



Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Maze Benchmark

Grade 2

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 <u>bus</u> to go to school. 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. (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 <u>afternoon</u>, 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 <u>3 minutes</u>, 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: _____

Working Together

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

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

Keep going



Anne **was** the captain and she scored most **of** the points for the team. Cindy **was** the goalie. The girls took turns **kicking** the ball and practicing their moves. **Their** big game was coming on Sunday **and** they wanted to make sure they **were** ready.

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

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

Cindy looked at Anne **and** smiled. She said, “I think

Keep going



you **are** right. Let's just make sure we **work** together 24

as a team. The team **that** works together best always wins, 25

don't **they** ?” 26

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** 31

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

on **the** team is strong and smart. Everybody **knows** 34

how to work together. If we **keep** it up I know we will 35

Keep going 

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 39
 way through the game, Anne and Cindy’s team was down 40
 by two points . 41
 Anne said, “We can win this game , if we all work 42
 together. We can do it!” 43
 The team went back on the field and played better 44
 than they ever did. They won the game and the coach 46
 told them he was proud of them all. The championship game 47

Keep going ►

was

next week. The girls knew they had to practice even

48

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 3
day at the new school. **It** was hard to get to sleep, 4
because he worried so much. 5
He would **be** the new kid in the third **grade**. What 7
if nobody wanted to be **his** friend? What if they all 8
laughed **at** him? 9

Keep going



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

He **saw** himself going off alone to unwrap **and** eat his 12

lunch sadly in a **corner** of the school cafeteria. He shook 13

his head hard, as if to shake **out** this thought. But 15

still, he couldn't **help** feeling anxious. 16

When Eric woke up **on** the first morning that he 17

was **supposed** to go to his new school, **he** did not feel 19

happy. He wanted **to** say that he was feeling 20

sick, **so** that he could stay home. He **didn't** want to 22

lie, but he didn't **want** to go to the new school, 23

Keep going



either

24

Then he smelled something wonderful. It **was** the smell

25

of freshly cooked pancakes. **This** made him happy, because

26

pancakes were **his** favorite breakfast food. He jumped out

27

of

bed and quickly got dressed for

school

29

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

30

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 popular kid in **school**. I just know

35

it.”

Keep going



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** 40

curb. He said, "Keep your chin **up** and have a great day 41

at **school**. I know you'll make lots of **new** friends 43

here."

Eric got out of **the** car and walked to where the 44

kids were lining up. He saw his **class** and got in 46

line. The boy **standing** in front of him turned around, **held** 48

out his hand to shake, and **said**, "Hi, I'm Ted and I'm new 49

Keep going



here

. What's your name?"

50

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. 1

He **liked** to read about people going on **heroic** quests and 3

wild adventures.

When Jason **read** a book, he saw all that **happened** 5

in the story. He felt what **the** people in the book felt. 6

He **tasted** what they tasted. He smelled what **they** 8

smelled. It was like living a **whole** different life. 9

Keep going



One summer day, Jason **started** reading right after 10
breakfast. At noon, **he** was still reading. It was a book 11
about people in ancient times. There were **big** battles 13
in it. There was a **boy** only a little older than he 14
was, going on strange adventures. As Jason **read** the 16
book, he stayed still so **that** he could keep his mind on 17
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 22

Keep going



drink

water. The horse also drank water. **They** were both

24

covered in dust and **they** were both thirsty.

25

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

26

him sit **up**. For a few seconds he did **not** know

28

where he was, or who **he** was.

29

"Jason," she said. "Go outside, **please**. It's time for you

30

to get **some** fresh air."

31

So, Jason got up **from** his bed. He was still carrying

32

his book with his forefinger in it **to** mark the page

34

he had been **reading**. He walked down the stairs still

36

reading

Keep going



it. He went out into the **yard** and sat underneath an oak 37

tree. **It** was quiet and peaceful there. He **kept** 39

reading.

He had many adventures that **afternoon**. At the end of his 40

adventures, **he** was standing in a big church. **He** 42

wore a shining suit and polished **boots**. Organ music boomed. 43

A woman in **a** long, white dress and a lace **veil** 45

came walking slowly up the aisle. **She** stood facing him as 46

the priest **began** to speak. 47

Just then his mother **shouted** out, "Jason! Time for dinner!" 48

Keep going



Jason **sat** up, startled, and looked around. The **sunlight** 50

was almost gone, and he was **sitting** in deep shade. The air 51

was blue. **Crickets** were singing. The whole day had gone by 52

while he was reading his book.

