



acadience™ reading

Maze

Administration Directions and Scoring Keys

Grade 3 | Benchmark Assessment

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Maze G3 / Benchmark Assessment

Directions: Make sure you have reviewed the scoring rules in the *Acadience Assessment Manual* and have them available. Say these specific directions to the students:

1. Before handing out the worksheets, say ***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 each student has the appropriate worksheet.

When all of the students are ready, say ***You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story. Look at Practice 1.***

Listen. After playing in the dirt, Sam went (pause) home, summer, was (pause) to wash her hands. You should circle the word “home” because “home” makes the most sense in the story. Listen. After playing in the dirt, Sam went home to wash her hands.

Now it is your turn. Read Practice 2 silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. 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.***

2. As soon as all students have their pencils down, say ***Listen. On her way home, she (pause) chair, sleep, saw (pause) an ice cream truck. You should have circled “saw” because “saw” makes the most sense in the story. Listen. On her way home, she saw an ice cream truck.***

When I say “begin,” turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin. Start your stopwatch after you say “begin.”

3. Monitor students to ensure they are reading and circling the words. Use the reminders as needed.
 4. At the end of **3 minutes**, stop your stopwatch and say ***Stop. Put your pencil down.*** Collect all of the Maze worksheet packets.
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Timing	3 minutes. Start your stopwatch after you say “begin.”
Reminders	<p>If the student starts reading the passage out loud, say <i>Remember to read the story silently.</i> (Repeat as often as needed.)</p> <p>If the student is not working on the task, say <i>Remember to circle the word in each box that makes the most sense in the story.</i> (Repeat as often as needed.)</p> <p>If the student asks you to provide a word for them or, in general, for help with the task, say <i>Just do your best.</i> (Repeat as often as needed.)</p>

Maze Scoring Key G3/Benchmark 1

Playing by the Rules

Once in a while, a natural athlete is born. This is a person who has an **unusual** talent for a sport. Tiger Woods **is** one such person. He makes the **game** of golf look so easy, and **people** love to watch him play. Another **natural** athlete was Bobby Jones. Bobby played **golf** many years ago, but many young **golfers** still think of him as a **role** model today.

Bobby was born over **one** hundred years ago. Like Tiger, Bobby **showed** a talent for golf at a **young** age. He was too short to **use** a real golf club, so somebody **sawed** a club in half for him. Bobby **never** had a real golf lesson. Instead, he **learned** by imitating the best golfer at the **golf** course near his house.

By age **fourteen**, Bobby was playing in tournaments. He **was** winning them, too! However, he got **angry** easily. When he missed a shot, he **would** often yell and throw his club down. "To me, **golf** was just a game to beat **someone**," Bobby said later. "I didn't know that someone **was** me."

Maze Scoring Key G3/Benchmark 1

With time, Bobby learned to **control** his temper. He became known for **being** a very fair

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and honest player. **Once**, during a tournament, Bobby was getting **ready** to make a shot. When

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he **placed** his club next to the ball, he **accidentally** moved the ball a tiny bit. This **is**

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against the rules of golf, and **judges** assign a penalty to players who **do** it. However, no one else

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saw it **happen**, and the ball moved less than **half** an inch. But Bobby told the **judges** about it,

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and asked them to **give** him the usual penalty. The judges **did** not want to do it, but

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Bobby **insisted**.

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As a result of the judges' **decision**, Bobby lost the tournament. But he **did** not mind. In

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fact, when someone **praised** him for insisting on playing fairly, Bobby **did** not understand.

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“There is only one **way** to play the game,” he said. “You **might** as well praise a man for **not**

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robbing a bank!”

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People all over the **country** loved Bobby. But at age twenty-eight, Bobby **stopped** playing

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Maze Scoring Key G3/Benchmark 1

golf. His family and his were more important to him than the . He is still remembered

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today as of golf's greatest players.

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Maze Scoring Key G3/Benchmark 2

The City Championship

The name “City Champion” has a nice sound, doesn't it? At the beginning of last summer, I

didn't think of myself as a champ. I had **never** been a champion at anything. I **soon** learned, 3

though, what can happen as the **result** of a few months of hard **work** and practice. 5

My friends and I **play** basketball at the Youth Services Center almost every **day**. Each 7

year the center hosts a **summer** event called Student Leaders Athletic Mentoring. Everybody calls this 8

the Summer SLAM for **short**. Workers at the center assign local **kids** to teams. Then each team 10

is **given** a coach who is a great **high** school player. 12

This year our coach **was** Reggie Fox from Central High School. On the **first** day of 14

practice, Reggie lined us **all** up in a row. He said, “**Everybody** who wants to win the city 16

championship, raise your hand!” Of course, we **all** raised our hands. We could tell that Reggie 18

really wanted to win, too. 19

Last year our **coach** was easy on us, but that **was** definitely not the case this year. 21

Maze Scoring Key G3/Benchmark 2

Reggie **made** us run until our legs were **sore**. After practice he would always encourage us and

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give us good advice. He would say, “**Nothing** that's worth anything comes easy. The **harder** you

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work, the more you'll be **rewarded**.”

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By the time the Summer SLAM games **rolled** around, we were a great team. Before the

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first game began, Reggie huddled with us inside the **gym**. We went over all the plays and

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watched the other team during their drills. Reggie **seemed** a little nervous. The other team **was**

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coached by one of his teammates. They **looked** pretty good, too. Once the game **started**, though, all

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of our worries melted **away**. We ran our plays perfectly. By **halftime** we were already

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beating the other **team** by twenty-one points. When the final **whistle** blew, the scoreboard read

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fifty to twenty-seven. We had the **biggest** win in SLAM history!

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It was **great** winning the city championship, even though it **took** a lot of hard work. I

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can't wait until I'm in high school. I **want** to be one of the players who **comes** back to coach

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Maze Scoring Key G3/Benchmark 2

during the Summer SLAM. I'll **remember** the lessons that Reggie brought with him this **last**

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summer, and I'll pass those along to a **new** group of young players.

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Maze Scoring Key G3/Benchmark 3

Making Chocolate

What sweet treat do you enjoy? For Troy, it was chocolate. That **is** why he was so excited

when he **found** out his class was going to **take** a field trip to a chocolate **factory**. He would see

how his favorite **treat** was made. He could only hope he **would** get a sample while he

was **there** !

When the students arrived at the **factory**, they went into a huge room. On the **walls** were a

lot of pictures of an **unusual** tree. Troy wondered what a tree had to **do** with chocolate. As if

reading Troy's **mind**, a guide came in and told them that **chocolate** begins with the cacao tree. It

grows in tropical rainforests.

The guide explained that **hanging** on the trees are fruits as **large** as melons. People pick these

fruits and **split** them open. Inside are seeds called **cocoa** beans, which workers scoop out and

put in big piles. After about a **week**, the beans' shells harden. Then they **are** ready to make

their long journey to the **factory**.

Maze Scoring Key G3/Benchmark 3

Troy saw that first the beans **were** roasted in very hot **ovens** didn't look like any

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Troy had **ever** seen, but the roasting beans smelled **great** ! Next, the beans went into another

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machine that took off the hard outer **shells** and left the inside parts, called **nibs** . The guide

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explained that the nibs **are** the parts that go into the **chocolate** . Troy watched as the nibs went into

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yet another machine. This machine crushed the **nibs** into a liquid. Troy was enthralled by the

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dark liquid pouring out of the machine.

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In the **next** part of the factory, Troy and the **other** students watched as the liquid went into

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what **looked** like a very large mixing bowl. The **liquid** chocolate got mixed with dry milk and

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sugar to make a thick chocolate paste. The **thick** chocolate passed through huge rollers. The

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guide told them that this part of the **process** could take up to a week!

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The **class** then moved on to see the **already** mixed chocolate get poured into molds

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where it cooled and hardened. The last **step** was packaging. The students watched as **machines**

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Maze Scoring Key G3/Benchmark 3

wrapped the chocolate bars. Finally, at the

end

of the tour, the guide passed out

chocolate

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samples to each student. Now that Troy

knew

where chocolate came from, he thought he

might

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like it better than ever.

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