

Project PROACT

MAZE Reading Passages

Grade 6



Vanderbilt University

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Special Education

Dear Educator,

Thank you for your interest in CBM Maze Fluency Passages (Maze Reading Passages) for 6th Grade developed at Vanderbilt University. We are pleased to offer you this excerpt of probes to review.

These pages from the Maze Reading Passages for 6th Grade manual are provided as a courtesy to allow you to preview a representative sampling of the CBM-Reading probes. This excerpt includes the following:

1. Introduction
2. Suggested Norms for Grade 2 - 6
3. Maze Practice Probe
4. Maze Probes
 - a. Probe 1
 - b. Probe 13
 - c. Probe 19

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If you have questions, email Lynn Davies at lynn.a.davies@vanderbilt.edu.

Thank you for your interest in Vanderbilt University's CBM Maze Fluency Passages.

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CBM Maze Fluency Vanderbilt University

CBM Maze Fluency reading passages are available for students in Grades 1-6, but typically teachers use CBM Maze Fluency beginning in Grade 4. Maze Fluency is used to monitor students' overall progress in reading.

CBM Maze Fluency can be administered to a group of students at one time. The examiner presents each student with a maze passage. In a CBM Maze passage, the first sentence is left intact. Thereafter, every seventh word is replaced with a blank and three possible replacements. Only one replacement is semantically correct. Students have 2.5 minutes to read the passage to themselves and circle the correct word for each blank. The examiner monitors the students during the 2.5 minutes and scores each test later. When the student makes three consecutive errors, scoring is discontinued (no subsequent correct replacement is counted). Skipped blanks (with no circles) are counted as errors. The score is the number of correct replacements circled in 2.5 minutes. Thirty alternate forms are available for each grade level.

Administration of CBM Maze Fluency is as follows:

Examiner: Look at this story. (Place practice maze on overhead.) **It has some places where you need to choose the correct word. Whenever you come to three words in parentheses and underlined (point), choose the word that belongs in the story. Listen. The story begins, “Jane had to take piano lessons. Her mom and dad made her go. Jane (from/did/soda) not like playing the piano.” Which one of the three underlined words (from/did/soda) belongs in the sentence? (Give time for response.) That’s right. The word that belongs in the sentence is “did.” So, you circle the word “did.” (Demonstrate. Continue in this way through the entire practice activity.)**

Now you are going to do the same thing by yourself. Whenever you come to three words in parentheses and underlined, circle the word that belongs in the sentence. Choose a word even if you’re not sure of the answer. When I tell you to start, pick up your pencil, turn your test over, and begin working. At the end of two-and-a-half minutes, I’ll tell you to stop working. Remember, do your best. Any questions? Start. (Trigger the timer for 2.5 minutes.)

When scoring CBM Maze Fluency, students receive one point for each correctly circled answer. Blanks with no circles are counted as errors. Scoring is discontinued if three consecutive errors are made. The number of correct answers within 2.5 minutes is the student score.

Suggested norms for Grades 2-6. Norms are not available for Grade 1 because Maze Fluency isn't recommended for progress monitoring at first grade.

Grade 2	Fall	Winter	Spring
25th	3	5	8
50th	4	9	12
75th	7	13	16

Grade 3	Fall	Winter	Spring
25th	8	11	13
50th	11	14	16
75th	14	17	20

Grade 4	Fall	Winter	Spring
25th	9	13	16
50th	11	17	19
75th	15	21	23

Grade 5	Fall	Winter	Spring
25th	12	15	16
50th	17	20	22
75th	22	26	28

Grade 6	Fall	Winter	Spring
25th	12	16	17
50th	18	23	22
75th	24	30	30

CBM Maze Fluency: References and further reading:

Fuchs, L.S. & Fuchs D. (1992). Identifying a measure for monitoring student reading progress. *School Psychology Review*, 21, 45-58.

Fuchs, L.S., Fuchs, D., Hamlett, C.L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22, 27-48.

Fuchs, L.S., Fuchs, D., Hamlett, C.L., & Ferguson, C. (1992). Effects of expert system consultation within curriculum-based measurement using a reading maze task. *Exceptional Children*, 58, 436-450.

Fuchs, D., Fuchs, L.S., Mathes, P., & Simmons, D. (1997). Peer-Assisted Learning Strategies: Making classrooms more responsive to student diversity. *American Educational Research Journal*, 34(1), 174-206.

Maze Practice

Jane had to take piano lessons. Her mom and dad made her go. Jane (from/ did /soda) not like playing the piano. She did (bus/ tip /not) like the stupid songs. She did not (like/ boat/ fix) going to the lessons. Her parents (tall/ made/ camp) Jane so mad. They never let (box/ pen/ her) do anything fun.

BREAKFASTS

My fondest childhood memories include breakfasts [girl/ pens/ with] my grandparents in the kitchen of [bring/ their/ horse] second-story flat in Chicago. Very [paper/ steam/ early] in the morning, the smell of [fresh/ reach/ plans] perked coffee would rouse me from [it/ see/ my] sleep. I could hear her soft slippers [lowering/ raising/ padding] across the linoleum floor as my grandmother prepared [pen/ for/ tar] the cooking and baking of the [red/ day/ rain].

I slept in the bedroom just off the kitchen. [Of/ A/ I] listened to her conversing quietly with [ten/ my/ of] grandfather or humming softly to the [sap/ lie/ top]-forty hits jangling from the radio. [Be/ I/ To] would doze off now and [then/ team/ bows], enjoying the softness of my father's [poke/ old/ sit] bed and wondering whether he had allowed [the/ sand/ are] noises of Grandma's kitchen to pull [hat/ him/ lip] out of sleep each morning when [at/ he/ it] was a child.

Soon, I would [want/ gum/ trot] into the kitchen. Grandma would greet [ten/ why/ me] with a "Good Morning!" and a [towel/ strong/ paper] hug. "What can I fix you for breakfast?" [she/ seem/ wind] would ask, even though she knew [be/ a/ I] would order eggs, my favorite breakfast. "[Can/ How/ But] about a little sausage, too?"

"Sure!"

"[Fox/ Blue/ And] some toast to go with those [lame/ bust/ eggs]?" she would offer. She knew I [slam/ liked/ hill] to soak the runny yolk of [to/ my/ fun] eggs "over easy" with toast. But [sand/ hers/ tree] was no ordinary toast. She baked homemade [just/

hump/ fresh] rolls each week and was heating [dial/ pane/ mine] up on the rack in the [oven/ dime/ hole]. She would then fry the eggs [in/ at/ of] olive oil in a heavy iron skillet [batter/ horse/ while] my grandfather poured me a cup [of/ up/ at] coffee. My mother did not exactly approve [go/ of/ ten] the coffee because the caffeine would [nice/ keep/ face] me awake, but Grandma and Grandpa [bugs/ hill/ would] let me drink it when I visited [them/ slide/ good] alone.

Grandpa would pour half milk [the/ and/ form] half coffee into my mug and [beat/ ship/ then] add about three or four teaspoons [of/ top/ an] sugar. Just the way he and [do/ I/ an] liked it.

"There we go," Grandma [steam/ would/ desks] sing, as she placed a plate [of/ to/ at] sizzling eggs, spicy sausage links, and crunchy, buttered [rains/ catch/ toast] in front of me. She would [keeps/ watch/ grows] with joy as I devoured the breakfast [tag/ she/ and] had prepared for me.

After I [box/ more/ had] soaked up the last bit of [seemed/ fails/ runny] egg yolk into my toast and swallowed [the/ sand/ area] last gulp of coffee (which was [extra/ guest/ green] sweet because the sugar had settled [of/ got/ to] the bottom of the cup), I [towel/ summed/ would] help Grandma wash dishes. I had [to/ at/ of] stand on a chair to reach [the/ are/ mat] sink. I plunged my hands into [get/ hop/ the] hot, sudsy water and scrubbed each [foes/ dish/ red] carefully. Grandma would then nudge me [with/ task/ make] her elbow and say, "How about helping [me/ set/ so] make more ravioli today for when [look/ read/ your] mom and dad come to pick [ten/ you/ pie] up?"

KAYAK

Denise and her parents go to [hand/ are/ the] river almost every weekend when the weather [is/ at/ of] warm. Her parents are expert kayakers, [are/ got/ but] this is only Denise's second summer paddling [or/ but/ a] kayak. Her parents have decided Denise [of/ is/ at] ready for some "big water" and [for/ hat/ are] taking her to the Ocoee River.

Denise [ate/ is/ off] a little nervous as she takes [hate/ pot/ her] boat off the car at [the/ time/ fort] riverside. She dresses for the river [at/ by/ it] putting on a spray jacket over [her/ jar/ got] bathing suit. The water is very [cold/ feel/ ever], and the waterproof jacket helps keep [ate/ her/ lot] warm. She pulls her spray skirt [around/ copper/ coaster] her waist. This makes a waterproof [seal/ coach/ fright] when she sits in the cockpit [as/ it/ of] the boat and pulls the skirt tightly [throat/ toast/ around] the rim of cockpit of the [lock/ boat/ stick]. After putting on her life jacket [sat/ and/ yes] helmet, she pulls her boat to [the/ ape/ two] edge of the water and sits [in/ of/ we] it with her legs stretched out [do/ top/ in] front of her. She holds her [butter/ paddle/ yellow] as someone slides her into the [piece/ water/ chair].

Although she is a little anxious, [she/ tar/ bat] remembers to keep paddling smoothly. As [toe/ she/ rap] and her family approach the first [got/ you/ big] rapid, her mother suggests that they get [out/ are/ top] of the boats and walk down [and/ are/ the] river to look at the rapid. [West/ This/ Upon] is called "scouting" a rapid. Paddlers [light/ watch/ plate] the patterns of the water and currents [the/ sad/ and]

decide which is the safest way to paddle without flipping [over/ rack/ want].

They get back into their kayaks. Denise [the/ and/ give] her father sit in the calm [waters/ really/ trails] of an eddy and watch as [and/ are/ her] mother runs the rapids. Denise's heart [at/ of/ is] pounding as she watches her father [poster/ office/ paddle] his way through the rapid. It [is/ of/ at] her turn. Her parents are sitting in [an/ of/ is] eddy at the end of the [shout/ home/ rapid] waiting for her to paddle her [boat/ catch/ lope] into the fast-moving white water.

[Ten/ And/ She] takes a few strokes, and turns downstream. [To/ As/ It] soon as she enters the current, [her/ and/ ate] speed picks up. The first wave [it/ an/ of] icy wild water rises over the [roar/ open/ boat] and sprays her in the face. "[Stag/ Well/ Near], I've made it this far," she coaches herself. "[It's/ Lip/ Yes] not as scary as I thought."

Suddenly [an/ of/ up] unexpected wave strikes the side of [tap/ get/ her] boat. The next thing she knows, [fast/ and/ she] is upside-down in the freezing [water/ short/ catch]. After a short panic, she remembers [and/ fan/ her] training and practice. "I've got to [when/ roll/ neat]." She positions her paddle in the [shout/ match/ water] and flips herself upright. Feeling confident [after/ watch/ least] her successful roll, she moves her [lastly/ paddle/ needle] precisely through the water and runs [and/ are/ the] rest of the rapid.

NO MORE T.V.

Toby and his little brother, Brad, were quietly watching T.V. that Tuesday night their lives changed so much. Their mom, Mrs. Green, had gone [as/ to/ if] a P.T.A. meeting at their school. [Rug/ Buy/ The] school rarely had nighttime P.T.A. meetings, [he/ so/ I] Mrs. Green had made a special [great/ their/ effort] to attend this one since she couldn't [attend/ dreamy/ shrill] the afternoon meetings because of her [mad/ job/ the]. Toby and Brad weren't what you [puffy/ would/ dough] call hooked on T.V., but it [tar/ card/ was] definitely part of their routine. They [watched/ notion/ kettle] cartoons in the morning as they [land/ what/ ate] their breakfast and cartoons again in [the/ milk/ nut] afternoon after school and then comedy [like/ shows/ relax] and police shows after supper.

Mrs. Green [save/ came/ too] home a little after eight o'clock. "[Boy/ Out/ How] was the P.T.A.?" asked Toby, as [at/ he/ up] looked up from a show about policemen [in/ her/ you] California. "Very interesting," replied his mother, "[as/ I/ in] learned some important information tonight. There [his/ was/ egg] a speaker from ReadAmerica at the [meeting/ reason/ whiten] and he told how important it [pal/ mob/ was] for children to read." "Oh right, [at/ I/ up] agree," said Toby, thinking he should [humor/ faded/ tight] his mother along. "Good," said Mrs. Green, "[At/ Do/ I] was hoping you would see this [do/ up/ my] way. This speaker told us the [were/ main/

whom] reason children don't read is because [free/ they/ good] watch too much television." Toby spoke [up/ me/ get], "You know, Mom, you are probably [plane/ stood/ right]. Some kids watch way too much." Mrs. Green [organ/ merry/ looked] carefully at Toby and Brad and [ever/ then/ time] said, "Yes, some kids do watch [eat/ too/ the] much and I'm looking at two [sound/ mailed/ right] now. From now on, there will [I/ up/ be] no more T.V. in this house." Toby [and/ red/ yes] Brad could only stare at their [wanted/ before/ mother]; surely she was only joking. But [pay/ the/ him] longer they stared, the more they [game/ knew/ that] this wasn't a joke. "From now [on/ it/ we]," Mrs. Green said, "there will be [no/ if/ but] more T.V. I will monitor you [wig/ in/ let] the morning and evening, but in [had/ the/ ate] afternoon until I come home from [with/ were/ work], your conscience will be your guide."

[I/ We/ At] first Toby and Brad didn't know [year/ what/ tree] to do with all their time. [Then/ Make/ Food] they discovered all the games they [had/ how/ to] gotten at Christmas and got pretty [come/ good/ wash] at playing them and at playing [various/ asking/ already] games outside. But finally, out of desperation, [hard/ they/ board] reluctantly began to spend time reading. [Rely/ Unfit/ Then] before they knew it, they were spending [said/ then/ more] and more time reading. When they [told/ porch/ loan] their mother this, she just smiled [and/ boy/ hum] shook her head knowingly.