



acadience® reading 7–8

Maze

Administration Directions and Scoring Keys

Level 7 | Progress Monitoring 2

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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 Progress Monitoring 2 Scoring Key/Level 7/Passage 1

Number 14

While tossing his football in the air and catching it as it spiraled down, Caleb trudged slowly

toward the football stadium. He was not looking forward to the **announcement** he was about to make.

He **wondered** if his classmates would keep in **mind** his good intentions, or if they would just

resent him forever after this bad news.

It all **started** when his school's library budget was recently **cut** and Caleb had decided

he would **try** to raise money to help purchase **new** books. The idea of organizing a **father** and

son football game seemed like a **good** way to raise funds. Then Caleb had an even better

idea, one so farfetched that it almost **sounded** ridiculous: What if he could get his

school's most famous alumni, professional football player Jimmy Youngblood, to **participate** with

his son in a fundraising **game**? That would generate serious interest. In the **end**, Caleb had come

remarkably close to **making** this happen, so close that he had actually **promised** everyone that

Jimmy was coming. The **problem** was that he couldn't deliver on this **promise**.

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Caleb threw the football as high as he could and **chased** it as it bounced away from his

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outstretched hands; anything to delay the inevitable. The **thing** was, at first Jimmy actually did

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agree to participate in the game, but another **commitment** had arisen at the last minute in the

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quarterback's schedule and he had to cancel. His **manager** called with the news yesterday. He

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told Caleb how much Jimmy wanted to **participate** in the game and how hard he had **tried**

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to make it work. The conflict was that Jimmy's **son's** birthday was the same day as the **game**, and

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they were having a party. Caleb **knew** that nobody, not even the swiftest **quarterback** in the

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country, could be in two **places** at once.

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As Caleb walked down the **hallway** to the locker room, he could **see** Youngblood's jersey

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displayed in a glass **case** in the hallway. The number 14, **set** in scarlet, was so bright

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it **seemed** to shimmer and vibrate. Ten years before, Jimmy Youngblood had **worn** the jersey

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when he was the **school's** varsity quarterback. Now, Caleb was the **current** quarterback. He had

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purposefully chosen to **wear** the number 14, too, just like his **idol**.

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Ticket sales had exceeded his wildest **dreams**. He knew that the stadium was **going** to be

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packed with people expecting to **see** a superstar. He hoped that everyone who had **purchased**

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tickets wouldn't demand a refund. Caleb **envisioned** that his announcement would be greeted with

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sustained groans and boos all directed at him. He **knew** it was his fault that the **emphasis** had

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shifted from raising money to **witnessing** a professional football player in action. However, there

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wasn't much he could **do** about that right now. Caleb kept **reminding** himself that this game

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was about **raising** money for the library, not about one **person's** disappointment or failure.

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Caleb tugged his **jersey** over his head and prepared himself to **announce** to the

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crowd in the stadium that the **famous** guest would not be participating in the **charity** football

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game. Then suddenly, Caleb heard a **voice** behind him. "I guess number 14 is already

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taken," the voice said.

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Maze Progress Monitoring 2 Scoring Key/Level 7/Passage 1

Caleb whirled around; there, over him, larger than life, stood Jimmy Youngblood.

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Behind the player were his son and an birthday party. The game would go on

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as !

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Maze Progress Monitoring 2 Scoring Key/Level 7/Passage 2

The Chunnel

The English Channel is a water passage that connects the Atlantic Ocean with the North Sea.

Ranging in width from about 21 **miles** to 150 miles, this channel forms a **barrier** between Great

Britain and France. For most of **history**, the only way to convey people and **goods** across the

channel was by ferry or, more recently, by **airplane**. Since 1994, though, there has been a third

option for travel and transport between Great Britain and France: the Channel Tunnel, or Chunnel.

Constructing the Chunnel was one of the **greatest** engineering feats ever attempted.

Imagine the **immense** planning and effort involved in carving a 31-**mile**-long tunnel

through rock beneath 150 **feet** of water. Engineers had to consider where, exactly, to **build**

the tunnel. They decided on a **thick** layer of chalky ground because it would **be** easiest to

bore, or drill, through. **Workers**, 13,000 of them, had to **be** hired, and special drilling machines

had to be **built**. Each of these tunnel boring machines, or TBMs, was 750 **feet** long and

weighed more than 15,000 **tons**. The TBMs, 11 in total, could **chew** through 15 feet of chalk

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per **hour** . 21

Construction began in 1987 and was **carried** out by a team from France and a **team** from 23

England. The goal was for the **teams** to meet in the middle. As the **digging** progressed, the sides of 25

the tunnel were **lined** with concrete. This provided extra support and **helped** waterproof the 27

tunnel. The tons and **tons** of chalk being dug out were **collected** and hauled out of the tunnel. 29

The **debris** , called spoil, was taken to the **surface** on railroad wagons on the British **side** . On the 32

French side, spoil was **mixed** with water and pumped out through a **pipe** to France. 34

The question of what to **do** with all this rock was an **engineering** problem itself. The 36

British decided to **dump** their part of the rock back into the **sea** . To avoid polluting the waters 38

of the English Channel with too much **chalk** , they built a giant metal and **concrete** seawall. The 40

rock rose higher than **sea** level, and the British ended up with 73 **acres** of new land. The land 42

has **been** turned into a park. The French were **able** to dump their rock on land, **creating** 45

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a new hill.

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On December 1, 1990, **workers** met in the middle, connecting the two **sides** of the tunnel.

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This first of three **tunnels** was designed and built to be the **service** tunnel. Digging continued on the

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other two **main** tunnels, and the northern tunnel was **completed** in May 1991. The southern tunnel

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was completed in June 1991, and **crossover** tunnels, stations, electrical and safety systems, and the

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train tracks all followed. Finally, a test **run** of the whole system was completed in 1993,

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and the Chunnel **officially** opened in 1994.

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The Chunnel is **made** up of three main parts. There are two **rail** tunnels, with crossover

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passages that allow **trains** to switch from one track to the other. A third **tunnel**, which runs

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between the two rail **tunnels**, acts as a service and escape **tunnel**. Individuals cannot drive

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themselves through the Chunnel. Instead, **people**, cars, and trucks are all transported on **trains**

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that move as rapidly as 100 **miles** per hour. They make the trip through the Chunnel in as **little** as

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Maze Progress Monitoring 2 Scoring Key/Level 7/Passage 2

20 minutes.

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In its first 5 **years** of operation, 28 million people used the Chunnel, and

businesses

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shipped 12 million tons of freight through it. The Chunnel is a

beneficial

artery for travel and trade,

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and it

stands

out as one of the world's most

impressive

engineering marvels.

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Maze Progress Monitoring 2 Scoring Key/Level 7/Passage 3

Ancient People: The Inca

About 600 years ago, the Inca were one of many small tribes living in South America.

Amazingly, within a century, they created an **empire**. They conquered territory stretching from

modern-day Ecuador in the **north** to Chile in the south, taking in hundreds of **square** miles and

millions of people.

The Inca **were** ruled by an emperor who was **considered** a god and who had absolute

authority over the people. Groups who joined the **empire**, peacefully or through military force,

added **territory** and population, which increased the wealth of the **empire**. All crops and goods

were produced for the **state** and went to fill the emperor's **warehouses**. In return, he redistributed,

or **spread** around, the property, food, and clothing. The **common** people received parcels of land

according to the **size** of their family. The bigger the **family**, the bigger the piece of land they

received. On their land, families grew corn, **potatoes**, tomatoes, and squash, and they raised

llamas and alpacas, which provided wool and **food**. Additionally, each person was required

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to **work** for the state for a certain **amount** of time. Called "mita," the job might **be**

helping to build a temple or a **road** or to work in the army.

It **was** crucial that all the components of such a **large** empire be connected, so the

Inca **built** an impressive system of roads. At the **time** only rudimentary, or very simple, tools

were available. The Inca had neither wheels nor **horses**, yet they built thousands of miles of

roads. They also constructed rope bridges that **spanned** rivers, and stone steps that made

mountains passable. Two main roads ran north and **south**, while connecting roads ran east and

west. The roads allowed the Inca to **conquer** new lands and then add people to the

empire. The **roadway** system was also used as a **way** to carry goods from place to **place** within

the empire. Given the extent of their **power** and land holding, the Inca did not **need** to trade with

other groups. Messengers, who **were** strong young men, used the roads to **deliver** messages.

One man would run until he **met** another messenger, who would then continue **running** to the

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destination. In this way, **important** messages traveled about 200 miles a **day**.

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Another crucial component for the Inca **people** was religion. The Inca worshiped many

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gods and believed the emperor to be a **child** of the gods. The state system of **religion** was

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spread throughout the empire, and **temples** were built in all parts of the **territory**. A portion of the

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crops, clothing, and **goods** created by the people of the empire **went** to support the

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temples and the **priests** who lived in them. The Inca **believed** the gods controlled all parts of

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life, so they made frequent offerings to **keep** the gods happy. Offerings included food,

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animals, and the fine weaving and metalwork the Inca **created** from wool and gold.

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In the 1500s, Spanish **conquistadors**, or explorers, arrived and immediately wanted the

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fortunes of the Inca people. The Spanish **took** apart the empire, looted much of the **gold**

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and art, and set their own **religion** and government system in place. However, they also

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their findings in South America; these first-hand **accounts**, as well as surviving artifacts, give us

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our **knowledge** of ancient Inca civilization.

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