



acadience® reading 7–8

Maze

Administration Directions and Scoring Key

Grade 8 | Benchmark 3

Mary Abbott, PhD

Roland H. Good, III, PhD

Jacob S. Gray, PhD

Amy N. Warnock

Kelly A. Powell-Smith, PhD

Acadience Learning Inc.

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Maze G8 / Benchmark Assessment

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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Mountain Sand Dunes

When people think about activities in Colorado, they might imagine snowboarding or exploring

the ancient Mesa Verde cave dwellings. Extreme hikers probably think about climbing **mountains** that

exceed 14,000 feet above **sea** level. When my father and I **started** planning our summer

vacation to Colorado, he **suggested** sandboarding at Great Sand Dunes National Park. I had never even

heard of this pastime, but when my **father** described a sport that involved skiing down a

giant mountain of sand, I was ready to **sign** up.

My father explained that Great Sand Dunes National Park is **situated** in the foothills of the

Sangre de Cristo **mountain** range. The varied park ecosystems include mountain **peaks**, alpine

tundra, and seasonal creeks. This **national** park also contains forests, woodlands, grasslands, and a

unique desert dune field. As my father **expounded** on the amazing features of this **fascinating**

place, I began to imagine all the **possibilities** in store for an excellent summer **vacation** !

On an early June morning, the two of us **piled** into the car and embarked on our **summer**

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adventure. It took about 6 hours to **get** to the Great Sand Dunes National Park. We were brimming

with **anticipation** about our first experience sandboarding. As we **turned** onto the road towards the

national **park**, our first glimpse of the massive **dunes** took our breath away. Within a few

miles, we couldn't distinguish the sand dunes from other **foothills**. These spectacular dunes were

shaped like other **hills** and mountains but devoid of any **vegetation** and, most distinctly, made

only of **sand**. We arrived before noon at our **hotel**, which was just outside the national

park. We quickly dropped off our suitcases, **fixed** a picnic lunch of sandwiches,

strawberries, and **chips**, and headed straight to the sandboard **rental** store.

While at the sandboard rental **store**, we took a short introductory course on how to

sandboard. Afterwards, we headed straight to the **visitor** center where we received information

about the **best** places to go. From the main **visitor** parking area, we hiked about two-thirds of a

mile to get to the small and **medium-sized** slopes where we would be able to **learn** the ins and

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outs of the **sport**. By the time we had our **sandboarding** legs beneath us, the sun was already

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setting. We headed back to the visitor's **center** just in time to attend a **ranger** talk about the

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nighttime sky.

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We were **treated** to a spectacular array of stars, **meteors**, and constellations and were given

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star **charts** to look at. The ranger answered our **questions** as we tried to relate the **charts** to the

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night sky. I have always **loved** gazing up at the stars and **identifying** constellations, but I had never

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experienced **viewing** the night sky so far from the **city**, where everything was so crystal clear.

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The **stars** twinkled like glitter and the Milky Way **bands** stretched to infinity.

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After we returned to the **hotel**, we finalized our sandboarding plans for the next **day**.

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We decided to rent an all-terrain **vehicle** and drive to the Castle Creek Picnic Area. There, the

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brochure colorfully explained that we would find a **tall** sand dune right across from the

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parking area. Then I went to bed, **exhausted**, yet also excited. As I drifted off to **sleep**, I gazed

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out the window at the **night** sky, contemplating the great adventure we had in **store** for the day

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ahead of us.

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Powers of Observation

You may have watched a flock of birds fly through the sky and wondered what made them move

as if they were a single unit. This way of watching and wondering is a **type** of observational science,

or science based on **observing** how something functions and then drawing **conclusions** about it.

The English scientist Charles Darwin, who **lived** from 1809 to 1882, was among the **world's** best-

known observational scientists.

Observational science **differs** from experimental science. In experimental science, you can

perform a controlled study to test a **type** of guess known as a hypothesis. For example, to **find**

which of three kinds of soil is **best** for growing tomatoes, you could fill each of three

pots with a different type of soil. Then you could **plant** tomato seeds in the pots and

measure the growth of the plants over **several** weeks. Observational science is used when it is not

practical or possible to conduct an experiment and **control** its aspects. For example, to better

understand how glaciers move, satellites gather data on them from **high** above Earth. Scientists

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then interpret the

data

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Charles Darwin, a naturalist interested in natural

history

, looked closely at the world and

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asked

probing questions about what he saw. In 1831, Darwin was

invited

to join the survey

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ship HMS *Beagle* on a

scientific

journey around the world. For 5

years

, as the *Beagle* sailed

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from port to

port

, Darwin observed a large variety of

plant

and animal life. He described what

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he **saw**

, often with accompanying sketches, in his

journals

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Observations that Darwin made on the Galápagos Islands, off the west

coast

of South

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America, altered his view of the

natural

world. He saw and studied several

species

of animals

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during his weeks on the

islands

. Darwin noticed that though the animals

resembled

others he had

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seen, each species had its own

unique

qualities. Darwin also realized that within a

species

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animals could display many different variations. For example, Darwin

discovered

finches on all of the

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islands, but he **noticed** that from island to island the

finches'

beaks were different. He began

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to **wonder** if the finches and other species had **developed** variations for specific purposes. 40

From his **journey** around the world, Darwin formed two **main** observations. The first was 42

that offspring **inherit** a unique mixture of traits from their **parents**. The second was that living 44

things **produce** more offspring than can reasonably survive. These **observations** then led Darwin to 46

conclude that **life** consists of a more or less **constant** struggle for survival and that the **individuals** 49

most likely to survive are those with the **best** combination of traits from their parents. From 50

these **observations**, Darwin then pondered questions that led to more **ideas** and theories about the 52

natural world. He **explored** some of his ideas through experimental **science**, but observational 54

science gave Darwin his **richest** stores of data about life on Earth. 55

Darwin's first **book** was about his journey on the *Beagle*. In the **preface** to the book, 57

Darwin offers readers a **clue** to his passion for observation. He **writes**, "Where on the face of 59

the **earth** can we find a spot, on which **close** investigation will not discover signs of that **endless** 62

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cycle of change, to which this **earth** has been, is, and will be **subjected**?" Darwin's observations

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changed the way we **look** at and understand the natural world.

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The French Revolution

When Louis XVI became king in 1774, France had more wealth than any other European nation,

but not everyone shared in the riches. Peasants starved while the royal family and French **nobles**

lived in luxury. Then France poured **money** into aiding the American Revolution, leaving the French

treasury almost bankrupt, or out of money. **Angry** with the king and ready for a **change**, the

French people rose up to **demand** liberty, equality, and fraternity. The struggle of the French **was**

an epic one; it lasted for many **years**.

The French people were right to **complain** that the system under which they **lived** was

unfair and unequal. Peasants had to **pay** dues to the church and to the **land-owning** nobles, who did

not have to **pay** taxes on their land. Peasants, along with **merchants** and craftspeople, had to pay

other **taxes** that the upper classes did not **pay**. Also, while the upper classes held **political**

power, the taxpayers did not. These **inequalities** led many French writers to explore **ideas** of

political, social, and economic reforms; their ideas **were** widely read in France and fueled

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the **people's** desire for change.

Louis XVI finally agreed to **call** a meeting of the Estates-General, the **representative**

body of the government. In the Estates-General, the **clergy** made up the First Estate; the nobility

made up the Second Estate; and the common **people** made up the Third Estate. At the

meeting in May of 1789, the Third Estate **demand**ed reforms and a new constitution, and many

members of the other estates backed their **demands**. A call was made to change the **name**

from Estates-General to the National Assembly, which would **represent** all people.

On July 14, 1789, the **people** of Paris took over the Bastille, an **old** prison, and tore down

its stone **walls**. A group of middle-class people then **began** to govern the city. The revolution

spread to the countryside, where peasants also **formed** their own governing bodies. The Assembly

began working to create a new form of **government** for France as a whole.

A **new** constitution emerged in 1791, which proposed **radical**, or extreme, changes to

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French society. It **ended** the nobility, limited the king's power, and **created** a one-house legislature.

More importantly, the **constitution** contained the Declaration of the Rights of Man. It stated that all

men were born free and had equal **rights**. Everyone had the right to elect the

representatives to make the laws. Citizens could **speak**, write, or print their opinions as long as

they **did** not abuse that right. Finally, the **amount** of taxes a person owed depended on how much

money he had.

The change of government **was** not a peaceful process, and a **great** deal of blood was

spilled between 1792 and 1795. A **radical** group of revolutionaries controlled the new French

Republic, and under their **direction** the king was imprisoned, dethroned, and **put** to death

along with thousands of others. **Former** nobles fled the country and worked with **foreign** powers to

stop the revolution. Eventually, **tired** of the bloodshed, more moderate leaders **took**

control of the government.

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France still had a long **way** to go before it achieved its **goals** of liberty, equality, and

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fraternity and **solved** all its problems. In fact, the **country** would soon find itself under the

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control of a young military officer named Napoleon Bonaparte and **entering** into war. But in 1795,

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peace **was** briefly established, a constitutional government was in **place**, and the people had

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gained new **rights**.

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