



Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Maze Benchmark

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 <u>bus</u> 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 <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: _____

The iPhone

Over ten years ago now, the Apple Corporation launched the iPhone. People lined

up around the block **at** Apple stores all over the United States **on** the day it went **2**
on sale. **Somewhere** between one quarter and three quarters **of** a million phones **4**
were sold on **just** the first weekend. Later that year, **the** iPhone began to sell in **6**
Europe, **and** over the next seven years, it **gradually** became available in almost **8**
every country **in** the world. Now, about one billion iPhones **have** been sold. **10**
The iPhone was not **the** first smart phone. But it was **the** first to combine a **12**
phone, a **media** player, and a computer for using **the** internet all in one. Also, it **was** **15**
a touchscreen phone. Previous smart phones **had** used a hard keyboard. People loved **16**
the iPhone for the way it worked **and** for the way it looked. **18**

Keep going ►

With **each** new version, Apple has improved its **machine** and it has changed **20**
the way **we** live. The first iPhone had a **camera**, but it was primitive compared to **22**
what we are used to now. There **was** no video, no GPS, and no **voice** command. **25**

All these became available later.

The iPhone led to massive growth in **the** technology industry. Youtube, **27**
Facebook, and Google **would** not have the power they now **have** without it. The **29**
iPhone changed the **way** people in all fields work. **30**
But **no** tool is only good or only **bad**. People now bring work wherever they **32**
go, because their work is on their **phones**. This ability to work from anywhere **34**
may enable creativity and flexibility, but it **also** means that many people never get **36**

Keep going ►

any	real free time. How often have you been at the beach, or in a restaurant, or	39
in a public park, and	seen people using their smartphones rather than just swimming,	41
enjoying their food, or gazing	up at the sky?	42
Because of the	iPhone, people can now document and share their own lives	44
on a scale that	has never been seen before. They can post family pictures on	46
Instagram, political opinions	on Twitter, and life anecdotes on Facebook. But there	48
is now so much information online	that it is hard to process mentally and emotionally.	50
Some people say that they	now spend more time texting and Skyping with their	52
friends than they do meeting face	to face.	53
These days the technology offered	by the first iPhone is used in phones	55

Keep going ►

made by lots of other **companies**. All the same, most people still **look** to the iPhone 57

for the most **exciting** new features. One thing we might **see** someday soon is a 59

screen that **can** bend. Another might be a battery **that** can be charged by the sun **or** 62

by motion. Some people even predict **phones** that can project holograms. It is **hard** 64

to know what the future will **bring**. After all, until a little over ten years ago, the iPhone 65

itself was but a dream.



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: _____

New Slang

People have used slang to sound cool for longer than “cool” was cool. Slang is

vocabulary that is very **informal** and often used by people who **belong** to a clique. 2

A clique is **a** small in-group of people who share **a** special style or set of ideas 4

and often use a specific vocabulary to **talk** to each other. But even if **you** do not 7

belong to a clique, **you** probably already use slang in your **vocabulary** and didn't 9

even know it. For **example**, words like “cool,” “sweet,” and “tight” **can** all mean 11

“good.” You have probably **used** one of these words to describe **something** that you 13

liked or admired.

But **beware**! Slang tends to evolve quickly. What **was** cool to say yesterday 15

may be **not** so cool today and might embarrass **you** tomorrow. People used to say that 17

Keep going ►

something was “off the hook,” and before **that** they might have said it was “rad.” 19

But if you use either of these **expressions** today, your friends may wince and 21

begin to avoid you. 22

Some slang expressions **were** once so common that people got **tired** of 24

saying them. For example, friends **used** to greet each other in a **casual** way by saying, 26

“Wassup?” But then **some** actors in a famous commercial said “Wassup?” **Everybody** 28

started repeating that phrase, until it **was** no longer fun or interesting to **say** anymore. 30

That’s when it was all **over** for “Wassup?” If you greet a **friend** now by saying, 32

“Wassup?” you will **just** get a funny look in response. **A** similar thing happened with 34

“For shizzle.”

Keep going ►

There are different types and origins of **slang**. Much slang comes from words and **phrases** that originally had similar meanings. For **example**, everyone likes to “pig out” every **so** often, and so it’s easy to **see** where that phrase comes from. However, **why** is something easy considered a “walk **in** the park”? It is probably associated **with** the practice of taking an easy **stroll** around a park and was first **used** to describe an easy golf game.

Other slang words are portmanteaus (pronounced port-man-tows). **A** portmanteau is a word that combines **two** words together to form a new **word**. “Brunch” is a great example of **a** portmanteau. It combines “breakfast” and “lunch” **together** to create a new word with **a** slightly new meaning. Another example of

Keep going ►

a new slang word is a “spork”: **a** spoon-and-fork combination. Not all portmanteaus **54**
 are **food** related; there is also “infomercials,” which **are** combinations of information **56**
 and commercials. And **the** military gave us a combo of **gigantic** and enormous: **58**
 ginormous. Some slang develops **because** of changes in technology. For example, **59**
a hundred years ago, people didn’t give **someone** a ring to call them on **the** **62**
 phone because phones weren’t common. Until **about** ten years ago, people would have **63**
thought hot spots were temperature based, not **about** Wi-Fi. And spam was only a **65**
meat that came in a can, not **unwanted** email. Some slang has even evolved **from** **68**
 texting language such as “LOL”, “brb”, **and** “smh.” **69**

Some slang just happens. And that’s sick.



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: _____

Languages

There are over six thousand languages in the world. Mandarin Chinese is the most

commonly **spoken** language. It has over one billion **speakers** . Spanish and English 2

are the next **most** common languages. They each have around three hundred million 3

speakers . 4

People express important ideas with language. **But** language also helps them 5

connect with **other** people. When you speak a language, **you** are part of a large group 7

that expresses ideas in the same way. **When** you are around people who speak 9

a different language, you may feel like **an** outsider. 11

Learning a language is also **important** for brain development. If children don't 12

learn a language, their brains will not **develop** in a normal way. Children who 14

Keep going ►

are not taught any language cannot understand **basic** concepts. 16

All children normally learn at **least** one language fluently by around the **age** 18
of seven. After that, it becomes **more** difficult for older children to learn **their** first 20
language.

Many people in the **world** only speak a single language. There **are** large 22
areas of the world where **people** speak only one main language. Many Americans 23

speak only English, for example, though to **graduate** from college you must usually 25
take two **years** of classes in a foreign language. **Some** older people who come to the 27

United States **from** other countries speak only the language **of** where they are from. 29

Young people **who** come to the United States from **other** countries almost always 31

Keep going ►

learn English, even	though	they may go on speaking their	native	language at home or	33
with their	friends	.			34
Many people speak far more than one	or	two languages. There are small areas			35
of	the world where people speak hundreds	of	different languages. These are called		37
language	hot	spots. One well-known language hot spot	is	Papua New Guinea,	39
which has more	than	eight hundred languages. In contrast, the	much	bigger Saudi	41
Arabia has only nine	languages	.			42
Many scientists and teachers say that	it	is very beneficial to speak two	or		44
more languages. People who can speak two	or	more languages are called “bilingual.”			45
If	you	speak more than one language you	can	find more friends, and you will	47

Keep going ►

probably have a wider choice of jobs **to** do when you are older. Being **bilingual** 50
 or “multilingual” is also good for **being** able to travel other places. 51
 Languages **are** disappearing. As Chinese, Spanish, and English **spread** around 53
 the world, smaller languages die **out**. This is because speakers of these **smaller** 55
 languages die. Or they may decide **to** be part of bigger language communities, **like** 57
 Spanish or English. Then they may **not** pass on their native language to **the** young. 59
 Scientists worry about language death. **This** is because languages may contain 60
 special **information**. Languages are libraries. They contain lots **of** information 62
 about the world.
 When languages **disappear**, information is lost. Languages in the **rainforest** 64

Keep going ►

have information about the plants and

animals

there. When those languages die, the

65

world loses that information.

