



acadience™ reading

Maze

Administration Directions and Scoring Keys

Grade 5 | Benchmark Assessment

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with

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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.

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 G5/Benchmark 1

A Train Trip to Remember

Several months ago, my father told me that he and I would take a train trip together this summer.

He explained that our journey would **follow** the trail that was taken by the Lewis and Clark

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expedition. The expedition happened almost two hundred **years** ago.

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My father and I began to **prepare** for the trip by going to the **library** and checking out books

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on the **expedition**. I learned that during Lewis and Clark's **era**, the United States had just

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purchased a **huge** portion of land from France. The **president** wanted Lewis and Clark to

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explore the **country's** new territory. Lewis and Clark gathered a **group** of men to assist them. They

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boarded wooden boats near St. Louis and **began** rowing down the Missouri River. In addition to

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their **travel** supplies, the group took many notebooks to **document** all the exciting events that were

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sure to happen. They made it all the **way** to the Pacific Ocean before returning to St. Louis.

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When my father and I got on the **train**, we stored our suitcases above our **seats**.

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Then we went to the dining **car** to have lunch. I was surprised to **see** that the dining car

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looked just like a **restaurant**. I ordered a chicken eggplant sandwich and **fruit** salad. While we
 were finishing our **lunch**, a man from the forest service **gave** us detailed maps of the trail that
 Lewis and Clark **followed**. He put a circle on the **map** to show us exactly where we **were**. He
 even answered our questions about the **expedition**.
 After lunch, we returned to our **assigned** seats. I stretched out and stared at the **scenery**
 outside the window. I saw a **huge** mountain range looming in the distance and the **river**
 running close to the train. I **could** almost see Lewis and Clark, along with the **rest** of their
 group. They would have **paddled** their boats on the flowing river.
 About an **hour** later, the river became extremely choppy. I **checked** the map again to
 discover that we had **reached** a place called Great Falls. I remembered that it **was** one of the
 most difficult places for the **travelers** on the expedition to pass. The **water** became rough and
 choppy and the **travelers** had to get out of their **boats** and walk along the shore, pulling the boats

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behind them. Later	, they got into the water with their boats and struggled to force them upstream	47
against the strong	currents. They finally decided to take the boats out of the ferocious waters	49
and carry	them. They carried the boats for eighteen miles on slippery boulders while climbing past a	51
series	of waterfalls.	52
At that moment, I became	aware of a gentle rocking motion as the train glided along the	54
tracks. My seat cushion	was very comfortable, and my stomach was full. I could see the trail	56
that Lewis and Clark followed	directly from my window. However, I knew that I could never	58
fully imagine what the men	in the expedition experienced.	59

Maze Scoring Key G5/Benchmark 2

Theatre for the Whole Community

At times, success can come in a way you never would have expected. When Jose Gonzalez and

Danielle Malan **produced** their first play in Portland, Oregon, they **didn't** think it would be the first **step** that would lead to their own **company**. At the time, the two knew **little** about producing a play. Danielle was a **costumer**, and Jose was a scene designer, and they **hoped** only to attract the notice of **some** of the other theatres in the **city**. They didn't know that, twenty-five years **later**, they would be at the head of a **group** that helps bring Latino culture to the **theatre**, and the arts to the Latino **community**.

That first play that they put on **together** didn't help them get known around **town**, but it did help them see that they **liked** producing their own shows. They began to **stage** many more plays, and formed the Miracle Theatre Group. They **then** went on to found the city's Ancient Greek Theatre Festival. They **would** continue to produce Greek plays for **seven** years.

At the same time, Jose **found** he missed the culture of the American Southwest. He and

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Danielle **began** to produce a Hispanic cultural festival in the **spring**. They still produced the Greek 23
 festival in the **fall**. The new festival had plays for **children** and bilingual plays, as well as 25
dance, music, and poetry. Jose and Danielle had **begun** to bring the community together using 27
art and cultural education. After two years of this, they **stopped** producing the Greek plays to 29
 focus **only** on the Hispanic plays and events. 30
Today, the Miracle Theatre Group has now grown to **include** three companies. The first 32
 of these **puts** on plays that are in English, but that **often** have themes and issues that are **related** to 35
 the Latino community. These plays **are** put on at the group's main **site** in Portland. The next of 37
 the **group's** companies tours the United States, Canada, and Mexico. **Its** plays cover Latino 39
 culture as well as **issues** from around the world, and often **have** music and lines that are in Spanish. 41
 The **third** company is the one that most **tries** to bring together the local community. It 43
has shown both Spanish and bilingual plays, as **well** as dance, music, and readings. But the 45

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Miracle Theatre Group **includes** the community in more ways than **just** as members of the 47

audience. It **has** classes in acting and writing that **are** in both Spanish and English. The 49

group's cultural center is a place where **people** can come to meet and share their **ideas** and 52

dreams for the future. Now **more** than they had ever imagined, Danielle and Jose's **theatre** company 54

truly helps to bring the **community** together. 55

Making Music

If you enjoy playing a musical instrument, you may have considered a career as a musician in a

symphony orchestra. These musicians play in orchestras in **cities** around the world. Most of them

say that their work is very rewarding. Carl Smith, who **plays** French horn for an

orchestra in a **large** city, would agree. "I still can't **believe** that I get to do the **thing** I love most

every day and that **someone** pays me to do it," he **says** .

Smith says that, in some ways, **playing** for an orchestra is like many **other** jobs. He works

five or six **days** a week and goes to work at **eight** o'clock every morning. He gets paid **twice**

a month, and he has two **weeks** of vacation each year.

Smith arrives at the **symphony** hall early each morning so he **will** have time to practice

before the **rehearsal** begins. This time is one of Smith's **favorite** parts of the job. Other musicians

soon join him and begin warming up. The **blast** of horns mixes with the soft **murmur** of

flutes and the squeals of **violins** , creating a confusion of sound. Then the **conductor** arrives and the

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musicians take their **places**. A few minutes later, the disorganized **cacophony** is transformed into

beautiful music.

Another **part** of the job that Smith especially **likes** is hearing the musicians who come to

his **town** as guest performers. He says that he **has** heard some of the most well-**known** musicians

in the world. He also **says** that he is often moved by the **music** he hears. "I admit that I'm

sometimes moved to tears when I hear a **beautiful** piece of music played skillfully and

with **emotion**."

Smith says that his job is **demanding** and challenging. He practices at home as **well** as with

the orchestra. He says that he **has** to practice three to six hours a **day**. "The symphony plays

several concerts each **month**, so practicing is essential." He also **finds** that it is necessary to

stay in **shape** because playing the horn requires strong **lungs**. Smith explains that the high notes

are the most physically demanding to play.

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If you're considering becoming a musician for an **orchestra**, you should plan to study
 music at a **university**. However, even with a college degree, you **may** have to wait for an opening to
become available in an orchestra. If this **happens** you can work at other music **jobs** while you
 wait. For example, you **might** teach music, become a recording manager, or **work** in a music
 store. Some musicians **start** off by playing in orchestras in **small** cities. Whatever you decide
 to do, you **will** find this career to be both **exciting** and satisfying.