

acadience reading k-6

Maze

Administration Directions and Scoring Keys

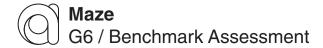
Grade 6 | Benchmark Assessment

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———— with ————

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Directions: Make sure you have reviewed the scoring rules in the *Acadience Reading K–6 Assessment Manual* and have them available. Say these specific directions to the students:

 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 <u>silently</u>. 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*.

- 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	If the student starts reading the passage out loud, say <i>Remember to read the story silently.</i> (Repeat as often as needed.)
	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.)
	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.)

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 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

las

fun

last year, when I examined

science

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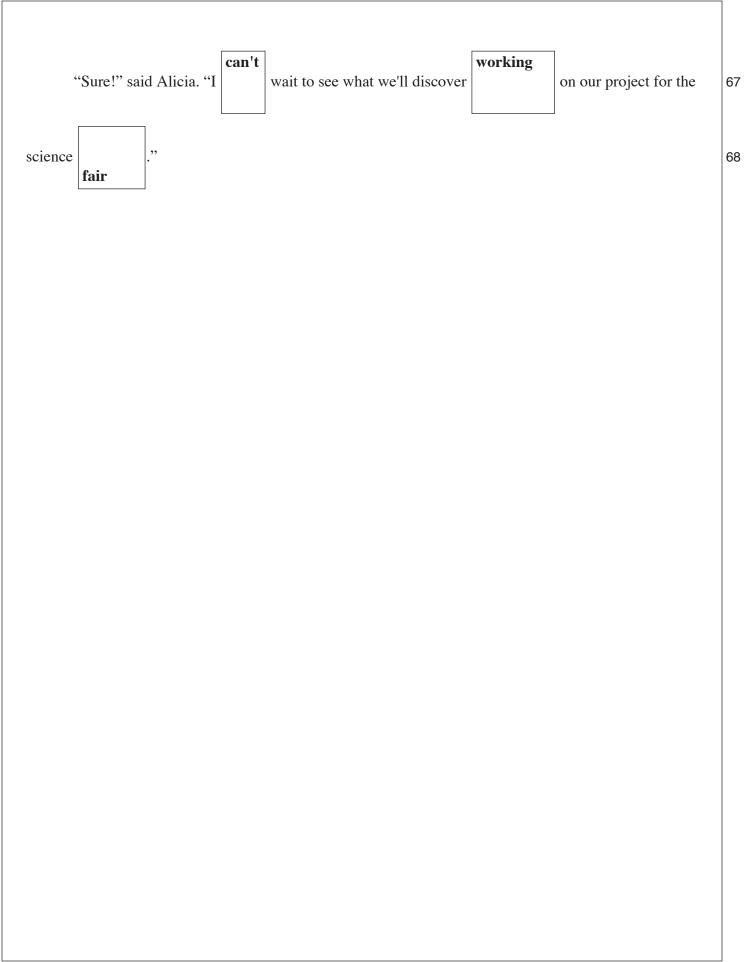
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what factors were involved in giving a marble enough energy to go around a loop in a curved	21
pipe."	21
Alicia was puzzled, and asked her, "Wait, playing with marbles can be a project? I always	23
figured you had to create a new invention or something like that."	24
Tomiko 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
for the marble to go around the loop . I started by researching kinetic energy and vertical	41

energy. Based on my first readings, I 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?" Alicia.	46
Tomiko said, "No, so I to discover why and researched some more about slope and	48
friction. I kept refining my hypothesis and running different experiments, 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 of	55
different weights. I got really in the whole project, and at the I had learned a lot."	57
"Wow, that sounds really cool," said Alicia. "I didn't 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



Building More Than Houses	
I am an architect. My job is to design, or draw plans for, all kinds of buildings. I have	2
designed a fire station, a hospital, a church , several schools, and a few skyscrapers. I've designed	4
many houses, including my own. All of my designs begin with drawings, and sometimes I make	6
plastic or cardboard models of the structure that I'm planning.	7
I meet with my clients before, during, and after each project. I what type of	9
building a client has in mind, and then I help the client decide how best to create this	11
During the planning phase, my chief duty as an architect is problem solving. My	13
is to figure out how to make a client's dream come true. I take the client's vision and	16
combine it with my knowledge of what is practical to result in the best structure possible.	18
I have to consider warious things as I design a building, such as what the building will be	20
for and how many people will use it. For example, designing an art is	23
very different from designing an elementary school. Regardless of the type of structure, I have to	25

ensure that the building I design will be safe and will last for many years. In addition, I	27
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	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 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
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 not all the	47
same. The local climate and culture determine the type of 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	Ę
in Africa, I might design a house with a kitchen area outside, to local customs.	ţ
People trained in construction supervise the work of volunteers and families the	Ę
Habitat house. I have actually helped build several of the Habitat houses I designed . Designing	į
Habitat houses may not be as challenging as planning a fifty-story office building or as glamorous	6
as designing an elegant home for a celebrity, but it is deeply rewarding. I get to participate in	6
providing safe, affordable shelter for people in need all over the world. What could be more	6
satisfying than that?	6

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 2 located down inside the canyon, and getting to the is always an adventure. Visitors must | **first** travel 4 park suddenly that marks through miles of open plains before they come upon a great slash in the 6 earth the beginning of the . They are surprised to see the **colorful** layers in the canyon's cliffs. 8 descent When they | drive down into the canyon, they discover a forest growing on its floor. 10 thick water Palo Duro Canyon formed over millions of years by erosion as a river 12 was grow cut through the Wind erosion caused the canyon to wider, and continues to change the 14 prairie size almost and shape of this massive land People have resided in the canyon for 17 **formation** twelve thousand years. Native American tribes mammoths and later bison, which were 18 hunted once plentiful in Palo Duro. Today, the canyon more than one hundred miles along the 20 extends some rolling plains of west Texas. In places, the two sides almost meet. In other lower 23

	places they are twenty miles apart. When seen from above, the canyon looks like a huge	25
	split in the earth's surface. When seen from the canyon floor, the cliffs look like walls of	27
	skyscrapers striped in reds, browns, oranges, and yellows. The colors of the walls change	29
	constantly with the changing light. The name for Palo Duro came from Spanish explorers, who	30
	the canyon the Spanish name for "hard wood" in reference to the many mesquite and	33
	juniper trees that can be found on the canyon floor.	34
	The land for Palo Duro Canyon State Park was deeded to the state about seventy years	36
	ago. Before this time, it was privately owned. The government wanted to preserve the natural	38
	beauty of the area for future generations. Workers built the road that winds down into the as	40
	part of a government work program. The workers also built a lodge, which now a	42
	visitors' center, and two rock cabins overlooking the canyon.	43
	The canyon's colorful cliffs attract nature lovers, hikers, photographers, and horseback	45
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riders. Many visitors sign up for a cooked over an open campfire on the rim	47
canyon so they can enjoy the smell of sizzling sausage while watching a spectacular sunrise. They	49
may also 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
, plants, and animals in the park.	58
During the summers, many parents take their children to the summers. 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