whenever they **get** the opportunity. Some people play basketball **1**
every single day, if they happen to **have** access to a basketball court and **friends** **4**
loving basketball. The only way to **improve** your skills in basketball is to **play** as **6**
often as possible. It is **an** intensely athletic game involving a lot **of** physical agility, **8**
balance, stamina, and mental **readiness**. People who are good at basketball **are** **10**
often justifiably proud of themselves. It **is** not just a matter of being **tall**. Rather, **12**
it is a matter of **quickness**, endurance, cleverness, and strategic thinking. **13**
Basketball **is** played on a rectangular court by two **opposing** teams, which **15**
are ideally made up **of** five players each. There may be **many** more players than five **17**

Keep going



on a **basketball** team, but only five are allowed **to** play at one time. There are **19**

lots of rules to basketball, but the **main** idea is to shoot a ball **into** a hoop that **22**

is three metres **high** and connected to a backboard. There **is** a hoop at each end of **24**

the court, and the team with the **most** points when playing time is up **wins** the **27**

game.

What you may not **realise** is that the game of basketball **was** invented in the **29**

last century by **a** P.E. teacher named Dr. James Naismith. Dr. Naismith **wanted** to **31**

give his P.E. class something **to** do inside whenever it was raining **outside**. So, he **33**

put a basket at **each** end of the gym. The baskets **did** not have holes in the bottom, **35**

like they do today, so they had **to** take the balls out of the **baskets** at the end **38**

Keep going 

of the game. **He** gave his class the basic rules **of** the newly invented game, and they **40**

started playing. **41**

Every time a student got **the** ball in the basket, they got **a** point. As they **43**

played more and **more** they came up with more rules **and** ideas. They put a hole in **45**

the bottom of the basket, so they **didn't** have to keep taking the balls **out**. They **48**

incorporated dribbling into the game. **Bit** by bit the game became more **and** more **50**

interesting. The students who played **together** and against each other in the **gym** on **52**

rainy days liked how it **made** them feel. They liked the challenge **of** working **54**

together as a team, and **they** liked the difficulty of making a **shot** from down the court. **56**

They liked **learning** how to fake right and go **left**, or fake left and go right. **58**

Keep going 

But

Dr. Naismith did not have a

name

for the game, so one day one

of

his

61

student players told him to

name

the game “Naismith Ball.” Dr. Naismith

said

63

that would be an awkward name

for

the game. Then the student suggested that he call

64

it “Basketball”, and Dr. Naismith agreed with a smile.



Name: _____

Date: _____

Practice Passage

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

art
bus
work

 to go to school. In the

afternoon
library
morning

, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

Versions of a Folk Tale

“Little Red Riding Hood” is an old, old story. Versions of it have been told

all around the world. For example, the Chinese **have** a popular tale called “Great Aunt Tiger” **that** has some strong similarities to the **version** that Europeans and Australians know. **2**
4

In **the** Chinese story, a girl’s mother goes **out** on an errand, telling her first **to** keep the door shut and not **to** talk to strangers. Soon afterward, the **girl** hears a voice asking to be **let** into the house. She asks who **it** is, and the voice claims **to be** her aunt. But the girl says **that** the voice does not sound like **her** aunt at all. After the voice **asks** a few more times, the girl **reluctantly** opens the door. A tiger walks **into** the house. Thinking fast, the girl **pretends** to recognise the **6**
9
11
14
16
18

Keep going 

tiger as her **great** aunt. She then uses her wits **to** escape from the house and **20**

climb **up** a tree, even though the tiger **has** tied a rope to her ankle. **22**

But the tale as most of us **know** it originates in Europe. In an **early** French **25**

folklore version of the story, Little Red Riding Hood **suspects** that the wolf in bed **26**

claiming **to** be her grandmother is not really **her** grandmother. She makes up an **28**

excuse **to** go outside the hut. The wolf **ties** a string to her ankle, just **as** in the **31**

Chinese version, yet Little Red Riding Hood **gets** away into the forest. **32**

The first **published** version was written by a man **named** Perrault. The red **34**

hood in the **story** was his invention. The tale appeared **in** his book of nursery **36**

rhymes and **fairy** tales. The author wrote the book **for** the adult aristocrats of the **38**

Keep going 

royal **court**. Folk tales and fairy tales were **very** popular among the educated classes, 40

and **the** book went through eight printings in **the** author's lifetime. 42

Then about a hundred **years** later, two brothers in Germany published **a** book 44

called Children's and Household Tales. **This** book included a version of "Little Red 45

Riding Hood" **probably** based on the earlier story. Despite **its** title, the new book 47

wasn't intended **for** children any more than the earlier **book** had been. The two 49

brothers named Grimm **were** collectors of folk tales. Their book **was** meant for 51

scholars. Many of the **stories** were exceedingly violent and cruel. Later, **they** 53

published a gentler edition of the **book** just for children. 54

The first author **ended** his story with Little Red Riding Hood **and** her 56

Keep going 

grandmother being eaten by the **wolf**. He followed the story with a **moral** like that of **58**

“Great Aunt Tiger”: **that** young children should be wary of **strangers**. The two **60**

brothers offered no moral, **but** in both of their editions they **added** a happy ending. **62**

In their version, a huntsman comes into the cottage to free Little Red Riding Hood and her grandmother from the sleeping wolf’s stomach after they’ve been swallowed.

Name: _____

Date: _____

Practice Passage

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

art
bus
work

 to go to school. In the

afternoon
library
morning

, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

A Memory Palace

In ancient Greece, there were people who made speeches for a living. These people

were known as speechmakers **or** orators. In those days, orators did **not** use written **2**

notes. They just had **to** remember all the facts, numbers, and **names** they were going **4**

to use in **a** given speech. To be a good **orator**, you had to have a good **memory**. **7**

Some orators discovered strong techniques for **memorising** information. One of **8**

the best of **these** techniques was to build a memory **palace** for storing important facts, **10**

numbers, names, **or** objects. **11**

Here is how you do **it**. You imagine a big building, like **a** mansion or a **13**

palace. In your **imagination** you walk through all of the **rooms** and you clearly picture **15**

how everything **in** each room looks. Then you do **it** again, but this time you place **17**

Keep going 

inside each room one thing you want **to** remember. 19

For example, in a study **you** might place on the desk a **small** piece of paper 21

on which you've **written** a series of numbers. You rehearse **walking** through your 23

palace and looking at **the** items with the things you want **to** remember, including 25

the paper with its **numbers**. Then during the moment in your **speech** when you need 27

to recall the **numbers**, you imagine walking into your memory **palace**, going to the 29

study, and looking **at** the note you left for yourself **on** the desk. You should then 31

be **able** to recite the numbers exactly as **you** wrote them. 33

Sometimes it helps to **build** your memory palace out of rooms **you** have 35

lived in. Into each of **these** you place things that are familiar **and** meaningful. For 37

Keep going 

example, you might use **your** childhood bedroom. You could place the **item** you want **39**

to remember under your **pillow** or between the pages of your **favourite** book. **41**

Then you could make the **next** room in your palace a room **where** you have **43**

had a lot of **fun** at some point in your life. **For** example, you could envision the **45**

lounge **room** of a cabin by a lake **where** you used to go with your **family** on summer **48**

holiday. Clearly visualise each **aspect** of the room. Is there a **carpet**? Are there **50**

shelves for books? Is **there** a television or a radio? Are **there** boxes of board games **52**

in a **closet**? Is there a fireplace and a **stack** of wood next to it? **54**

By **building** yourself a memory palace with many **rooms** and a lot of clear **56**

detail, **you** can remember many things in a **specific** order. As you go from room **to** **59**

Keep going 

room in your imagination, you see **the** numbers, objects, or letters you've left **for** 61

yourself, exactly like seeing a scene **in** a movie. This technique is thousands of years 62

old, and it has proven to be very effective.



Name: _____

Date: _____

Practice Passage

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

art
bus
work

 to go to school. In the

afternoon
library
morning

, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

Liam the Sea Creature

One morning, as he swam in the pool at his apartment building, Liam began

imagining that he was a sea creature. He did not know what kind **of** sea creature

1

he was, but he **thought** maybe an idea would come to **him** if he just kept

3

swimming around.

He knew that he couldn't be a stingray **because** he had no tail. He wasn't

5

a fish, either, because he had no **gills** used for breathing by fish. Possibly **he**

8

was a dugong, a sea lion, **a** seal, or a sea otter. What **about** a giant sea turtle that

10

can **live** to be two hundred years old? **Or** it could be that he was **some** sea creature

13

that had not yet **been** discovered by science. The ocean is **an** enormous place,

15

he thought. There could **easily** be creatures in it that hadn't **yet** shown themselves to

17

Keep going



human beings.

He **might** be a kind of sea creature **that** ate oysters and lobsters it found **19**

crawling around on the ocean floor. Wearing **his** new swimming goggles and flippers, **21**

he **swam** to the bottom of the pool **and** peered around for something to eat. **24** **There**

was nothing down there but a **drain** that was not open and the **hard** cement floor. **26**

He shut his eyes **and** imagined that it was the ocean **floor** instead and that there were **28**

red **and** orange starfish crawling around on the **sand** . **30**

Keeping his eyes shut, he now **imagined** that he was swimming along coral reefs. **31**

All around him were schools of brightly **coloured** fish. He glimpsed a sand shark **33**

gliding through the dimness and swam away **from** it, only to find himself swarmed **35**

by a school of poisonous stinging jellyfish. **Writhing** his body, he managed **37**

Keep going 

to avoid **touching** any of them. 38

Next, he dodged **a** huge electric eel that was slithering **in** the sand. A manta 40

ray swam **slowly** past him as he watched, keeping **perfectly** still between the sun 42

beams that **filtered** down from the surface. It was **beautiful** at the bottom of the 44

sea, **but** it was also dangerous sometimes. 45

What **else** might he find near the **reef**? he asked himself. Maybe there was 47

an old shipwreck, and broken casks full **of** gold coins that had spilled out 49

onto the sand, and he could pick **up** a few of them as souvenirs. 51

He imagined that he was swimming past **the** mouth of a deep ocean cave, 53

and a giant octopus hiding inside the **cave** suddenly snatched at his ankle with 55

Keep going 

its slimy tentacles. He struggled and shouted **under** the water, air bubbles **57**

streaming up **from** his open mouth. Finally, with great **effort**, he managed to pull **59**

himself free **and** swam fast and hard for the **surface**. Maybe that was enough **61**

excitement for one morning!



