



# acadience® reading survey

## Maze

### Administration Directions and Scoring Keys

Kelly A. Powell-Smith, PhD

Roland H. Good, III, PhD

Ruth A. Kaminski

Joshua Wallin

with

Kelli D. Cummings, Alisa Dorman, Chantal Dufour-Martel,  
Kathleen Petersen, and Stephanie Stollar

Acadience Learning LLC.

**Directions:** Make sure you have reviewed the scoring rules in the *Acadience® Reading K–6 Survey 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. 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. 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 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.***

- 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.”

- Monitor students to ensure they are reading and circling the words. Use the reminders as needed.
- At the end of **3 minutes**, stop your stopwatch and say ***Stop. Put your pencil down.*** Collect all of the Maze worksheet packets.

<b>Timing</b>	3 minutes. Start your stopwatch after you say “begin.”
<b>Reminders</b>	<p>If a student starts reading the passage out loud, say <b><i>Remember to read the story silently.</i></b> (Repeat as often as needed.)</p> <p>If a student is not working on the task, say <b><i>Remember to circle the word in each box that makes the most sense in the story.</i></b> (Repeat as often as needed.)</p> <p>If a student asks you to provide a word for them or, in general, for help with the task, say <b><i>Just do your best.</i></b> (Repeat as often as needed.)</p>

## Survey Maze Scoring Key/L3

### The Cuttlefish

On our class trip to the aquarium, we walked through the exhibits. As we stepped inside one

exhibit, I **stopped** and looked around, amazed. The walls and **ceiling** were made of glass, and all

around us **was** water. Fish and other animals darted and **glided** by. They seemed like they had

**no** idea that we were there. I **felt** like I was in another world. I **could** tell that the rest of

the **class** felt the same way, and we **stepped** to the side to let others **pass** by while we

gazed at the **world** that surrounded us.

As I looked around, I **noticed** one animal that I couldn't name, and I **couldn't** always see,

either. When it moved, I **could** catch a quick glimpse of it, but **when** it was still it seemed to

**fade** into the nearby plants and rocks. A **museum** worker saw what I was looking at.

“**It's** very hard to see, isn't it?” she **said**. “That's called a cuttlefish, but it **isn't** really

a fish at all. It's **related** to the octopus. See the tentacles **coming** out of its head? What makes the

**cuttlefish** unusual is that it is very **good** at making itself look like its **surroundings**. It can

## Survey Maze Scoring Key/L3

change the colors, patterns, and **even** the textures of its skin. Watch.”

26

The **cuttlefish** was drifting in the water above **some** thin yellow plants. Its skin was

28

**striped** yellow and gray, but as it **moved** over some red seaweed, it gradually **changed**. Now the

31

stripes on its skin **were** gray and red.

32

“It does that to **hide** from animals that would want to **eat** it, but for other reasons, too,”

34

the **museum** worker said. “Some male cuttlefish disguise **themselves** as females to try to get

36

**close** to the other females. Others use the **changing** patterns of their skin to attract **prey**.

39

Cuttlefish are masters of disguise.”

39

I **watched** as the cuttlefish drifted along. Suddenly, I **heard** my teacher call my name, and I

41

**looked** up, startled.

42

“We are about to **go** to the next exhibit,” he said. “What **are** you looking at?

44

Those plants?”

44

Survey Maze Scoring Key/L3

I **grinned** . The master of disguise had fooled **one** more person.

46

## Survey Maze Scoring Key/L4

### Jazz Music

You may have heard of a type of music called jazz. Jazz music rose out of African American

<b>communities</b>	of the south in the early 1900s. The <b>musicians</b>	who created early jazz songs were	2
<b>influenced</b>	by marches played by brass bands, the <b>moving</b>	sounds of blues, musical traditions from	4
West Africa, and the <b>lively</b>	beat of ragtime, a type of <b>piano</b>	music.	6
Jazz was different than the <b>music</b>	that came before it. Before jazz, <b>composers</b>	and musicians	8
most often created melodies that they <b>wrote</b>	down as notes on a piece of <b>paper</b>	. Musicians	10
played these songs by reading the <b>notes</b>	. When the musicians in early jazz <b>bands</b>	played a song,	12
one or two of them <b>began</b>	by playing a simple melody. Then, the <b>other</b>	musicians made up	14
different sounds that <b>went</b>	with this melody. In fact, many <b>early</b>	jazz musicians didn't know	16
how to <b>read</b>	musical notes. Instead, they played by <b>ear</b>	.	18
One of the most famous jazz <b>musicians</b>	was Louis Armstrong, who is known as the King of		19
Jazz. Armstrong <b>was</b>	born into poverty in 1901 and <b>lived</b>	with his grandmother until he	21

## Survey Maze Scoring Key/L4

was **five** years old. His grandmother was a **joyful** person. She taught him to be **happy** and 24  
respectful of others. When he **became** an adult, he was known for his **cheerful** manner and friendly 26  
smile. 26

Armstrong was **only** seven years old when he got his **first** job. He worked for a 28  
family that **sold** things from a wagon. As he **rode** around town on the wagon, he **loved** to 31  
listen to the music that **drifted** through the open windows. When he **was** a little older, he saved 33  
some of his **money**. With his savings and the help of the **family** he worked for, he bought a 35  
**cornet**. A cornet is similar to a **trumpet**. 37

He began to teach himself how to **play** his new instrument and, in time, **mastered** it. A 39  
well-known musician heard him and **helped** him get a job playing with a **band** on a steamboat. 41

Later, Armstrong joined a band in Chicago, which **was** the center of the jazz scene at 42  
the **time**. 43

## Survey Maze Scoring Key/L4

Armstrong's music became so popular that he **began** to record his music. In the 1920s, he

**started** singing in a style called “scat.” He **would** improvise while singing with sounds similar to the

**instruments**. This style became popular, and soon, **other** singers were using this form of **singing**,

too.

As Louis Armstrong became more popular, **people** around the world came to know him. He

was a **master** of the jazz trumpet, a singer, and **even** a good dancer. Whatever he did, he **always**

shared his love of music and his **joy** with others.



## Survey Maze Scoring Key/L5

### America's Government

When the United States won its freedom from Great Britain, the Founding Fathers first created a form of government in which the national government was weak and the states had a lot of power. After

a few years, the American **people** decided that a stronger government was **needed**. Delegates from

the states were sent to Philadelphia, and in 1787 these **people** wrote the United States Constitution. It

created a **government** with three branches—the executive branch, the **legislative** branch, and the

judicial branch. The **Founding** Fathers wanted to make sure that **no** one branch would have

too much **power**, so they created a system of **checks** and balances to make sure that **each** branch

would share some of the **control**. The three branches work together to **make** a strong and

effective system of **government**.

The legislative branch is made up of the **two** houses of Congress, the Senate and the House

of Representatives. **There** are 100 senators, two elected from **each** state. The Vice President of

the United States **is** the head of the Senate, but he or she **does** not vote on laws unless

## Survey Maze Scoring Key/L5

there	<b>is</b>	a tie. The House of Representatives has 435	<b>members</b>	. The number of members from	20
each	<b>state</b>	is based on the size of	<b>each</b>	state's population. Every ten years, the	23
across the country are counted and the	<b>number</b>	of representatives from each state is	<b>adjusted</b>	.	25
The members of the House elect their	<b>leader</b>	, called the Speaker of the House. The legislative branch			26
<b>is</b>		in charge of making laws. Members of Congress	<b>create</b>	laws and vote to pass them.	28
<b>Then</b>		they send the laws, once passed, to the	<b>executive</b>	branch.	30
		The President of the United States is the	<b>head</b>	of the executive branch. Voters across the	31
<b>country</b>		take part in electing the President	<b>every</b>	four years. The executive branch also	34
			<b>includes</b>		
the Vice President and members of the President's Cabinet. The President	<b>appoints</b>	each Cabinet			35
member, who then must	<b>be</b>	approved by the Senate. Cabinet members	<b>give</b>	advice to the	37
President about laws and	<b>other</b>	issues. After the legislative branch creates and	<b>passes</b>	a law, they	39
send it to the President who	<b>then</b>	approves or vetoes the law. Congress,	<b>though</b>	, can overturn	41

Survey Maze Scoring Key/L5

the President's veto. If two-thirds of Congress	vote	to overturn a president's veto, then the	42
law	is passed and will take effect.		43
The	third	branch is the judicial branch. The	45
	judicial	branch reviews the laws created by	
Congress and	approved	by the President to make sure the	47
	laws	are fair. The head of the	
judicial	branch is the Supreme Court. There are	49	
	nine	judges on the Supreme Court. These	
judges	are	nominated by the President and approved by the Senate. The Supreme Court is the	50
highest	court in the land. Whenever there is	52	
	disagreement	in a lower court about whether a	
law	is fair, the Supreme Court can make the	54	
	final	ruling.	

## Survey Maze Scoring Key/L6

### Gerbils in the Wild

Have you ever met anyone who had a pet gerbil? Maybe you have a gerbil yourself.

**Many**

1

people have only encountered gerbils as **pets**. These people would probably find it **hard** to

3

picture gerbils as wild animals, but in **many** regions of Asia and Africa, gerbils **live** in burrows

5

in the wild.

5

There **are** many types of wild gerbils, but **all** of them are small rodents that **resemble**

8

mice, with long hind feet, round **ears**, and large eyes. Many of them **live** in arid terrain with little

10

water, **including** rocky plains and deserts. They live in **burrows** that they dig into the ground.

12

**Some** gerbils are nocturnal, meaning that they **are** active only at night, because the **daytime**

15

can be uncomfortably hot. One species **tunnels** about 20 inches under the ground, **where** the

17

temperature remains constant whether it **is** hot or cold on the surface. During **winter**,

19

when the temperature drops, this species **burrows** even deeper, as far as 60 **inches** underground.

21

Gerbils carefully cover the opening of their **burrow** to keep other animals out. While **predators** are

23

## Survey Maze Scoring Key/L6

out prowling, they are snug and **safe** in their underground hideouts.

24

Wild gerbils **have** adapted, or adjusted, to protect themselves from **predators** in

26

several ways. They have fur the **color** of the ground where they live. Those that **live** on

28

light-colored sand have fur that **is** pale tan. Those that live on **darker** soil have fur that is

30

darker **brown**. This adaptation helps camouflage them from their **predators**, as they can almost

32

disappear from **view**. Their keen sense of hearing allows them to **detect** the slightest sounds,

34

such as the **hushed** beating of an owl's wings. Their **large** eyes are situated high up on their

36

**heads**, providing them a wide field of **vision**. The gerbil's long tail helps it **maintain** balance

39

while running and jumping. One **species** uses their tail to conceal the **opening** of a burrow by

41

sweeping sand over it.

41

**Some** gerbils will devour almost anything they **find**, including snails and insects, but the

43

**diet** of most gerbils consists of dry **seeds**, nuts, roots, and leaves. Many

45

## Survey Maze Scoring Key/L6

gerbils, **especially** those living in deserts, make the **most** of this food by searching for it at **night**, when dew has settled on it. **Sometimes** that dew is the only water these **resourceful** animals can find.

Gerbils often carry their **food** down into their burrows. Those in **places** with cold winters must hoard, or **stockpile**, food because there will be little to **find** once summer is over.

By digging **larger**, longer tunnels, they can store a **lot**. Once, scientists discovered a gerbil

burrow that **contained** more than 40 pounds of seeds, and **some** gerbils even construct giant

stacks of **food** that can be as large as **three** feet high and nine feet long.

**Gerbils** that inhabit deserts are often solitary, **possibly** because there are not enough

resources to **share** with others. Those that inhabit fields or **areas** where there is more food

available **often** live in small family groups. In **regions** with harsh winters, large numbers of

**gerbils** can inhabit a single burrow. Perhaps they **keep** one another warm by huddling

Survey Maze Scoring Key/L6

close	<div>together</div>	, or cooperate to collect and protect their	<div>stash</div>	of food. There is more we	<div>have</div>	71
to learn about the lives of	<div>gerbils</div>	in the wild.				72