



Dynamic Indicators of Basic Early Literacy Skills

8th Edition

Maze Benchmark

Grade 7

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: _____

Fireflies

Do fireflies live near you? If so, you would see them **at** twilight in the summer. 1

Fireflies are **a** type of winged beetle that lights **up** like a small lamp. Their 3

abdomens **light** up to warn predators, attract prey, **or** attract mates. There are around 5

2,000 **species** of fireflies. However, fireflies all over **the** world are endangered and 7

their populations **are** falling. It is now increasingly rare **to** see them on summer 9

nights.

Fireflies **live** in temperate and tropical climates in **wet**, wooded areas. So 11

you are more **likely** to see them if you live **in** the countryside or in a wooded 13

suburb than in a city. They hibernate **in** winter by burrowing underground or 15

under **the** bark of trees. In the spring, **they** emerge and begin feeding. They like **to** 18

Keep going



live near streams or ponds where **their** young will have lots of sources **of** food. Their

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diets are varied. Some **species** eat slugs and snails while some **feed** on just plant

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nectar.

The ability **to** light up is enabled by a **chemical** process called

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bioluminescence. The enzyme luciferase **acts** on a compound called luciferin in

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the presence of oxygen and other chemical **elements**. This is what produces light in

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the firefly's abdomen. Fireflies flash these lights **in** patterns to attract mates or prey.

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In some areas of the world, swarms **of** fireflies have been observed to flash

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their lights in unison. For example, the Thailand **firefly** synchronizes itself perfectly

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to other fireflies **so** that large groups of fireflies flash **their** lights on and off at the

35

Keep going



same time. If you stand on a riverbank in Southeast Asia at dusk, you can see 38
 these fireflies light up an entire mangrove forest by switching on their lights at the 40
 same instant then turning them off at the same instant. People who've seen these 42
 fireflies say that the effect is beautiful and uncanny. Scientists are still unsure 44
 why they engage in this behavior. But they have figured out how the fireflies do 46

it, if not why.

Luciferase, the enzyme that is key to the firefly's light, has been manufactured 48
 through genetic engineering in labs. This synthetic enzyme can then be inserted 50
 into cells in order to observe cell processes like the formation of tumors. The cells 52
 will express luciferase under certain conditions and scientists can watch in real-time 54

Keep going



how cells change and **grow** .

55

These processes might also have applications **for** the production of sustainable

56

light sources. **Plant** material could be engineered to contain bioluminescent bacteria.

57

Then

glowing trees might replace streetlamps on **city** streets!

59

Unfortunately, firefly populations seem to **be** dwindling across the globe. Since

60

they require dark, wet, and wooded areas to reproduce and eat, deforestation in many areas

is leading to their decline.



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Correct: _____

Incorrect: _____

Adjusted Score: _____

Archimedes

Archimedes was a Greek mathematician, inventor, astronomer, and philosopher.

He was born in the Greek city-state **of** Syracuse over two thousand years ago. 1

Syracuse **lies** on the coast of Sicily, an **island** in the Ionian Sea that is **now** 4

part of Italy. Very little is **known** about Archimedes' life. A biography that **was** written 6

by a friend of his **was** lost. We believe that his father **was** an astronomer. He may 8

have spent **some** time studying in Alexandria, in Egypt, **an** important seat of 10

learning and scholarship **in** the ancient world. He spent most **of** his life in Syracuse, 12

but his **reputation** spread all over the ancient world. 13

Even though Archimedes invented many machines, studied **the** night-time 15

sky, and philosophized, mathematics was **his** greatest love and the subject he 16

Keep going



covered in his essays. He discovered formulas **for** the surface area and volume of **18**
a sphere. He calculated the value of pi, **the** number that describes the ratio of **a** **21**
 circle's circumference to its diameter. He **worked** on the concept of infinity. He **22**
developed a system for estimating the number **of** grains of sand it would take **24**
to fill the universe. **25**
 His math was **rigorous** and precise, and meets modern-day standards **26**
for geometry and calculus. He also had **a** great mechanical mind. His knowledge **28**
 of **mechanics** showed itself in his mathematical work, **and** also in the machines he **30**
 was **known** for during his lifetime. He explained **how** levers work, designed pulley **32**
 systems, and **improved** the catapult. **33**

Keep going



For much of Archimedes' **life**, Rome and Carthage were at war **with** each **other**, and fought for control **of** Sicily. Archimedes designed war machines to **defend** Syracuse. He made catapults, and something **called** a claw, which may have been **a** kind of crane with a grappling **hook** at the end that could attack **ships** on the sea from inside the **city** walls. He may have invented giant **mirrors** that could use the reflected rays **of** the sun to set ships on **fire**. For two years, Rome had Syracuse **under** siege. Syracuse held the Romans off, **but** the city fell in the end. **There** are several competing versions of exactly **how** Archimedes died. According to a Roman **historian** named Plutarch, Archimedes was studying a **mathematical** diagram when the Roman troops marched **into** Syracuse. A soldier

Keep going



commanded him to **come** with him to meet the General, **but** Archimedes refused 54

because he was absorbed **in** his diagram. The soldier drew his **sword** and killed 56

Archimedes. In some accounts, Archimedes' **last** words to the Roman soldier who 57

killed him were, "Do not disturb my **circles** ." 59

A circle and a sphere were **placed** on Archimedes' tomb. Eventually, the location 60

of the tomb was forgotten, and archaeologists have yet to find it.



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The Day the Sky Turned Black

My parents told me in July that the solar eclipse that was going to happen in August
was a very rare event. A solar eclipse is when the **moon** appears to completely blot out
the **sun**. For this eclipse, in some parts **of** the United States the sun would **be**
completely covered by the moon, although **it** would only be a partial eclipse **where**
we live. After my parents mentioned **it**, it seemed like everyone was talking **about**
it and I wanted to know **more**, so I did some reading.
I **read** that in ancient times people were **often** terrified of full solar eclipses.
Since **they** did not understand what was happening **to** the sun, people in many
cultures **created** elaborate myths and stories to explain **eclipses**. Usually in these
myths and stories **some** animal, dragon or demon would try **to** eat the sun. People

Keep going



would go **outside** and bang on drums or ring **bells** until the animal or the demon 19

stopped swallowing the sun and let it **go**. Then they could relax again until **the** 22

next eclipse, when they would have **to** rescue the sun all over again. 23

I imagined that when night suddenly fell **in** the middle of the day, the 25

temperature would drop and the stars would **come** out. Babies, and people who 27

hadn't **heard** about the eclipse, would weep and **tremble** with fear. Birds would fly 29

into **the** trees, cats would go out hunting, **and** dogs would curl up in their **sleeping** 32

places. Even though people now are **too** sophisticated to believe that a monster **or** 34

beast had eaten or stolen the **sun**, a terrible feeling of impending evil **would** be felt 36

on the streets. Maybe **it** sounds weird, but I was excited **to** experience this feeling, 38

Keep going ►

especially since I **knew** it wouldn't last long. I thought **that** once the sunlight started

40

to come **back**, there would be a feeling of **good** triumphing over evil.

42

On the morning **of** the day of the eclipse, my **dad** and I made a viewer out

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of a cereal box. We cut off **the** top, glued a piece of white **paper** to the bottom,

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covered half the **opening** with a piece of aluminum foil, **and** poked a hole in the foil

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with a pin. Then we had to **wait**.

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When the eclipse started, we took **the** viewer out to the balcony, and **stood**

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with our backs to the sun. **We** adjusted the viewer until the sun **shone** through the

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pinhole and made a **reflection** on the white paper on the **bottom** of the box. It was

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very **tiny**, and looked like if you had a cookie with a circular cutter, **and**

60

Keep going



used the cutter to take **a** little chunk out of the side. 61

At the peak of the eclipse the **sky** turned a bit gray. Our cat **took** no 64

notice whatsoever, and the construction **workers** in the alley continued with their 65

work undeterred, as though nothing was happening. **But** I was fascinated. I can't 67

wait to see another eclipse!

