6th Grade Maze Probe 5

**Assessor Directions**

**Standard Administration Directions**

1. Write/Type the following sentence on the board:

   When it is hot in the (summer, winter, can), I like to go swimming.

2. Say to students: “You will need a pencil. I will pass out the Maze assessment face down. Please do not turn the paper face up until I ask you to turn it over. Please put your first and last name and teacher’s name on the back of the paper.”

3. Say to students: “You will be doing some reading today. You will be asked to read a passage silently to yourself. When you come to three words that are bold and in parenthesis, you will circle the word that makes sense. Make sure that you CIRCLE the word that best fits.”

4. Using the example sentence on the board, Say: “Look at the example sentence on the board. This is one sentence that would be in an entire reading passage. It says, When it is hot in the BLANK, I like to go swimming. The three words that are bold and in parenthesis are: (summer, winter, can). What word would you circle? Yes, the word that makes the most sense is SUMMER.” Read the entire sentence correctly. “When it is hot in the summer, I like to go swimming.” Model and emphasize that you CIRCLE the correct word, summer.

5. Say: “You will have three minutes to read the passage and CIRCLE the correct word for each set inside the parenthesis. Please start at the beginning of the passage and circle the words that make sense. If you finish the first page, turn your paper to page 2 and continue working. Say: “Are there any questions?”

6. Set a timer for 3 minutes.

7. Say: “Please turn your paper over. The title of the passage is Recital Time.”

8. Say: “You may BEGIN.” Start the timer.

9. When the timer rings, say: “Stop working please. Hold your paper in the air to be collected.” Collect all the papers and thank the students for being wonderful test takers.

10. Use the Assessor Copy for scoring:

   **Maze Comprehension Scoring Guidelines – For Assessor Use**

   Count each word that is circled correctly as 1 point. If a child misses 3 words in a row, DO NOT count any correct responses after the 3 consecutive incorrect answers. Add score to the GRASP database.

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Recital Time

Reggie placed his hands on the ivory keys and looked at the printed music again. Why had Mrs. Raines given him (this, laid, communicate) particular difficult piece to play? Reggie (act, dare, sometimes) thought it would be impossible for (him, scat, ours) to learn it. He looked at (silk, the, warn) music carefully, closed his eyes and (jolly, at, began) to play. He had a rough (force, glamorous, start), but then the notes just seemed (ban, nor, to) flow and his fingers easily skipped (rapid, cheerfully, across) the keys. Reggie’s mother quietly tiptoed (into, misty, jelly) the family room to listen as (old, include, he) played the assigned music. As he (friendly, continued, attention) to practice the piece, he heard (her, encourage, sell) walk briskly back to the kitchen. (Creep, Write, Soon) he could smell the warm aroma (of, dust, farm) chocolate chip cookies baking. He played (out, the, behavior) “Springtime Medley” assignment through three times, (remember, getting, committee) better each time. Then he took (melt, hook, a) break to savor a few delicious, (snake, among, just-baked), still-warm cookies.

Music played an important (round, cautious, part) in family life. Reggie’s father could (impulse, stop, play) both the piano and organ. Sometimes (plant, wrong, his) father played for local church services. (Dull, Company, Two) of his uncles could play the (school, beyond, guitar), and one was very skilled at (flower, joyously, playing) the
saxophone. Singing and making music (point, were, faithful) often a part of visits with (Thorn, Grandma, Before). As long as he could remember, (Eye, Reggie, Evil) had loved music. He could hear (cork, up, a) piece of music and feel something (of, resonate, will) within him. His family arranged for (or, him, outside) to take piano lessons with Mrs. (Raines, Base, Never). She had taught Reggie’s father to (play, become, guide) the piano many years before.

Mrs. (Tomorrow, Teaching, Raines) would insist Reggie play something again (if, awkwardly, sky) he missed even one note. She (side, also, skinny), however, would praise him when he (played, an, silly) a piece of music perfectly. If (plant, he, wear) did well during his lesson, Mrs. (Rode, Won, Raines) would give Reggie colorful stickers. Mrs. (Rotten, Raines, Carve) told Reggie a few months in (advance, cloudy, cool) about the spring recital she was (for, planning, soft). It would be held in the (concert, dive, ate) hall at the local community college. (Petite, Each, System) of Mrs. Raines' students would be (hole, follow, expected) to play one selection. She had (bread, draw, assigned) Reggie "Springtime Medley" and told him (his, after, broken) father had once performed it. On (recital, outrageous, amidst) day, Reggie played the song perfectly.
Recital Time

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