Maze
Administration Directions and Scoring Keys
Grade 5 | Benchmark Assessment

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Dynamic Measurement Group, Inc.
Maze
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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.

<table>
<thead>
<tr>
<th>Timing</th>
<th>3 minutes. Start your stopwatch after you say “begin.”</th>
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<tbody>
<tr>
<td>Reminders</td>
<td>If the student starts reading the passage out loud, say Remember to read the story silently. (Repeat as often as needed.)</td>
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<td></td>
<td>If the student is not working on the task, say Remember to circle the word in each box that makes the most sense in the story. (Repeat as often as needed.)</td>
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<td>If the student asks you to provide a word for them or, in general, for help with the task, say Just do your best. (Repeat as often as needed.)</td>
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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 expedition. The expedition happened almost two hundred years ago.

My father and I began to prepare for the trip by going to the library and checking out books on the expedition. I learned that during Lewis and Clark's era, the United States had just purchased a huge portion of land from France. The president wanted Lewis and Clark to explore the country's new territory. Lewis and Clark gathered a group of men to assist them. They boarded wooden boats near St. Louis and began rowing down the Missouri River. In addition to their travel supplies, the group took many notebooks to document all the exciting events that were sure to happen. They made it all the way to the Pacific Ocean before returning to St. Louis.

When my father and I got on the train, we stored our suitcases above our seats. Then we went to the dining car to have lunch. I was surprised to see that the dining car
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...
behind them. **Later**, they got into the water with their **boats** and struggled to force them upstream against the **strong** currents. They finally decided to take the **boats** out of the ferocious waters and **carry** them. They carried the boats for **eighteen** miles on slippery boulders while climbing past a series of waterfalls.

At that moment, I **became** aware of a gentle rocking motion as the **train** glided along the tracks. My seat **cushion** was very comfortable, and my stomach **was** full. I could see the trail **followed** that Lewis and Clark **knew** directly from my window. However, I **knew** that I could never fully imagine what the **men** in the expedition experienced.
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
Danielle began to produce a Hispanic cultural festival in the spring. They still produced the Greek festival in the fall. The new festival had plays for children and bilingual plays, as well as dance, music, and poetry. Jose and Danielle had begun to bring the community together using art and cultural education. After two years of this, they stopped producing the Greek plays to focus only on the Hispanic plays and events.

Today, the Miracle Theatre Group has now grown to include three companies. The first of these puts on plays that are in English, but that often have themes and issues that are related to the Latino community. These plays are put on at the group's main site in Portland. The next of the group's companies tours the United States, Canada, and Mexico. Its plays cover Latino culture as well as issues from around the world, and often have music and lines that are in Spanish. The third company is the one that most tries to bring together the local community. It has shown both Spanish and bilingual plays, as well as dance, music, and readings. But the
Miracle Theatre Group includes the community in more ways than just as members of the audience. It has classes in acting and writing that are in both Spanish and English. The group's cultural center is a place where people can come to meet and share their ideas and dreams for the future. Now more than they had ever imagined, Danielle and Jose's theatre company truly helps to bring the community together.
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
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.
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.