



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

*Maze* Benchmark

Grade 4

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

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: \_\_\_\_\_

## Working on Cars

Annabelle liked to work on cars with her dad. Her dad owned a classic 1965

Mustang **that** he was busily restoring, and she **enjoyed** helping him with **2**  
the work. They **worked** together in the garage with the **door** wide open to **4**  
let in some **air**, and fans blowing on them. On **those** days Annabelle **6**  
wore an old, torn **pair** of blue jeans and a faded **shirt**. She tied her hair **8**  
up in **a** bun to keep it out of **her** eyes. Her dad wore sweatpants **10**  
and **a** frayed flannel shirt that was missing two **buttons**, and a pair of **12**  
old carpet **slippers** that he didn't mind ruining. By **the** end of a day of **14**  
work **they** both looked as if they had **been** crawling around **16**  
in puddles of oil **and** grease for hours at a time, **which** of **18**

Keep going ►

course they had.

Whenever her **dad** asked for a part or tool, **she** would 20  
rummage in the tool box **to** find it and then hand it **over** to him as 22  
quickly as possible. **She** knew the names of all the **tools** in his toolbox 24  
and all the **power** tools on his workbench as well. **She** knew about 26  
hammers and pullers, about **jacks** that raised the car up and **dollies** that let 28  
her father slide underneath **the** chassis. She knew how to handle **all** 30  
these items safely.

Annabelle was proud **of** all the skills she'd learned in **such** a 32  
short time -- in under a **month**. Her father was proud of her, **too**. He 34  
often said things to Annabelle **like**, "Good work," or "You're learning this 35

**Keep going** ►

**fast**,” or “Thatta girl.” Working on cars **with** her dad lifted **37**

Annabelle’s spirits. It **was** hard not to feel good when **they** were **39**

together like this on a **summer** day with the smell of grease **and** the **41**

clatter of tools and the **radio** playing loudly. **42**

One day, they were **working** together when a boy from the **43**

**neighborhood** walked by. He stopped in front **of** the garage door and **45**

stared at Annabelle. **She** had grease on her shirt and **she** was **47**

handing a ball peen hammer **to** her father. **48**

“Hey!” the boy said. “**Girls** don’t work on cars.” **49**

Annabelle shook **her** head. “Whatever gave you that strange **50**

**Keep going** ►

**idea** ?” she said. “I’m a girl, and **this** is a car that I’m working 52

**on** . So, I guess we do.” 53

The **boy** thought about what Annabelle had said. Then he laughed and 54

asked, “Can you teach me how to do it sometime?”





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## Lucie's Snow

Lucie lived in a place where it never snowed. This meant that she had never

**built** a snowman or made a snow **angel**. She had never thrown a **2**

snowball, **and** she had never built a snow **fort** or an igloo. Yet Lucie **4**

liked **the** idea of snow. She liked to **ask** people who'd seen snow all **6**

about **what** snow felt like and what you **could** do with it. **8**

One morning after **she** had asked him many questions about **9**

**snow**, her dad said, "Okay sweetheart, enough **about** snow. It's time to **11**

get ready **for** school," so she hopped up from **the** breakfast table **13**

and got her backpack.

**At** the station she and her dad **stood** on the platform in the **15**

Keep going ►

sweltering **heat**, watching sun glaring off the approaching **train**, 17

fanning herself with her notebook, and **quietly** dreaming of sledding and 18

snowball fights. **The** train finally pulled into the station, **blasting** them 20

with hot air. They got **inside** and found two seats in the **back**. The train 22

was almost full.

As **they** rumbled toward downtown, Lucie gazed out **the** 24

window, replacing the palm trees with **pin**es and the brown hills with snowy 25

**peaks** in her imagination. She pretended to **herself** that she was on a train 27

**through** the Swiss Alps, and that people **were** skiing alongside the train 29

tracks. She **imagined** that some little boys were hurling **snowballs** at the train 31

Keep going ►

windows as it **passed** . 32

Then something strange happened. The light **inside** the train car dimmed 33

enough that **her** dad looked up from his book **and** peered out the 35

window. Lucie felt **her** back pressed against the seat. She **could** see 37

they were climbing and a **thick** mist had gathered. Inside, the temperature 38

**had** dropped and the interior of the **train** car had transformed. There 40

were red **velvet** seats, dark wooden doors, and a **lady** passing out knit 42

hats and mittens.

“ **Like** a pair?” 43

“Yes please,” Lucie said, **looking** at her dad who just shrugged. 44

Keep going ►

She put them on and out of the corner of her eye saw 46  
something shimmering. She turned to see snow falling outside the train 48  
window and icy ponds where figures skated, so her dad pulled the 50  
rattling window down and urged her to feel the snow. She took off 51  
a mitten, stuffed it in her pocket, and stuck her hand out, feeling 53  
the soft cool pricks and smiling. But turning back, she found her dad 55  
looking at her with a funny expression. 56  
“Wake up,” he said. “We’re here.” 57  
She followed him from the train onto the downtown platform 58  
where it was just as sunny as ever and he tugged her through the 60

Keep going ►

**crowd**

. As they approached the turnstile she reached into her pocket to get her

**61**

ticket but pulled out a yellow mitten instead.



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## The Hill

It was late afternoon after the big snowstorm. Samantha was covered in snow

and **sitting** at the bottom of Miller's Hill, **watching** her mother walk toward 2  
her. Miller's Hill **was** the longest, steepest hill in town **and** it was 4  
slick with ice. Samantha **was** bruised, wet, cold, very happy, and **in** 6  
a great deal of trouble.

Earlier **that** afternoon she'd made a fateful decision. **Walking** home 8  
and coming just over the **rise** of the terrifying hill, she'd watched Max 9  
**and** Evelyn throw down their backpacks and **call**, "Come on, Sam!" 11  
Your mom won't **know**! She's like two blocks away!" 12  
Samantha's **mom** was a cautious woman. Samantha always **had** 14

Keep going ►

to wear sunblock, even when she'd **be** inside all day. Samantha always had 15

**to** call the instant she got anywhere, **even** if it was just to Max's 17

**house** next door. She had to wear **not** only a helmet but also kneepads 19

**and** elbow guards when she biked. Samantha's **mom** had expressly 21

forbidden Samantha from ever **going** down Miller's Hill in any way **at** 23

all. She was not allowed to **bike**, skate, or sled down Miller's Hill. **It** 25

was just too dangerous.

Samantha sometimes **wondered** why her mom was so worried **and** 27

so cautious. She felt that something **bad** must have happened to her mom 28

**when** she was a little girl. Maybe **she** had crashed her bicycle. Maybe 30

Keep going ►

she **had** gone sledding one day and crashed **into** a fence or a tree. 32

Maybe **she** had gone skating and fallen through **the** ice of a frozen 34

lake.

One **day** she asked her grandmother if she **knew** anything about 36

her mother getting into **an** accident as a little girl. Her **grandmother** tilted 38

her head back to think. **Finally**, she smiled and said, “Yes. There **was** 40

one time when your mother went **riding** on a trail in the country **with** 42

some other girls. The horse was **skittish** and took off across a field **galloping**. 44

Your mother hung onto the horse **with** both hands for dear life.” 45

Samantha **thought** that couldn’t be it. The story **wasn’t** nearly dramatic 47

**Keep going** ►

enough to have made **her** mother such a worrier. 48

On the **afternoon** of the big snowstorm, as her **friends** begged her to do 50

it, Samantha **had** made a split-second decision and thrown **herself** down 52

on the hard-packed ice and **snow**. She'd gone hurtling down the hill **after** 54

Max and Evelyn. They were all **cheering** and laughing. 55

But about a third **of** the way from the bottom, she'd **looked** over 57

to see a shocking sight **through** the front window of Mrs. Forsyth's **house**. 59

There was her mother, at that **very** instant sipping from a cup of **coffee** 61

and looking straight out the window **at** Samantha. 62

Now, as her mom approached, Samantha **lost** her smile, but inside her 63

Keep going ►

head **the** phrase “It was totally worth it” **kept** ringing. She was having

a hard time not giggling when her mom stopped in front of her, held out a black plastic bag, and said, “Use this. You’ll go even faster.”

