



acadience® reading 7–8

Maze

Administration Directions and Scoring Key

Grade 7 | Benchmark 1

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For use with Acadience Learning Online

Directions: Follow these directions exactly each time with each student. Say the words in bold italic type verbatim. Begin with the modeling and practice activities. The practice activities are designed to introduce the assessment task to the student. They are untimed and include correction procedures. The correction procedures are not used once the timing begins.

1. Make sure each student has a pencil. 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 worksheets. Make sure each student has the appropriate worksheet. If the worksheets are in a booklet, make sure each student's booklet is open to the correct 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. The title of a map is the (pause) element, route, country (pause) that identifies its purpose. You should circle the word "element" because "element" makes the most sense. Listen. The title of a map is the element that identifies its purpose.

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. The purpose of a map might be to (pause) live, include, show (pause) streets in a city or hiking trails in a park. You should have circled the word "show" because "show" makes the most sense in the story. Listen. The purpose of a map might be to show streets in a city or hiking trails in a park.***

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.***
5. Say ***Now turn to the next passage. Read the passage and circle the word that makes the most sense. Ready? Begin.*** Repeat this process with the third passage and then collect all of the Maze worksheet packets.

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|------------------|--|
| Timing | 3 minutes. Start your stopwatch after you say "begin." |
| Reminders | <ul style="list-style-type: none"> • 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 <i>Remember to circle the word in each box that makes the most sense in the story.</i> (Repeat as often as needed.) • If the student asks you to provide a word or for general help with the task, say <i>Just do your best.</i> (Repeat as often as needed.) |

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Taking a Chance

Jing gazed at the brown waters of the Yangtze River and whispered, "Yang-tsee," trying again to

achieve the correct pronunciation. The water resembled milky coffee swirling in a **cup**, and sheer

limestone cliffs rose on either **side**. Jing glanced around, imagining her great-grandmother, Bo,

standing next to her. About 85 years ago, there had been a **civil** war in China. Her

great-grandmother's parents had **decided** that it was too dangerous for Bo to **stay** in their

village. So when Bo was a **young** child, her family sent her to **live** with family in America. Bo

was never **able** to return to China or to **see** her parents again. Jing couldn't imagine **leaving**

her family, moving to a strange and **frightening** new country, and never seeing the **people** she

loved again. That must have **taken** deep courage, more courage than Jing **thought** she

possessed herself at this moment.

The **limestone** cliffs were spectacular, but they made Jing **nervous**, too. She had experienced

conflicting emotions since she and her **family** had arrived in China for a **visit**. For so long, the

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family had **discussed** and planned this trip to their **ancestors'** homeland, and Jing had pored over

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photographs of the locations they would visit. Now that her **family** was actually here, everything

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seemed both **familiar** and exotic. However, nothing had prepared her for the **incredible** intensity of

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the colors, smells, and **noises** they had encountered in China.

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Scanning the **heights** of the cliffs, Jing spotted a **trail** zigzagging down the side of the

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steep mountain. She grabbed her binoculars and **focused** in for a closer view of the **lengthy** trail

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below. The trail looked as if it had been **carved** into the cliff face. Jing could **see** wooden

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planks placed along the rock and a **rope** support swaying gently as though invisible **hands** were

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gripping it. The steep descent and **swinging** bridge frightened her. She worked to **get** a grip on

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her emotions. Perhaps Bo had **slid** her palms along a similar rope as she was on her long

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trek to Shanghai and the steamer that would **transport** her to the United States. It would

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have been a long trip up the **side** of this mountain. The journey on **foot** from Bo's

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home village to Shanghai would **have** taken longer than the family's **airplane** flight from

Shanghai to San Francisco.

Afraid of **heights**, Jing shuddered at the thought of **traveling** along the narrow path of this

enormous mountain teetering hundreds of feet above a **river** that raged and roared. Then she

remembered the family stories about how Bo was also **terrified** of heights. Her great-grandmother

had probably **traveled** this same path on this same **mountain** all those years before. Jing reminded

herself that sometimes you **have** no choice except to do the **thing** that frightens you. Jing again

realized that she had to be as **courageous** as her great-grandmother had been.

This was her **opportunity** to take a risk and embrace the **idea** of an exciting new adventure.

Jing **imagined** her great-grandmother clasping her hand as she **gazed** at the wooden plank bridge

in **front** of her. She consciously repeated an **old** family saying, "A foolish person ignores

fear, and a wise person embraces it." Jing **smiled** and imagined squeezing Bo's hand, ready

to **face** whatever came next in her adventure.

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The Great Backyard Bird Count

Every year, thousands of people across North America take part in an event called the Great

Backyard Bird Count (GBBC). The GBBC is an annual event **created** to help scientists gather data

about **birds** in the winter. With the help of their "**citizen** scientists," scientists are able to collect

huge amounts of information in a short **period** of time.

Each February, the National Audubon Society and the Cornell Lab of Ornithology **lead** this

4-day bird counting event. Ornithology is the **study** of birds. The goal of the **event** is to collect

information about the **location** and quantity of birds across the United States and Canada. By

having thousands of people report from diverse **places**, ornithologists are able to answer critical

questions and make predictions about the health of **birds**. The data give scientists a clear,

real-time **picture** of how bird populations are changing. With the **data** reported during the GBBC,

scientists can **look** at the effects of weather, disease, and **pollution** on birds. They can make

predictions about how **winter** conditions will affect bird groups. The **data** also help scientists

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monitor bird migrations and **compare** the timeline to previous years.

During the **event**, bird watchers use two different methods for **observing** and counting.

They can choose a **stationary** or a traveling count. As the **name** implies, a stationary count is

taken in one **place**, such as a local park or a **yard**. To conduct a stationary count, watchers

count the highest number of each species of **bird** seen together at once. For example, in a

yard, a watcher may see three finches on a **tree** limb, four at a feeder, and two at a **birdbath**.

The person should record four finches since that was the **highest** number seen in a group together at

one time. In **contrast** to a stationary count, watchers making a **traveling** count do just that: they

travel. They **count** birds of different species while moving over a **distance**, such as while taking a

hike. During a **traveling** count, the watcher must be careful not to **count** the same bird twice. After

completing a **counting** session, watchers enter their bird tallies in an **online** checklist on the GBBC

website.

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How much **information** is really being gathered? During the GBBC of 2011,

bird

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watchers turned in more than 92,000

checklists

. They counted more than 11 million

birds

from

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596 separate species. In 2012,

watchers

turned in more than 104,000

checklists

with more than 17

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million birds from 623

species

. From these lists, scientists can monitor

trends

in bird groups. For

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example, in the 2000s, the GBBC closely

watched

the crow population as the West Nile virus

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caused

many crows to die across the U.S. and Canada. In the 2010s, the

number

of crows

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increased and scientists used the GBBC

counts

to figure out that the crows

had

recovered.

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In 2012, the GBBC results

showed

an increase in the number of Snowy Owls across the

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continent

. Scientists think that the increase is most likely

due

to an increase in the number of

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prey

animals available for the owls to

eat

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To learn what is happening to birds across North America,

scientists

need ways to gather

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information. The Great Backyard Bird Count

involves

people of all ages in the United States and

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Canada in **counting** different bird species in a variety of **locations**. The collected data helps scientists 62

study **bird** populations and life cycle patterns. 63

The Suez Canal

Prior to 1869, people who wanted to travel between Europe and Asia had to follow long and difficult overland routes or take a boat all the way around the tip of Africa. For years, traders and

travelers dreamed of **building** a canal through the Egyptian Isthmus of Suez, a **relatively** narrow

strip of land that separates the Mediterranean Sea on its north and the Red Sea on its south. If an

artificial, or human-made, waterway were created through the **isthmus**, it could connect the two

seas. Such a **canal** could be used for travel between Europe and Asia, **shortening** the journey by

more than 5,000 **miles**.

Although others had investigated the possibility of **building** a canal across the isthmus, it

was a Frenchman named Ferdinand de Lesseps who made it a **reality**. In 1854, de Lesseps

got permission from the **viceroys**, or governor, of Egypt to undertake the **project**. It was agreed that

once built, the **waterway** would always be open to ships from all **countries**. Construction started in

1859. It took ten **years** and 100 million dollars to complete the 101-mile-long **canal**.

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The main job involved in building the canal **was** digging a path for the waterway. In the

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beginning, the digging was done by workers **using** little more than picks and baskets.

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Eventually, earth-moving **machines** such as steam shovels and dredgers **were** used. The main

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channels of the **canal** were dredged, or dug out, to a **depth** of about 26 feet. This would

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have been deep enough for ships at that **time**. Since then, the canal has been **made**

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wider and deeper to accommodate larger **modern** ships. Along part of the route, **double** lanes were

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created, so that two **ships** traveling in opposite directions could pass one another. Most ships that

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use the canal travel under their own **power**, but some ships must travel through the canal either

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escorted, or towed, by a tugboat. The **trip** from one end of the canal to the other **takes**

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approximately 12 to 18 hours.

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For many **years**, the Suez Canal was operated by the Suez Canal Company. In 1956,

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however, the **country** of Egypt claimed the canal as its own. Since **then**, conflicts in the area,

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such as the Suez Canal Crisis from 1956 to 1957, and the Arab-Israeli War in 1967, **have** caused

the canal to be closed. Following the Arab-Israeli War, the canal **remained** closed for 8 years

because it **was** blocked by sunken ships and hidden **explosives**.

Today, the Suez Canal is one of the **world's** most heavily used shipping lanes. Sometimes,

passenger ships and even warships use the canal. For the most **part**, however, it is used by

tankers and **cargo** ships. Going north, tankers transport petroleum from Middle Eastern

oil fields to Europe and other western **ports**. Going south, cargo ships carry grain and

manufactured products from Europe to eastern and **southern** Asia.

Shippers must pay tolls to the Egyptian **government** to use the Suez Canal. The fees are well

worth the savings in time, labor, and **fuel** costs. For example, shipping oil around Africa to

Northern Europe **takes** about 24 days. By using the Suez Canal, **shippers** cut that time to 14

days, which **reduces** the cost. About 8 percent of the **world's** ships pass through the Suez

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Canal. It **is** clear that this human-made waterway is a **vital** resource for international trade.

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