



# acadience™ reading

## Maze

Administration Directions and Scoring Keys

Grade 6 | Benchmark Assessment

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## Maze G6 / 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:

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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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<b>Timing</b>	3 minutes. Start your stopwatch after you say “begin.”
<b>Reminders</b>	<p>If the student starts reading the passage out loud, say <b><i>Remember to read the story silently.</i></b> (Repeat as often as needed.)</p> <p>If the student is not working on the task, say <b><i>Remember to circle the word in each box that makes the most sense in the story.</i></b> (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 <b><i>Just do your best.</i></b> (Repeat as often as needed.)</p>

# Maze Scoring Key G6/Benchmark 1

## Alicia and the Science Fair

The bell rang, and everyone in the classroom began to gather books, zip up backpacks, and don

jackets. As Alicia slung her backpack over her **shoulder**, her teacher, Mr. Odin, called out,

“**Okay**, everybody, the science fair is next **month**, so start thinking of a project

this **weekend**!”

Alicia joined her friend Tomiko, and the **two** made their way to the bus and **sat**

down. Alicia asked, “Tomiko, how exactly **does** the science fair work? My old **school** didn't have them.”

Tomiko looked excited, and **eagerly** responded, “I know you'll really love the **science** fair,

Alicia! Everyone creates a project, and after we **set** them up in the cafeteria, the **science**

teachers decide which projects will be **awarded** prizes. The competition isn't really as **important** as

researching and creating the projects, **though**. I've never won a ribbon, but I **always** enjoy coming

up with a project and **creating** my presentation. I had a lot of **fun** last year, when I examined

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what **factors** were involved in giving a marble **enough** energy to go around a loop in a **curved** 21

pipe.” 21

Alicia was puzzled, and asked her, “**Wait**, playing with marbles can be a **project**? I always 23

figured you had to **create** a new invention or something like that.” 24

Tomiko **shook** her head and said, “No, that's **what's** interesting about it. You can use 26

**science** and the scientific method to answer **almost** any question you have about the 28

**world**, and investigate things you've wondered about or **want** to understand better. The science 30

fair **gives** you an opportunity to conduct an **investigation** and find out some answers.” 32

Alicia **said**, “By the scientific method, you mean like **question**, hypothesis, and so forth?” 34

“Exactly,” said Tomiko. “For my **project**, I made a track out of **pipe** that started up 36

high, zoomed down to the **ground**, and then went back up in a **loop**. My question was what it would 38

**take** for the marble to go around the **loop**. I started by researching kinetic energy and **vertical** 41

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energy. Based on my first readings, I **made** a hypothesis that the marble would **complete** the loop if 43

its initial position **was** at the same height as the **top** of the loop.” 45

“Did it work?” **asked** Alicia. 46

Tomiko said, “No, so I **tried** to discover why and researched some **more** about slope and 48

friction. I kept **refining** my hypothesis and running different experiments, **then** expanding my 50

experiments to look at **different** variables. I changed the height and **length** of the initial drop and 52

the **size** of the loop. I tried pipes that **were** of different materials and sizes and **marbles** of 55

different weights. I got really **interested** in the whole project, and at the **end** I had learned a lot.” 57

“Wow, that **sounds** really cool,” said Alicia. “I didn't **realize** you could investigate something 59

like that. **Maybe** I could do a project on a **fun** topic, like the beets I've been **growing**.” 62

“That's a great idea,” exclaimed Tomiko. “**Actually**, I was thinking about doing a **project** 64

on plant biology. Do you want to **work** together on this project?” 65

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“Sure!” said Alicia. “I

**can't**

wait to see what we'll discover

**working**

on our project for the

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science

**fair**

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## Maze Scoring Key G6/Benchmark 2

### Building More Than Houses

I am an architect. My job is to design, or **draw** plans for, all kinds of buildings. I **have**

designed a fire station, a hospital, a **church**, several schools, and a few skyscrapers. I've **designed**

many houses, including my own. All of my **designs** begin with drawings, and sometimes I **make**

plastic or cardboard models of the **structure** that I'm planning.

I meet with my **clients** before, during, and after each project. I **learn** what type of

building a client **has** in mind, and then I help the **client** decide how best to create this

**structure**. During the planning phase, my chief **duty** as an architect is problem solving. My

**task** is to figure out how to **make** a client's dream come true. I **take** the client's vision and

combine it with my **knowledge** of what is practical to result in the **best** structure possible.

I have to consider **various** things as I design a building, **such** as what the building will be

**used** for and how many people will **use** it. For example, designing an art **museum** is

very different from designing an **elementary** school. Regardless of the type of **structure**, I have to

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ensure that the **building** I design will be safe and **will** last for many years. In addition, I 27

**think** about how I want the building to **look**, in the same way that a **painter** decides what to 30

show on a **canvas**. In other words, I have to **be** part artist and part engineer, which **is** 33

demanding and challenging but also fun. 33

**People** sometimes ask me about my favorite structure to **design**. The answer is easy. The 35

project I **have** most enjoyed is designing houses for Habitat for Humanity. Habitat for Humanity 36

**is** an organization that builds affordable houses for **low**-income families. The families 38

actually help **build** their own houses, with the assistance of **trained** staff and volunteers. 40

Habitat houses are **simple** and modest in size. A Habitat **house** has to be large enough for a 42

**family's** needs but small enough to keep **building** costs as low as possible. These **houses** are 45

built in more than eighty **countries** around the world, which means that they **are** not all the 47

same. The local **climate** and culture determine the type of **house** I design. I might design a **wood** 50

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frame house for a family in the United States or an **adobe** house for a family in Peru. For a

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**family** in Africa, I might design a **house** with a kitchen area outside, to **reflect** local customs.

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People trained in construction **supervise** the work of volunteers and families **building** the

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Habitat house. I have actually **helped** build several of the Habitat houses I **designed**. Designing

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Habitat houses may not be as **challenging** as planning a fifty-story office building or as **glamorous**

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as designing an elegant home for a **celebrity**, but it is deeply rewarding. I **get** to participate in

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providing safe, affordable **shelter** for people in need all over the **world**. What could be more

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satisfying than that?

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### Maze Scoring Key G6/Benchmark 3

#### Palo Duro Canyon State Park

Texas boasts a dramatic natural wonder in the northern region of the state. The impressive sight

is a canyon of **bright** colors and unusual vegetation. Palo Duro Canyon State Park is **located**

down inside the canyon, and getting to the **park** is always an adventure. Visitors must **first** travel

through miles of open plains before they **suddenly** come upon a great slash in the **earth** that marks

the beginning of the **descent**. They are surprised to see the **colorful** layers in the canyon's cliffs.

When they **drive** down into the canyon, they discover a **thick** forest growing on its floor.

Palo Duro Canyon **was** formed over millions of years by **water** erosion as a river

cut through the **prairie**. Wind erosion caused the canyon to **grow** wider, and continues to change the

**size** and shape of this massive land **formation**. People have resided in the canyon for **almost**

twelve thousand years. Native American tribes **hunted** mammoths and later bison, which were

**once** plentiful in Palo Duro. Today, the canyon **extends** more than one hundred miles along the

**lower** rolling plains of west Texas. In **some** places, the two sides almost meet. In **other**

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places they are twenty miles apart. **When** seen from above, the canyon looks like a **huge**

split in the earth's surface. When **seen** from the canyon floor, the cliffs **look** like walls of

skyscrapers striped in **reds**, browns, oranges, and yellows. The colors of the **walls** change

constantly with the changing light. The **name** for Palo Duro came from Spanish explorers, who

**gave** the canyon the Spanish name for “**hard** wood” in reference to the many **mesquite** and

juniper trees that can be **found** on the canyon floor.

The land for Palo Duro Canyon State Park **was** deeded to the state about seventy **years**

ago. Before this time, it was **privately** owned. The government wanted to preserve the **natural**

beauty of the area for future **generations**. Workers built the road that winds down into the **canyon** as

part of a government work **program**. The workers also built a lodge, which **is** now a

visitors' center, and two **rock** cabins overlooking the canyon.

The canyon's **colorful** cliffs attract nature lovers, hikers, photographers, and **horseback**

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riders. Many visitors sign up for a **breakfast** cooked over an open campfire on the **rim** of the 47

canyon so they can **enjoy** the smell of sizzling sausage while **watching** a spectacular sunrise. They 49

may also **see** some of the longhorn cattle that **graze** on the edge. Later in the **day**, they 52

may go to see rock **formations** with names such as the Lighthouse, Castle, and Capitol Peaks. 53

The **visitors'** center offers a tremendous view of the **canyon**. People go there to see the 55

**view** and also to see the exhibits. They **learn** about how the canyon was formed and about the 57

**trees**, plants, and animals in the park. 58

During the **summers**, many parents take their children to the **park**. The families go to a 60

theater that **is** built into the cliffs. They sit under the **night** sky to watch actors perform 62

a **musical** called "Texas," which tells about the **history** of the region. 64