

Project PROACT

MAZE Reading Passages

Grade 4



Vanderbilt University

Lynn Fuchs

Special Education

Dear Educator,

Thank you for your interest in CBM Maze Fluency Passages (Maze Reading Passages) for 4th 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 4th 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.

KELLEY'S LEMONADE STAND

Kelley had no idea what she was going to do with the rest of her summer. It was mid-July and school did [get/ not/ is] start for six more weeks. Kelley counted [jolt/ all/ me] of her summer activities on her fingers. "[Tip/ Jet/ Let's] see," she said. "I rode a [gather found horse] this summer. I went to the [round/ beach/ them] this summer, too, but now I'm [bored/ keep/ dive]."

As Kelley sat on the front [your/ given/ porch], she watched some adults running past her, exercising. "[Boy/ Your/ That], those people look hot," she thought. Suddenly, Kelley [had/ fat/ net] a thought. Why not set up [is/ no/ a] lemonade stand so people could get [in/ or/ a] cool drink as they ran? The [jump/ more/ size] Kelley thought about the idea, the [kept/ more/ dig] she liked it. "What I'll do [it/ on/ is] give them a free sample the [first/ jack/ brim] day," she thought. "After the first [but/ day/ hot], I'll charge them 20 cents a [place/ hear/ glass]," Kelley said to herself.

The next morning, Kelley [went/ cold/ help] to the kitchen and made a [lot/ big/ wart] pitcher of lemonade. Then, she put [at/ the/ for] pitcher in the fridge so the lemonade [other/ from/ would] get cold. During the morning, she [then/ built/ most] a lemonade stand out of wood. [Then/ Jump/ That] afternoon, as the sun grew hot, [up/ jet/ she] carried the stand out to the [kite/ front/ also] lawn. Carefully, she carried the lemonade [jilt/ out/ hot] to set on the stand. As [soon/ live/ knot] as a jogger came by, Kelley [yelled/ follow/

wooden], "Free lemonade!" Everyone that came by stopped [or/ on/ to] get some of Kelley's lemonade. Kelley [under/ poll/ told] them that today she would give [pull/ them/ have] a free sample of lemonade. However, [from/ rats/ quit] now on, she would charge them 20 [have/ cents/ that] a glass. The people said that [her/ look/ will] lemonade was good. They said they [other/ would/ take] be glad to pay any price. [Every/ Beside/ Prevent] day, Kelley set up her lemonade [would/ mind/ stand] in the hot sun and sold [jolt/ lots/ weak] of lemonade.

After two weeks, Kelley had [very/ when/ made] five dollars. She felt very rich. [She/ Hat/ Run] took her money down to [lot/ the/ but] store and bought lots of candy [set/ had/ and] comic books. Kelley decided that earning [before/ money/ other] to buy things was fun. She [most/ also/ cold] thought helping people out by giving [been/ them/ yawn] a cold drink on a hot [day/ top/ for] was fun.

ROBIN'S BIRTHDAY PRESENT

Robin's birthday was in the month of November. "November is an ugly month," Robin thought, "because [in/ on/ the] skies are grey, and it is [fat/ too/ long] cold to go outside and play." Robin [didn't/ found/ silly] have any brothers or sisters, so he [fixed/ taken/ missed] having someone at home to play [find/ hand/ with]. Robin sat in a chair by [at/ the/ if] window watching the rain come down. Robin thought "[At/ Oh/ Is], how I would love to have someone [to/ my/ of] play with or something to do [is/ of/ on] this cold, grey November day."

As Robin [bar/ fit/ was] wishing for someone to play with, [in/ he/ or] saw something move out in the [dog/ rain/ fat]. He pressed his nose against the [slim/ fight/ cold] glass to get a better look. [Sat/ Slip/ Far] out in the rain, next to [the/ of/ so] big oak tree, was a shaggy [fat/ dish/ dog]. The dog was walking toward the [stripe/ house/ look] with his head hung low. The [bird/ dog's/ wind] fur was as black as night [and/ way/ bet] dripping with water.

Robin ran to [the/ in/ of] door and opened it up to [row/ take/ talk] a better look. The dog came [to/ in/ or] a stop in front of Robin [if/ or/ and] looked up at him with big, [for/ sad/ tie] eyes. "Mom, come look at what [is/ to/ by] outside," yelled Robin. Robin's mother put [down/ from/ told] her book and came to the [flood/ door/ gone]. "I found a dog and I [want/ lunch/

money] to keep him. Can I please?" pleaded Robin. "[In/ Oh/ At] no," said Mother, "the last thing [of/ in/ we] need is a dog because they are [done/ lack/ dirty] and smelly." Robin knew he would [have/ next/ look] to think fast because a dog would [make/ same/ went] a perfect friend at home. How [found/ could/ wants] he make his mother change her [tape/ mind/ wrap]? Robin's mind raced to all of [the/ is/ not] fun things he and the dog [found/ races/ could] do together.

Suddenly, Robin had a thought. "Mom, [went/ find/ what] if the dog is my birthday present?" Robin [like/ asked/ seen]. "What if the dog is my [only/ from/ team] birthday present? Can I keep him [take/ lazy/ then]?" Robin's mother thought about what Robin [fir/ had/ long] asked. At last she smiled and said, "[Limp/ Tire/ Well], if you promise to feed him and [race/ rock/ take] care of him, then you may [keep/ tall/ fat] him." "Hurrah," yelled Robin, "thank you [luck/ very/ most] much!" Robin clapped his hands and [for/ on/ ran] out into the rain to hug [take/ his/ not] new dog. This was the best birthday present [in/ at/ he] had ever had!

THE CLUB

George never wore the right clothes. At least according to his sister [him/ who/ all] always wore the right clothes. Sally [kindgom/ cottages/ thought] George was a fashion disaster. He [cattle/ speech/ looked] like he had stepped straight out [of/ as/ me] a PeeWee Herman movie. Sally refused [we/ to/ is] be seen with George.

George didn't [noon/ path/ care]. He wore what felt comfortable to [him/ jet/ was]. Why should I dress like everyone [bean/ tube/ else], George would always ask himself. Clothes [rail/ beam/ don't] make the person. Your personality and [the/ bag/ sky] way you treat others is more important. George [you/ red/ did] need some help. He was very [shy/ use/ rag]. He liked people but didn't have [wore/ many/ pond] friends. His best friend was Anthony. Anthony [heaven/ didn't/ would] care about the way he looked [either/ lasers/ design]. Sally absolutely refused to be in [dye/ out/ the] same house when George and Anthony [vent/ cave/ were] together.

George and Anthony had a [never/ secret/ under] club. They were the only two [flower/ members/ racing]. The clubhouse was an abandoned van [in/ a/ of] George's neighborhood.

The club's purpose was to [moon/ talk/ jams] about terrible movies and television shows. [The/ Was/ Let] club was also to keep a [glass/ music/ record] of all the worst movies they [way/ rag/ had] seen. So far, the record

had [about/ secret/ dress] seven movies in it and two t.v. [first/ shows/ stay].

The t.v. shows were allowed because [fail/ cone/ they] were awful.

Anthony and George were [island/ having/ saddle] a slight problem. They were running [say/ wig/ out] of entries into their club record. [They/ Wipe/ Tool] needed to bring in new members.

[They/ Hard/ Toss] definitely didn't want girls in their [nine/ drew/ club]. New members had to hate dressing [fact/ like/ gift] everyone else. They had to like [island/ moment/ seeing] bad movies and t.v. shows. They [hundred/ started/ disband] interviewing people at school. People who [tug/ met/ all] their club criteria would be invited [to/ on/ my] join thier club. They asked almost [every/ hatch/ motor] boy in their class. No one [let/ bad/ was] interested in the club.

"What are [on/ we/ if] going to do?" Anthony asked George.

"[A/ So/ I] guess we disband the club or [in/ we/ of] decide to let in girls," George [lock/ clap/ said].

George and Anthony decided to let [in/ he/ do] girls. The club was too important [to/ my/ is] disband.

At the next club meeting [she/ two/ run] new members attended. Sue and Tish [were/ from/ rake] lovers of bad movies also. Both [had/ gas/ net] strange clothing straight from the Salvation Army [every/ store/ there]. Sue and Tish had potential.

The [straw/ skies/ first] club meeting with the new members [one/ was/

ran] held at George's house. It was [battery/ courage/ raining] outside and the van leaked. As [pat/ the/ him] club began, in walked George's sister Sally. [When/ Only/ Four] she saw the club members she [peddlers/ screamed/ buckskin] and ran out into the rain [with/ that/ sort] no coat. George turned to the [other/ south/ knees] club members and said "Too much [although/ distance/ designer] clothes." With that the club started [poppies/ talking/ surface] about the latest bad movie.