



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

Australasian Version

*Maze* Benchmark

Grade 2

AU-Year 2 | NZ-Year 3

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 Practise 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	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>
Discontinue	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.) 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 Together

Cindy and Anne were practising for their big game. They both were on the soccer team and liked to practise at home.

They used the field behind Anne's **house**. They set up a net 1  
for **a** goal. When the sun was shining **they** got hot and thirsty. 3  
On those **days** they drank a lot of water. 4  
**Soccer** is a hard game. You do **plenty** of fast running and 6  
dodging when **you** play it. Kicking the ball takes **strength** and 8  
lots of mental focus. It **helps** to pace yourself so that you 9  
**don't** get too tired out too soon. 10  
Anne **was** the captain and she scored most **of** the goals 12

Keep going ►

for the team. Cindy **was** the goalie. The girls took turns **kicking** 14

the ball and practising their moves. **Their** big game was coming 15

on Sunday **and** they wanted to make sure they **were** ready. 17

“We will win the game **if** you score a lot of goals **for** 19  
us,” said Cindy.

“If we work **together** as a team, we will win **the** game,” 21  
said Anne.

Cindy looked at Anne **and** smiled. She said, “I think you 22  
**are** right. Let’s just make sure we **work** together as a team. 24

The team **that** works together best always wins, don’t **they** ?” 26

**Keep going** ►

They went on playing for another **hour**. It was very hot. 27

They stopped **to** drink water. 28

Cindy said, “I think **we** work together well out there.” 29

Anne **replied**, “We are good friends and we **know** how 31

to play this game. We **are** on a good team. Everybody on 32

**the** team is strong and smart. Everybody **knows** how to 34

work together. If we **keep** it up I know we will **win**.” 36

The day for the big game **arrived**. The team gathered in 37

their huddle **and** the coach gave them a pep **talk**. Half way 39

through the game, Anne **and** Cindy’s team was down by two 40

**goals**. 41

Keep going ►

Anne said, “We can win this **game**, if we all work together. 42

We **can** do it!” 43

The team went back **on** the field and played better than 44

**they** ever did. They won the game **and** the coach told them 46

he was **proud** of them all. The championship game **was** next 48

week. The girls knew they had to practise even harder.







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## The New Kid

Eric was going to be the new kid at school. He had left his old school because his dad got a new job in a new town.

Eric was not sure if the **new** kids would like him. He 1  
worried **a** lot about this the night before **his** first day at the 3  
new school. **It** was hard to get to sleep, **because** he worried 5  
so much.

He would **be** the new kid in the year **three** class. What 7  
if nobody wanted to be **his** friend? What if they all laughed 8  
**at** him? 9

Just the thought of being **laughed** at made Eric very sad. 10

Keep going ►

He **saw** himself going off alone to unwrap **and** eat his lunch 12  
sadly in a **corner** of the school playground. He shook **his** head 14  
hard, as if to shake **out** this thought. But still, he couldn't **help** 16  
feeling anxious.

When Eric woke up **on** the first morning that he was 17  
**supposed** to go to his new school, **he** did not feel happy. He 19  
wanted **to** say that he was feeling sick, **so** that he could stay 21  
home. He **didn't** want to lie, but he didn't **want** to go to the 23  
new school, **either**. 24

Then he smelled something wonderful. It **was** the smell of 25  
freshly cooked pancakes. **This** made him happy, because 26

Keep going ►

pancakes were **his** favourite breakfast food. He jumped out **of** 28

bed and quickly got dressed for **school**. 29

As he ate the steaming hot **pancakes**, his mother asked 30

him if he **was** excited about starting at the new **school**. Eric 32

shrugged. She ran her hand **through** his hair. “Don’t worry,” she 33

said. “**You’ll** be the most friendly kid in **school**. I just know 35

it.”

He shrugged **again**, making a sour face, but he **also** 37

smiled. His mother was always so **good** at cheering him up. 38

Eric’s dad **drove** him to school and parked at **the** kerb. 40

He said, “Keep your chin **up** and have a great day at **school**. 42

**Keep going ►**

I know you'll make lots of **new** friends here.” 43

Eric got out of **the** car and walked to where the **kids** 45

were lining up. He saw his **class** and got in line. The boy 46

**standing** in front of him turned around, **held** out his hand to 48

shake, and **said**, “Hi, I’m Ted and I’m new **here** . What’s 50

your name?”

Eric shook Ted’s **hand** , smiling widely. He said, “Wow! 51

I’m **new** here, too!” 52

Ted said, “Fantastic! Let’s sit together at lunch.”





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## Summer Reading

Jason liked to read books. Some days he started reading a book in the morning and kept reading it all day long. He liked books that took place **in** strange places or ancient times. He **liked** to read about people going on **heroic** quests and wild adventures.

When Jason **read** a book, he saw all that **happened** in the story. He felt what **the** people in the book felt. He **tasted** what they tasted. He smelled what **they** smelled. It was like living a **whole** different life.

One summer day, Jason **started** reading right after breakfast.

Keep going ►



At noon, **he** was still reading. It was a book **about** people in 12

ancient times. There were **big** battles in it. There was a **boy** 14

only a little older than he **was**, going on strange adventures. 15

As Jason **read** the book, he stayed still so **that** he could keep 17

his mind on **the** story. 18

Jason felt he was in the **middle** of a big battle. He was 19

**riding** a horse. He was shooting arrows. **After** the battle 21

was over, he rode **his** horse down to a river to **drink** water. The 23

horse also drank water. **They** were both covered in dust and 24

**they** were both thirsty. 25

Jason's mother knocked **on** his door. This made him sit 26

**Keep going ►**

**up** . For a few seconds he did **not** know where he was, or 28  
who **he** was. 29

“Jason,” she said. “Go outside, **please** . It’s time for you to 30  
get **some** fresh air.” 31

So, Jason got up **from** his bed. He was still carrying **his** 33  
book with his forefinger in it **to** mark the page he had been 34

**reading** . He walked down the stairs still **reading** it. He went 36  
out into the **garden** and sat underneath a gum tree. **It** was 38

quiet and peaceful there. He **kept** reading. 39

He had many adventures that **afternoon** . At the end of his 40  
adventures, **he** was standing in a big church. **He** wore a 42

**Keep going ►**

shining suit and polished **boots**. Organ music boomed. A woman 43  
in **a** long, white dress and a lace **veil** came walking slowly 45  
up the aisle. **She** stood facing him as the priest **began** to 47  
speak.

Just then his mother **shouted** out, “Jason! Time for dinner!” 48  
Jason **sat** up, startled, and looked around. The **sunlight** was 50  
almost gone, and he was **sitting** in deep shade. The air was 51  
blue. **Crickets** were singing. The whole day had gone by while 52  
he was reading his book.

