



Dynamic Indicators of Basic Early Literacy Skills 8th Edition

Australasian Version

Maze Progress Monitoring

Grade 7

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

art
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Correct: _____

Incorrect: _____

Adjusted Score: _____

How to Win an Argument

Who doesn't love to win an argument? Being correct feels tremendous! However,

winning **an** argument takes special ability and the **proper** methods. 2

First, it's important to realise **that** you won't win every argument. Sometimes 3

you will be correct, but you won't **be** successful. To win an argument you **need** 6

to know who it is you **are** arguing against. Arguing with your parents **or** teachers is 8

mostly ineffective because the **adult** can always just say something like, "**Because** I 10

say so," or, "That's just **how** it is." When you hear either **of** these phrases, it's time to 12

walk **away**. You can't win. 13

Second, you need **to** know the difference between facts and **opinions**. Facts 15

are indisputable pieces of information. **For** example, ice cream is cold. That **is** 17

Keep going ►

factual because coldness is its defining **feature**. Opinions are personal preferences about

18

things. **For** example, you may think that chocolate **ice** cream is best. That is an

20

opinion because other people can have a **different** favourite flavour. If you plan to

22

have an argument about opinions, plan to **lose**.

24

Third, once you've decided to win **your** argument with facts, make sure that

25

you have them all ready in your **mind**. Make sure all the facts are **related** and in

28

the proper sequence. It **helps** to state your claim upfront and **then** support this claim

30

with all your **facts**, starting with the least important and **ending** with the most

32

important.

Fourth, have **a** plan to counter any objection that **your** opponent makes. This

34

Keep going



requires specific skills, **most** importantly the skill of anticipating possible

35

objections. But make sure to counter the **objection** rather than insulting the person.

37

Also, **attack** exactly what your opponent says. Do **not** first paraphrase your opponent's

39

argument in **such** a way that it becomes weaker **and** therefore easier to refute.

41

When you **insult** the person making the argument rather **than** countering

43

with a reasoned objection, you **commit** the logical fallacy known as arguing **against**

45

the person. When you paraphrase or **restate** your opponent's argument in such a **way**

47

as to make it seem weak **or** ridiculous and then attack that weaker **version** rather

49

than what they are truly **saying**, you commit the logical fallacy known **as** arguing

51

against a straw man. These **unjustified** ways of arguing are logical fallacies, **and** if

53

Keep going



you have some experience engaging **in** systematic arguments and debates, you will **54**

recognise them instantly. **55**

Many other logical fallacies **exist**, and it is useful to learn **something** about **57**

these fallacies so that you **do** not get taken by surprise when **someone** points out that **59**

you are using **one** of them in an argument. For **example**, there is the fallacy of **61**

appealing **to** an outside authority rather than constructing **your** own careful argument. **63**

This usually takes **the** form of saying that because such **and** such a person says **65**

something must **be** so, it must in fact be **exactly** that way. Another fallacy is the **67**

circular argument, which merely repeats a belief **you** already hold. This fallacy **69**

might take **the** form of saying that chocolate ice **cream** is objectively best because **71**

Keep going



you yourself **happen** to like it best. 72

Once you **have** gathered your facts and are prepared **to** argue, be confident. 74

When you've won, **you** can smile and walk away victorious. **And** if you don't win, 76

that's okay **too**. Winning isn't everything. 77



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Practice Passage

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Incorrect: _____

Adjusted Score: _____

Metal Eating Plants

Everybody knows that plants draw up water from their roots and use the sun to make

food through photosynthesis. Some of you may even be **aware** that a few plants, like the **1**
Venus Fly Trap, **attract** and then eat insects for food. **But** have you ever heard of a **3**
plant that eats metal? This is not **science** fiction. Such plants do actually exist **in** **6**

nature. They are called “hyper-accumulators.”

The **genes** for eating metal are found in **more** than five hundred plant species **8**
all **over** the planet Earth. These plants absorb **metal** from the soil, along with water, **10**
through their roots. The metal is transported **by** proteins and gets stored in their **12**
tissue. Aluminium, iron, and zinc are some **of** the metals that plants can absorb. **14**
These plants can take in levels of **metal** that would be toxic to other **plants** and to **17**

Keep going



most animals. In fact, **toxic** metals may actually be helpful to **the** plant. Why? Because 19

heavy and toxic **metals** in a plant's leaves deter animals **from** eating them. This 21

means that the **plants** have a better chance to survive **and** flourish and to spawn 23

other plants **of** the same type. Their consumption of **metals** gives them what is called 25

an evolutionary **advantage**. 26

Some examples of plant world "hyper-accumulators" **are** barley, durum wheat 27

and sunflowers. Barley **and** durum wheat are plants that have **been** cultivated by 29

human beings as a **staple** source of food for thousands of **years**. Since these grains 31

tend to concentrate **metals** taken from the soil, they can **be** harmful to human beings 33

in certain **circumstances**. It is known that any prolonged **exposure** to metals like 35

Keep going



cadmium, copper, lead, **nickel**, and zinc can cause deleterious health **effects** in 37

humans. Scientists are still trying **to** figure out just how much barley **and** durum 39

wheat humans can safely consume **without** starting to get sick. But at **least** in part 41

this depends on what **types** and concentration of metals are present **in** the soil in 43

which the grains **are** grown. 44

Sunflowers are often used by **scientists** to help draw up radioactive metals 45

from soil that has been contaminated by **leaks** by big nuclear disasters like 47

Chernobyl **and** Fukushima. After the atomic bomb was **dropped** on Hiroshima, 49

Japanese scientists planted fields **of** sunflowers there to draw radiation from **the** soil. 51

One of the most beautiful **plants** that absorb metal is the hydrangea. 52

Keep going



Hydrangeas absorb aluminium. They not only absorb **the** metal; they can change **54**
 colour in **response**. A hydrangea may turn different colours **depending** on the **56**
 availability of aluminium ions **in** the soil. In acidic soil, many **aluminium** ions are **58**
 available, causing the flowers **to** turn blue. In alkaline soil, aluminium **ions** will be **60**
 tied up, so the **flowers** will turn pink. **61**
 “Hyper-accumulating” plants may **also** be helpful. Metal-eating plants can help **62**
clean up sites where soil contains toxic **heavy** metals. They might also be able **to** **65**

mine metal for us. Then the metal could be removed from their tissue for use by humans.



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: _____

Why Don't School Buses Have Seat Belts?

Although cars and trucks and aeroplanes are required to have seat belts, it is rare to find seat belts on buses in the United States. City buses, interstate travel buses and **school** 1
buses all operate regularly without any **requirement** 2 for passengers to strap themselves
into **their** 3 seats. On most buses, including school **buses** 4, only the driver is strapped
into **his** 5 or her seat. At the time **of** 6 writing, only six states in the **entire** 7 United
States currently require seat belts **on** 8 school buses. Why should this be **the** 9 case?
It might be helpful at **the** 10 outset to compare the circumstances of **another** 11
form of transportation that does not **require** 12 seat belts – trains. When you ride **in** 13 a
train, you are not required **to** 14 wear a seat belt. Some people **have** 15 criticised trains for
not providing seat **belts** 16 to their passengers, but at least **one** 17 major study of train

Keep going



accidents showed **that** wearing seat belts on a train **could** increase passengers' risk **19**
 of injury in **the** case of a derailment. And increased **neck** injuries were singled out as **21**
 a **likely** result of installing seat belts on **trains**. Train accidents are also quite rare. **23**
Some of the rationales for not requiring **seat** belts on school buses are the **25**
same as those that apply to train **travel**. For example, safety experts believe that **27**
bus passengers are already adequately protected in **that** passengers sit much **29**
 higher than they **do** in cars. Moreover, a bus is **a** big, heavy vehicle that can **31**
 withstand **a** crash with far less damage occurring **to** it than a passenger car. Most **33**
serious injuries would be prevented by the **thick** foam cushioning of the seats, since **35**
in the event of a crash children **will** be thrown forward against seat cushions **37**

Keep going



which	absorb most of the impact. What's more	, the confined space of the school	39
bus	seating prevents children from being thrown through	the air.	41
	Some people argue that adding	belts would reduce the number of children	43
	that could fit into a seat, reducing	seating capacity. This would require schools to	45
	buy more buses, which cost more than	a hundred thousand dollars each. And	46
installing	seat belts on existing buses is estimated	to cost more than ten thousand	48
dollars	per bus.		49
	In addition, school districts and	bus companies stress that school buses are	51
	already extremely safe. According to a major	scientific report, children are much safer	52
being	transported to school on a bus than	in a car. The number of serious injuries	55

Keep going



and the death rate is **less** than half that for passenger vehicles. **And** riding the bus is 57

safer than **walking** to school and crossing streets. Despite these studies and the high 58

costs, many parents believe that their children would be safer on buses equipped with seat belts.



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Wilma Rudolph

Wilma Rudolph is an African American track star who was born into a poor family

in a small town in rural Tennessee. She had twenty-one brothers and sisters, **and** all but 1
one of these siblings **were** older than she was. Although she **suffered** from serious 3
health problems as a **child** and was even once told by **doctors** that she would never 5
walk again, **she** pursued her dreams no matter what, **eventually** becoming an 7
international track and field **star**. At the height of her career, **she** was widely known 9
as the fastest **woman** in the world. She used her **fame** and popularity to advocate for 11
oppressed **people** everywhere in the world. 12
Wilma's childhood **was** harder than many people have had, **so** hard that it is 14
often considered **a** miracle that she was able to **overcome** the many physical and 16

Keep going



mental challenges **she** faced. She was born prematurely. Growing **up**, she suffered **18**
 from some of the **serious**, often deadly, childhood illnesses that were **common** in **20**

those days.

When she was **only** four years old, she contracted polio **and** after that she had **22**
 to wear **a** leg brace until she was a **teen**. The doctors told her that she **would** **25**
 never walk again, but her mother **told** her she would. Telling the story **later** in life, **27**
 she said, “I believed **my** mother.” She and her mother began **travelling** by bus to a **29**
 clinic in **a** faraway city for physical therapy treatments, **and** on the days when she **31**
 did **not** go to physical therapy, her brothers **and** sisters took turns giving her leg **33**
massages. **34**

Keep going



Wilma never gave up on herself. **One** day her mother looked outdoors and **35**
saw her playing basketball, although she was **still** wearing a leg brace at that **37**
time . **38**
 After great effort, she was finally **able** to walk again without the use **of** a **40**
 brace or a special shoe. **She** later said that she was able **to** recover from the effects of **42**
 illness **because** she never stopped believing in herself, **and** neither did any member of **44**
 her **family** . **45**
 She started running when she was **still** very young, after meeting a coach **who** **47**
 encouraged her to try out for **the** track and field team. She was **so** good that she **49**
 made it to **the** Olympics. There, she won a medal **in** the relay race. She was only **51**

Keep going



sixteen **years** old at the time. She went **back** and won three gold medals in **a** 54

single Olympics. When she returned home, **the** town where she was from gave **her** a 56

parade.

She retired from track **and** went back to college so that **she** could get her 58

degree to become **a** teacher. She also became a track **coach**, and eventually she 60

even wrote a **bestselling** autobiography that was turned into a **major** motion picture. 62

Wilma Rudolph is now a member of the U.S. Olympic Track and Field Hall of Fame.



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The Sun

The sun is by far the biggest object in the solar system. It is also the centre of **the** 1
solar system, since all the planets, **including** our Earth, revolve around it. The **sun** is 3
so massive that it contains **most** of the matter in the solar **system**. And the sun is made 5
mostly **of** gas. 6
There are many other stars **in** our universe that are roughly the **same** size as 8
the sun. But the **sun** is bigger than about ninety percent **of** the stars we can 10
observe in **this** galaxy and others. Most of the **stars** in our Milky Way spiral galaxy 12
are probably less than half the size **and** mass of our sun. 14
It takes **about** eight minutes for light from the **sun** to reach Earth. So, for 16
example, **if** you are at the beach watching **the** sun sink below the horizon, after 18

Keep going



a certain point what you are seeing **is** only the image of the sun. **The** actual **21**

sun has already set.

Although **you** may think that the sun is **just** one big ball of fire blazing **in** **24**

the sky, it has different layers, **and** it rotates. Since it is not **a** solid body like the **26**

Earth, the **sun's** rotation is complex and can seem **quite** odd. **28**

At the sun's core, the **temperature** is inconceivably hot and the pressure **29**

incredibly dense. Its blazing power is produced **by** nuclear fusion reactions going **31**

on deep **inside** it. Every second of every day **and** night, the sun is converting hundreds **33**

of thousands of tonnes of hydrogen gas **into** helium and radiant energy. As it **35**

moves out toward the surface, the radiant **energy** gets continuously absorbed and **37**

Keep going 

released by **the** sun's layers until it reaches the **surface** as visible light. 39

To our eyes **the** sun appears to be one single **blazing** ball of fire, but by using 41

special telescopes and cameras, astronomers have been **able** to see dark areas on the 43

surface of the sun, called sunspots. These **regions** are slightly cooler than the rest 45

of the sun's surface. That is why **they** look darker to us. Sunspots often **shift** their 48

position on the sun. Scientists **are** still trying to understand exactly how **they** arise 50

and how they interact with **the** sun's magnetic field. 51

Besides heat and **light**, the sun also emits a stream **of** charged particles 53

known as the solar wind. **This** solar wind rushes throughout the solar **system** at 55

high speeds and can sometimes **cause** interference with electrical devices on Earth. 56

Keep going



It is also what creates the majestic **and** beautiful Northern Lights, or aurora borealis. 58

Sometimes the sun shoots out solar flares, **usually** from near one of the 60

sunspots. **When** this happens, it can also eject **a** long tendril of flaming gas into 62

space . Solar flares can be seen using **solar** telescopes, which filter out dangerous 64

radiation **that** might otherwise damage your eyes. Never try to stare right into the sun! 65



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Correct: _____

Incorrect: _____

Adjusted Score: _____

Japanese Flower Arrangement

Japan is famous for its simple, elegant flower arrangements. Flower arranging is one

of the three **classical** arts in that country. The other two **are** incense appreciation **2**

and the tea ceremony. **The** simple arrangement of flowers in a **jar** is also an **4**

important aspect of **the** tea ceremony. Why? Because guests are **supposed** to spend a **6**

few moments gazing **at** the fresh flowers before drinking the **tea**. **8**

The tradition of flower arranging began **with** the flower offerings placed on the **9**

altars of Buddhist temples. These offerings were **made** up of three different **11**

flowers. There **was** usually a tall upright flower in **the** centre, and two shorter ones. **13**

This **type** of arrangement was said to represent **the** close relationship between heaven, **15**

humankind, and **the** Earth. **16**

Keep going



Although flower arranging began in **temples**, soon people started putting
arrangements in **their** homes. These flower arrangements were placed **near** other
decorations like incense burners and **small** statues carved from wood or ivory **or**
made of ceramic or metal.

At first, **flower** arranging was only done by monks, **but** as time went on the
monks **taught** others to do it. So now **there** are more than a thousand schools **in**
Japan that teach the art of **arranging** flowers.

The various types of plants **used** in these arrangements often have special
meanings. For instance, certain yellow blossoms symbolise **life**, while pine
branches symbolise endurance.

Keep going



The **styles** of arranging flowers diverged in dramatic **ways** over time. As the **32**
 tea ceremony **became** more popular, a new, more rustic **style** of flower arrangement **34**
 came about. These **were** very simple, with only one or two **blooms** in a vase. They **36**
 were designed **to** present the flower as it grew **in** nature. These simple tea ceremony **38**
 arrangements **were** often placed directly under hanging scrolls **on** which landscapes **40**
 were painted, or famous **poems** written in elegant calligraphy. **41**
 Another style, **the** “thrown in” style, was said to **have** been invented when **43**
 someone threw some **stems** and leaves into a vase on **the** other side of the room. It **45**
is known for its looseness and freedom. **People** who practise this style consider it **47**
to be like shooting an arrow in **the** art of archery. You should be **able** to hit the **50**

Keep going



target with your first **shot**.

51

Western flower arrangement often focuses on **masses** of colour. In Japan, the

52

shape, **line**, and movement of each stem and **leaf** are just as important as the

54

blossoms

. The act of putting the flowers

together

is important, too. It is a

way

57

of relaxing and experiencing beauty.

can

It

take a very long time to

understand

and master all the techniques and

59

symbolic

meanings of flower arrangements. People often study for many years in a

60

school of flower arranging, and at the conclusion of their studies, they are given permission

to teach others.



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Practice Passage

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Correct: _____

Incorrect: _____

Adjusted Score: _____

The Cicadas are Coming!

Another invasion is coming. It will happen in the spring, **just** as the weather 1
gets warm. But **depending** on where you live, it might **not** occur this year. Or next 3
year. **Or** even this decade. But when they **come**, they will arrive by the millions. 5
I am talking about cicadas, which are **very** noisy insects. 7
Some people have described **their** high shrill humming as similar to **the** 9
sound of a flying saucer landing **in** a 1950s science fiction movie. Some **cicadas** 11
can produce sounds approaching 120 decibels, **which** is among the loudest of all insect- 12
produced **sounds**. To give you some idea of **how** loud that is, the rumbling of 14
a petrol-powered lawnmower is about 80 decibels, **while** the growl of a motorcycle 16
is **about** 95 decibels. 17

Keep going



Cicadas are grouped into “broods.” **Different** broods come out of the ground **18**

in different areas. There are over 3,000 **species**. Some are called annuals because **20**

the **adults** appear every year, but their numbers **hardly** compare to the giant **22**

swarms created **by** periodical broods, which take more than **a** year to appear. **24**

Most periodical broods **emerge** every 17 years, while some appear **every** 13 years. **26**

Sometimes, more than one **type** of brood may emerge in the **same** year. **28**

When the ground warms up **to** 18 degrees for several nights in **a** row, the **30**

insects pop up out **of** the ground, one by one. They **normally** do this in the dark, **32**

which **helps** them avoid being attacked and eaten **by** birds. They crawl up into the **34**

treetops where they shed their flaky exoskeleton, **which** is a tough, protective layer **36**

Keep going



on **the** outside of their bodies, and grow **a** new shell. An adult cicada can **38**

be as long as five and a half **centimetres**. They have stout bodies with broad **40**

heads, large eyes, and clear wings. **41**

Though harmless **by** humans, the large swarms can do **damage** to orchids, **43**

vines, and gardens. Sometimes **young** trees are overwhelmed by them, although **44**

older, healthier trees usually withstand the invasion **without** serious damage. **46**

Many people find their **sound** annoying. Only the males emit the **sound**. **48**

When a few thousand adult male **cicadas** are crowded together, trying to attract **a** **50**

female, their combined humming can be **rather** overwhelming. Their song can easily **51**

be **heard** from a kilometre away or more. **52**

Keep going



The insect's unusual lifecycle has been a source of fascination for thousands 54
 of years among many cultures. The ancient Chinese regarded cicadas as symbols of 56
 rebirth and respected their power. 57
 A few months after the female lays its eggs, which look like grains of rice, 59
 the baby cicadas, called nymphs, hatch and drop from the trees. The nymphs 61
 burrow into the ground where they feed on sap from the roots of trees. They will 63
 remain underground for the next 13 to 17 years, feeding on sap, nourishing 65
 themselves.
 Then one night, as though called by some invisible force, they will emerge, 67
 and the whole cycle starts all over again. Though it remains a mystery as to why the 68

Keep going



cycle requires so many years, some experts think that the long interval helps the insects avoid predators from developing a dependence on them as a food supply.



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Incorrect: _____

Adjusted Score: _____

Bamboo

Bamboo is an incredible plant. Bamboo is abundant, grows straight, is

strong

1

and flexible, and has many uses.

Bamboo

can grow almost anywhere. It is

a

native plant all over the world,

3

apart

from Europe and North America. Even

on

those continents, it can be grown

5

as

a garden plant. Moreover, there are hundreds

of

species of bamboo, and they

7

are

all

members of the grass family, despite

often

looking more like a thin tree

9

or

tall bush.

10

Bamboo also grows unusually

fast

, as fast as ninety-one centimetres in

a

12

single day. Imagine growing one metre

in

a day! Bamboo stalks reach their

full

14

mature height in just three or four

months

. This quick growth makes bamboo a

very

16

Keep going



sustainable material. Harvesting stalks does not **impede** its growth, and they are quickly **replaced**.

One use of bamboo is as **food**. Giant pandas live on a diet **of** mostly bamboo shoots and leaves, as **do** red pandas and certain lemurs. Humans **also** eat the tender shoots. Some people **use** the leaves to wrap other foods **in** for steaming, or they use sections **of** the hollow stalk to cook food **over** a fire.

Because mature bamboo is **so** strong, it is also good for **building**. Long giant bamboo poles are used **to** make scaffolding. They are also used **as** a construction material in themselves to **build** bridges, houses, and even skyscrapers.

Bamboo **can** be processed to make any number **of** useful objects. The poles

Keep going



can be **used** whole or split into sections that **can** be used flat or woven to **make** 36

panels. Bamboo sections can be split **into** various widths, even very fine, and 37

shaved thin and woven into a wide **variety** of baskets. Bamboo baskets are used 39

all over Asia for storage; for gathering **and** harvesting fruits and vegetables and 41

grains; **for** washing items and draining and straining; **and** for holding things like 43

grains or **beans** put out in the sun to **dry**. It can be used like wood **to** make 46

chopsticks or other eating utensils. **It** can also be laminated together to **make** 48

cutting boards, furniture, and flooring. It **has** been used to make weapons and **flutes** 50

and bicycles, among many other things. **Bamboo** fibre can even be used to **make** 52

paper or yarn or fabric.

Keep going ►

Bamboo **is** also good for the environment. Since **it** grows from a network 54

of roots, **it** can prevent soil erosion and landslides. **Bamboo** can grow in poor soil, 56

and **it** absorbs heavy metals, removing them from **the** soil. Bamboo can also draw 58

water **up** through the ground closer to the **surface**, making the land where it 60

grows **healthier** for other plants and providing shelter **for** animals. 62

Like all plants, bamboo absorbs carbon **and** releases oxygen. Scientists use the 63

term “**carbon** sink” for natural reservoirs that absorb **more** carbon than they release. 65

Bamboo forests **are** particularly good carbon sinks because they **grow** so fast. In 67

addition, the bamboo **that** is transformed into long-lasting products continues **to** 69

store carbon. Even better, the stored **carbon** does not break down and turn **into** 71

Keep going



carbon dioxide, a major greenhouse gas.

All these characteristics are what make bamboo such a versatile and important plant.



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: _____

Diving Deep

William Beebe was an American naturalist who travelled all over the globe to study the natural world, especially birds, bugs, and the animals in the ocean. When he returned

home, he wrote **books** and articles about his discoveries. 1

In 1928, Beebe **was** given a research station on an **island** off the coast of 3

Bermuda. He **wanted** to make an extensive study of **underwater** life there. He'd 5

studied sea life **previously**, by dredging and using a diving **helmet**, and he thought 7

he would use **those** methods in Bermuda as well. Dredging **means** to scoop up a 9

bunch of **the** ocean and examine whatever creatures come **up**, on the deck of 11

the boat **or** on dry land. The researcher can **get** a good look at the animal's 13

anatomy that way but cannot observe its **habitat** or behaviour. The diving helmet 15

Keep going



enabled **the** researcher to see where and how **the** animals lived, but it could not **17**
reach the depths Beebe wanted to go **to**. He decided he needed some kind **of** **20**
 submarine. But the submarines that existed **at** that time were windowless cylinders, so **21**
he started to design one with windows. **22**

Otis Barton **was** a wealthy inventor. He read some **newspaper** articles about **24**
 Beebe's plans to study **ocean** life, and he wanted to help. **He** believed the **26**
 cylindrical shape Beebe was **talking** about for his submarine would not **work**. The **28**
 water pressure in the deep **ocean** would be too great. Barton thought **the** best shape **30**
 for the vessel was **a** sphere. Barton was introduced to Beebe **by** a mutual friend, **32**
 and he explained **his** idea for the sphere. The two **men** decided to work together. **34**

Keep going



Barton would **pay** for the sphere and all the **equipment** it required. Beebe would pay 36

for **the** ship to transport the sphere, and **the** equipment to lower it to the **ocean** 39

floor and raise it back up. **They** would both be inside the sphere **when** it plunged 41

through the water.

They **called** their vessel the Bathysphere, adding the Greek **word** for “deep” 43

(bathus) to “sphere.” It **was** 145 centimetres in diameter, made of 25 millimetre **thick** 45

cast steel. It had no power **of** its own, but had to be **lowered** into and lifted from the 47

ocean **by** a cable. The men climbed into **the** sphere through a hatchway, the lid 49

of which weighed 180 kilograms and was **bolted** shut after they were inside. 51

There **were** three eight-centimetre thick windows made of **fused** quartz through 53

Keep going



which to observe marine **life**. There were high-pressure cannisters of oxygen **that** 55
 allowed Beebe and Barton to breathe, **and** pans of special minerals to absorb **their** 57
 exhaled breath. They used palm leaf **fans** to keep the air moving. There **was** a lamp 59
 fixed on the outside, **to** illuminate the darkness of the ocean **around** the sphere. And 61
 there was a **telephone** on the inside, so Beebe could **dictate** what he saw swimming 63
 through the **light** to his assistant on shore. 64
 The Bathysphere **made** more than 30 manned dives between 1930 **and** 1934. 66

In 1934, it reached a depth of 923 metres, a world record that held until 1949.



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Practice Passage

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Incorrect: _____

Adjusted Score: _____

Metal Detector

The moment Anju sees the size and shape of the box, the question on her mind is answered. She's sure she knows what's inside. **After** all, she has been pleading for **1**

a metal detector since before last Christmas. **In** that time, she's read enough **3**

magazine **articles** and reviews of moderately priced models **to** know good from **5**

the bad. The **last** thing she wants is a toy **that** will stop working in a month. Two **7**

weeks before her birthday, she handed her **father** a small stack of pages about **9**

the many valuable things others had discovered **and** a one-page advertisement **11**

from a magazine. **The** item on sale was the Garrison 4000WP, **a** lightweight **13**

model with good depth detection, **a** set of headphones, and a four-star **rating**. The **15**

WP at the end of **its** number meant it was waterproof, able **to** work in shallow **17**

Keep going



ponds and ocean

surf

18

After her father looked over the

pages

like a teacher grading a book

19

report

, he'd folded the advertisement and tucked

it

into his wallet. From that

21

moment

on

, Anju had kept her fingers crossed

and

not mentioned her birthday or

23

the Garrison 4000WP

again

24

Now, as she tears away the

wrapping

paper, revealing the colourful label of

25

the

Garrison 4000WP, she looks straight at

her

father and grins. He smiles and

27

bends

to pick up a strip of

the

torn wrapper, asking if he bought

the

right

30

model; then he smiles again

when

Anju replies with two fists in

the

air and an

32

enthusiastic yes. Within

seconds

she has the box open and

the

headphones out of

34

Keep going



their foam packaging. **She** places them on her head, then **she** gives her father a quick

36

hug **and** says thank you three times really **fast**.

38

A bigger surprise is a second **gift**, a bag he produces from beside **the**

40

couch and tosses at her. The **bag** contains a hooded sweatshirt, navy blue **with** a

42

wide pouch-pocket. He asks her **to** hold it up, and when she **does**, she sees the

44

back. Printed in **large** yellow letters is this: "Caution: **Treasure** Hunter at Work."

46

"I had that **custom** made," her father says. "They normally **charge** you by the

48

letter, but I **told** the girl it was your birthday, **so** she gave me a two for one

50

discount."

51

Equipped with a capable metal **detector**, Anju's ready to search for lost

52

Keep going



coins and buried treasures. All she needs **is** a little practice scanning and **54**
 learning **the** frequencies, and someplace nearby to explore. **She's** already made **56**
 a list of "soft sites" **within** walking distance. Soft sites are places **where** people **58**
 using metal detectors can dig **rather** easily because the land is covered **with** nothing **60**
 but grass, sand, or plain **dirt**. Wooded areas aren't good places to **search** because **62**
 the roots of surrounding trees **are** stubborn obstacles that require hard work **and** **64**
 serious tools to excavate past, and **hacking** away at roots can lead to **the** death of **66**

a tree. One of the ethical codes of responsible treasure hunters is to "do no harm."

