



acadience® reading 7–8

Maze

Administration Directions and Scoring Key

Grade 7 | Benchmark 2

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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.

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.)

Maze Benchmark 2 Scoring Key/G7/Passage 1

Not Really a Matter of Luck

Bella stared at the results of her try-out form that she had been clenching in her sweaty palm.

Perspiration had dampened the paper, changing its **texture** and making it as soft and **pliable** as an

old cotton handkerchief. Only two **empty** slots remained at the Benning Performing Arts Academy,

and Bella was **trying** to stay positive. Surely, she thought for the zillionth **time**, her performance

was good enough for her to be **chosen**. She, Bella Masterson, deserved a place at the **best**

performing arts school in the city. She **worked** every day, practicing and polishing her **singing**,

dancing, and acting. Being chosen to **attend** Benning was based on talent, but it was also somewhat a

matter of luck. Due to the huge **number** of students auditioning to get into the **school**, there

were many different teams of **judges**. Different judging teams might give more **difficult** ratings

than other teams of judges. The **competition** for positions in the new class was **fierce**. Now that

only two positions remained **open**, Bella began to question the fairness in the **selection** process.

What if she had a **set** of judges that were too harsh?

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Over the **rhythmic** pounding of her heart, Bella could barely **hear** the next name that was

called. Her **shoulders** slumped when she heard someone else's **name**. The principal paused and

looked at her **clipboard** and the list of new inductees. This was her final **chance**. If her name

wasn't called, she would be **returning** to her old middle school.

Tension **settled** over the restless crowd of anxious **parents** and students. When the

principal called the very last **name**, a girl jumped up clapping and **shouting**. Stunned, Bella sat

and stared at the **girl** and felt like her spot was **stolen** away from her. It must have been a

mistake that she wouldn't be attending Benning. It wasn't **fair**, she fumed, and all the judges who

watched her perform were wrong. These judges didn't **understand** that failing to get into Benning

was a **tragic** situation for her. The drama and **dance** programs at her neighborhood middle school

were not nearly as **prestigious**, and she had her heart set on **getting** chosen. Bella sighed rather

dramatically and **stared** at the group of people surrounding the **lucky** soon-to-be academy

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students. That should be me, Bella

thought

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As the moment's reality started to

seep

in, Bella's mother asked Bella to

reflect

on how she

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would want to be

treated

if she was chosen to attend. Bella

realized

that she had auditioned with

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other

talented

students who had worked just as

hard

as she had. The sad reality was that if she

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were

serious

about performing, then she would have to

become

accustomed to rejection. Bella

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decided the least she could

do

was congratulate the several members of the

group

. Imagining a

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spotlight on her, Bella

straightened

her shoulders and walked across the

auditorium

with dignity, as

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if she were a

character

in a play. When she reached the

students

, Bella was surprised to be able to

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congratulate

the students honestly and with genuine

wishes

for a great year.

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Walking home, Bella

automatically

practiced the steps of her latest

tap

routine as her

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mom walked along side of her. She

reflected

on what life as a real

performer

would be like. There

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were no

guarantees

in show business, but she couldn't

let

that stop her from working hard

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and her dreams.

achieving

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A Closer Look

Have you ever wondered why you can't see the surface of the moon in greater detail? Scientists

working in the 1600s pondered this. They **discovered** that the eye contains a tiny **movie** screen, now

known as the retina, which **collects** light rays reflecting off objects. The **scientists** realized that

the retina is too **small** to collect enough light to view **distant** objects. But, they deduced, if you

had a **giant** eye with a giant retina, it could **collect** more light. Using this knowledge, the

scientists created a telescope, a device that would **enable** the human eye to see distant **objects**

more clearly. Telescopes allow us to **see** Saturn's rings, Jupiter's moons, faraway stars, and other

celestial bodies without leaving the surface of the **earth**. In the 1600s, this ability seemed

miraculous. If you've ever peered through a **powerful** telescope, you may agree that this is still the

case today.

Telescopes come in two main varieties: the **refractor** telescope, which uses glass lenses to

collect distant light, and the reflector telescope, which **uses** mirrors to collect distant light. The

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most **common** variety of telescope is the refractor **telescope**. This type is made with a **long**, narrow tube made of metal, wood, or **plastic**. Let's look more closely at how one **type** of refractor telescope works.

When you **aim** this refractor telescope at the moon, **sunlight** reflected off the surface of the **moon** enters the front end of the **telescope**. As it enters, it passes through a **convex** glass lens called the objective lens. A convex **lens** is thickest in the middle and **thinnest** at the edges. Since this lens is so much **larger** than the lens in our eye, it **collects** many more light rays and bends them toward each other. The **light** rays then converge and create a **sharp**, focused image of a distant object like the **moon**. In this process, many more light **rays** were used by the larger glass **lens** to create this image. Therefore, the **image** is significantly brighter than the image **formed** by our unaided eye.

The second **lens**, the eyepiece, acts much like a **magnifying** glass, enlarging the bright

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image of the **moon** that was formed by the objective lens. The **light** rays from the eyepiece hit a 45

larger area of your retina. You now **see** a huge moon, one so close you **feel** like you 48

could reach out and **graze** it with your fingertips. 49

If you've **ever** been to an observatory or other **stargazing** facility and looked through a 51

telescope, it was probably an **enormous** telescope. This is because a telescope's **ability** to collect 53

light is directly related to the **size** of its objective lens. This is **similar** to the idea that a bowl's 55

ability to collect water is directly related to the **size** of the bowl. The bigger the **objective** lens, the 58

brighter the image appears. 58

The Yerkes Observatory in Williams Bay, Wisconsin, **houses** the world's largest refractor 59

telescope. The lens is 40 **inches** wide and the tube is 63 **feet** long. The telescope is mounted on 61

a 75-foot **floor** that rotates. The lens points to a **place** in the sky that an astronomer **wants** to 64

study. The floor moves so that the **astronomer** can get to the eyepiece and **gaze** through the 66

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telescope. The telescope at Yerkes

can

capture precise images of distant objects,

facilitating

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research about the moon and other

celestial

bodies.

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Maze Benchmark 2 Scoring Key/G7/Passage 3

Changing the Ruler, Changing the Rules

The Glorious Revolution took place in England from 1688 to 1689, during the rule of King

James II. One major result of this great **change** was that Parliament, rather than the **monarchy**,

became the ruling power of England. British **kings** and queens could no longer claim **absolute**

rule over their subjects. King James was also **removed** from the throne and replaced by his **daughter**

Mary and her husband.

The story of the **event**, sometimes called the "Bloodless Revolution," had to **do** with

religion, ambition, and politics. In many **ways**, it was not such a glorious **matter**, nor was it

bloodless, since many **people** in England, Scotland, and Ireland lost their **lives** in the struggle.

In the end, the **revolution** led to a constitutional monarchy. This **meant** that a British king or queen

remained the head of state but with far more **limited** powers.

King James had been Roman Catholic, but most of the **people** of England at that time were

Protestants. They **were** upset that the king was making **laws** and taking other actions that

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21 favored the Catholic Church. They **looked** forward to the rule of the king's Protestant **daughter**,
23 Mary, when the king died. When King James's **wife** gave birth to a son, a Catholic **male** heir,
23 they became even more upset.

25 **Several** powerful English leaders began plotting to **take** power away from the king. They
27 **sent** a message to Mary's husband, William of Orange, a Protestant Dutch **ruler** and a nephew of
29 King James. The **leaders** asked William to bring an army to **defeat** King James and restore
29 Protestant rule.

31 William **agreed** to come, mainly because he wanted England's **help** in limiting the
33 power of France in Europe. He **thought** that if he gained strength in England, he could likely **lead**
35 the country into war against France. With his **large** fleet of ships and army, William **landed** on
36 English soil. He slowly worked his **way** toward London, meeting little resistance. In Ireland and
37 Scotland, though, **battles** raged between supporters of William and those of King James.

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William's **forces** won the battles, at a cost of many **lives** in the two countries.

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Those close to King James **began** to desert him in great numbers; that **group** of

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deserters included his daughter Anne. In **ill** health and fearing for his life, the **defeated** king

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fled to France. With the **king** gone, a group of English leaders **met** to debate what to do next.

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Had James **given** up the throne, or was he **simply** an absent king?

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Parliament finally decided that James had indeed **given** up the throne by fleeing to France. The

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crown was offered jointly to William and Mary. In **accepting** the throne, King William III and

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Queen Mary II agreed to a Declaration of Rights that **outlined** the relationship between the crown and

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Parliament. It **placed** far-reaching limits on royal power. For **example**, rulers could no longer do

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away with **laws** or impose taxes at will. They also could not **have** a standing army in times of

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peace without the approval of Parliament.

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When the **declaration** was passed as law by Parliament, it **became** known as the Bill of

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Rights. It became a **key** document in England's development of citizens' **rights**. Years later, its

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statement of rights **became** a model for the Bill of Rights in the United States Constitution.

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