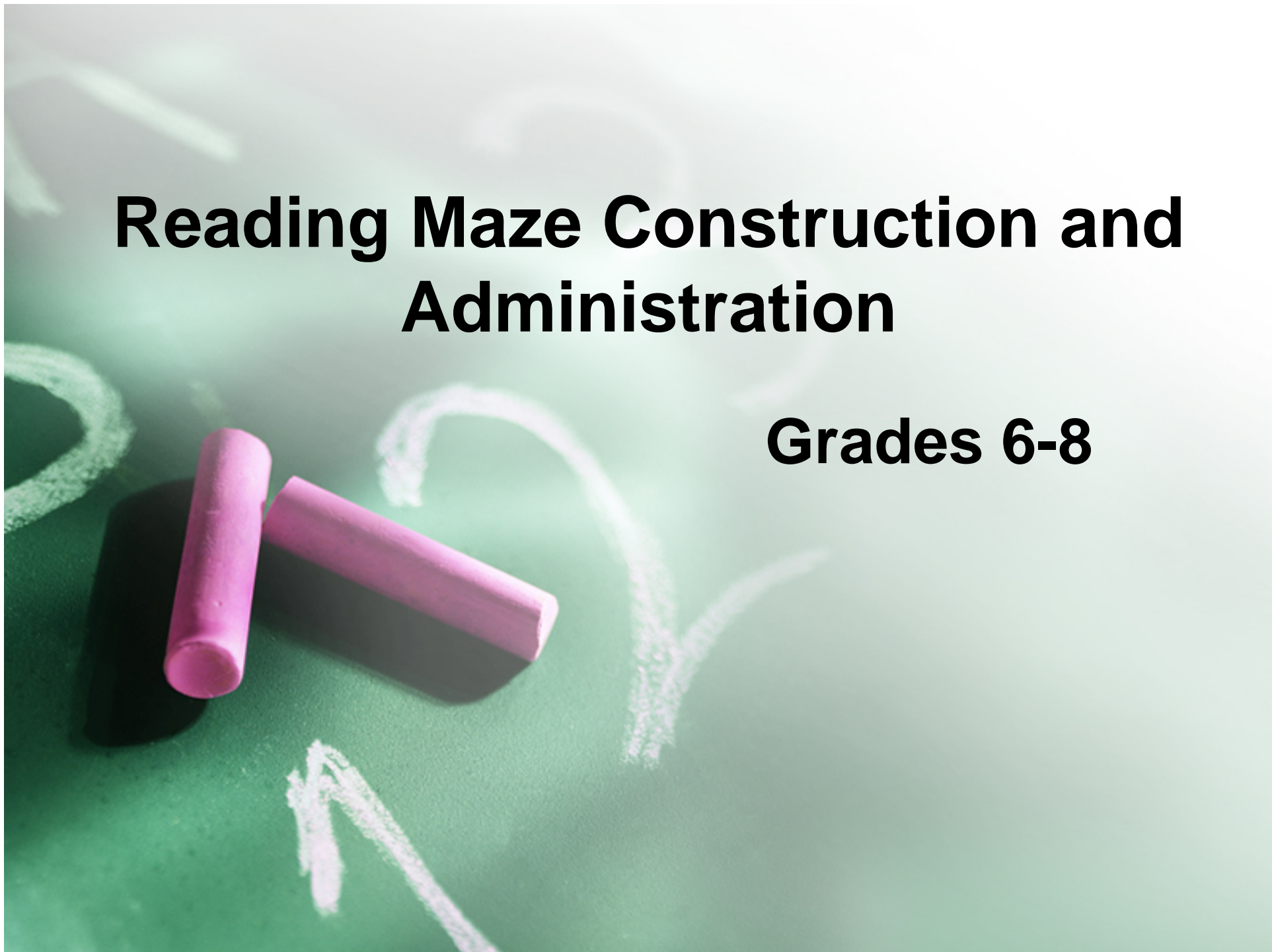


Reading Maze Construction and Administration

Grades 6-8





Purpose

The purpose for conducting mazes as a reading progress monitoring measure are:

1. To provide a group-administered measure of reading fluency and comprehension
2. To predict FCAT performance based on a group-administered measure
3. To provide supplementary information to a measure of oral reading fluency



Maze Construction

(Fuchs & Fuchs, 1992)

- The passage begins with a complete sentence.
- For remaining sentences, every 7th word is replaced with a word choice.
- The word choice is composed of 3 words: one correct and 2 “distracters”.
 - Distracters must be within one letter in length of the correct choice. For example, if the correct word choice is “and”, then the distracters need to be 2, 3, or 4 letters in length
 - Distracters should be chosen so that the correct answer is obvious (i.e., distracters should begin with different letters and may even be different parts of speech)

Maze Construction (continued)

- Put correct choices and distracters in bold, separated by a forward slash, and underlined
- Keep the maze selections intact rather than splitting at the end of lines
- Create passages that are long enough so students will not finish in 3 minutes
- If the seventh word is a proper noun, move one word forward or back
- Vary the placement of the correct maze choice
- If the 7th word is the first word in the sentence, capitalize correct choice and distracters





Maze Example

Disabled Athletes are Getting more Chances to Play

Many athletes have physical disabilities. In other words, they can't use their / lives / talks bodies in the same way most sales / center / people can. This doesn't mean they can't education / participate / invitation in athletics, though. More than ever, believe / disabled / journals athletes are finding ways to compete in / us / and sports. If it can be done, on / to / it can probably be done on wheels.

Sample

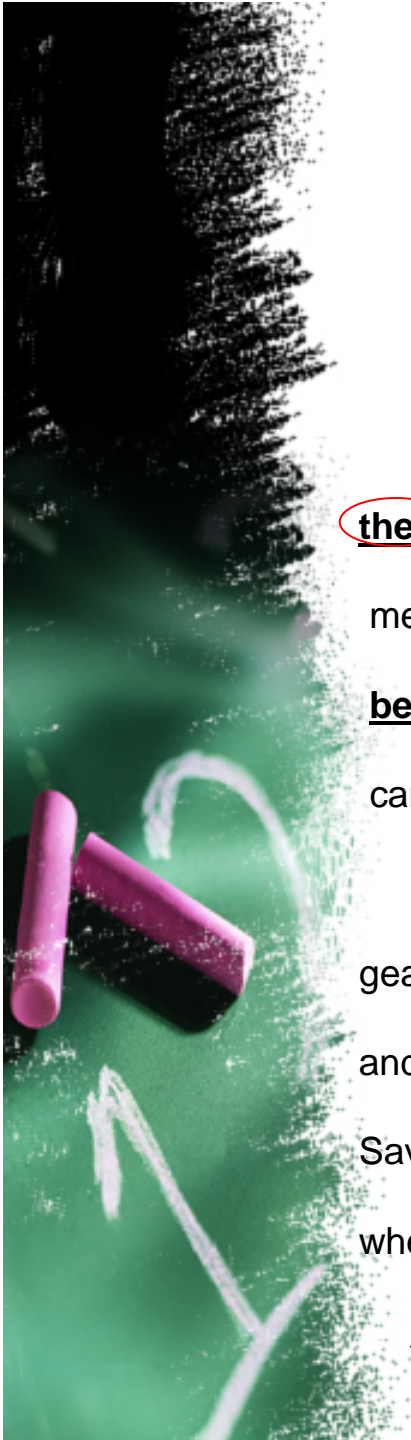
Disabled Athletes are Getting more Chances to Play*

Many athletes have physical disabilities. In other words, they can't use

their / lives / talks bodies in the same way most sales / center / people can. This doesn't mean they can't education / participate / invitation in athletics, though. More than ever, believe / disabled / journals athletes are finding ways to compete in / us / and sports. If it can be done, on / to / it can probably be done on wheels.

Bracelet / Whether / Account on a wheelchair, a sled, or rang / using / drop special gear, disabled athletes can choose from / talk / later a lot of sports. "I get is / I / to compete and play. This is just another / usually / renews way to do it," said DebSunderman it / a / of Savage. She has a hip problem, which / time / real forced her to learn how to as / on / be a wheelchair basketball player.

*Copyright Minneapolis Star Tribune



Maze Material

- FCAT Explorer - 6th, 7th, and 8th grade passages
- Passages were evaluated for readability and Lexile
- Selections based on rank-ordering of readabilities and Lexile



Print Student Labels

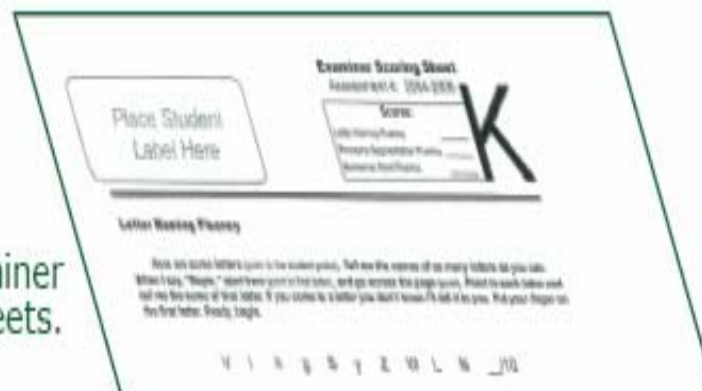
After you print the class lists for test administrators, you should also print labels with student information to be placed on individual student scoring sheets.

From your Home Page, click on the name of a class to get its class list. Click **Print Labels**.

Once all student scores in a class have been submitted, the Print Label button will no longer appear. (See **Save Scores**, Page 5.2)

The screenshot shows the 'Data Entry: Scores' page in the Progress Monitoring & Reporting Network. The page title is 'Data Entry: Scores' and it asks for the 'Name of Your Elementary School'. Below this, there are buttons for 'Project Monitoring', 'Ready Class', 'Save', 'Help', 'Print List', 'Print Labels', and 'Submit'. The 'Print Labels' button is circled in red. Below the buttons is a table with columns for 'Student ID', 'Student Name', 'DPF', 'SWP', and 'DPH'. The table contains three rows of student information, each with an 'Add Student' link. At the bottom of the page, there is a copyright notice: '© 2008-2013 THE FLORIDA DEPARTMENT OF EDUCATION'.

Printed labels go on Examiner Scoring Sheets.



Maze Administration

- Administer the maze task for 3 minutes for each of two passages
- Students complete the task independently, reading along and circling correct maze choices
- Group or individually administered
- Administered during the four assessment windows of the FORF





Maze Administration

Materials

1. Maze packet for each student with cover sheet
2. Stopwatch (may use the same stopwatches used in administering the FORF passages)
3. Administration procedures

Directions

Say to the students:

“Please make sure that your name is printed on the label at the top of your packet. Write your first and last name in the space provided at the top of the first page.”



Maze Administration Directions

Say to the students:

“Today we want you to read 2 short stories. The stories you are going to read have some places where you need to choose the correct word. You will read the story, and whenever you come to three words that are underlined and in dark print, you will circle the word that belongs in the sentence.”



Maze Administration Directions

Say to the students:

“Before you begin, we will do some examples. Look at the first page in your booklet. The first sentence says:

The snow was falling and the air was crisp. He put on his trees / boots / houses and walked to school.

Circle the word that belongs in the sentence.”



Maze Administration Directions

After 10 seconds, say:

“The word boots belongs in the sentence, He put on his boots. Circle the word boots.”

Monitor the students for compliance.



Maze Administration Directions

Say to the students:

**“Now let’s try sentence number two.
The sentence says:**

***He was late, so he map / see / ran
to catch the bus.***

**Circle the word that belongs in the
sentence.”**



Maze Administration Directions

After 10 seconds, say:

“The word ran belongs in the sentence, he ran to catch the bus. Circle the word ran.”

Monitor the students for compliance.

Point to the word if necessary.



Maze Administration Directions

Say to the students:

“Please put your pencils down and listen to my directions.” (*Pause and monitor students for compliance.*)

“Now you are going to do the same thing by yourself. You will read a story. Whenever you come to three words that are underlined and in dark print, circle the word that belongs in the sentence.”



Maze Administration Directions

Say to the students:

“Circle a word even if you’re not sure of the answer. I cannot tell you any words, so do your best. If you make a mistake, don’t erase, but put an ‘X’ on the answer that you didn’t want, circle the answer that you wanted, and move on.”

Maze Administration Directions

*Demonstrate for students. Put the words
“He put on his trees / boots / houses” on
the board or overhead. Circle trees, X it
out, and then circle boots.*

He put on his ~~trees~~ / boots / houses.



Maze Administration Directions

Say to the students:

“At the end of 1, 2, and 3 minutes, I will ask you to put a slash through the word that you are currently reading.”

Demonstrate by putting a slash through the word ‘put’, that you wrote on the board or overhead.

He ~~put~~ on is trees / boots / houses.





Maze Administration Directions

Say to the students:

“After you put a slash through the word you are on, you should continue reading. Continue working until I tell you to stop, or you reach the end of the story where the stop sign is located. If you finish early, check your answers. You may begin when I tell you to. Are there any questions? Turn to page 2 in your booklet.”



Maze Administration Directions

Monitor students to make sure they are on the first maze passage in their booklet.

Say to the students:

“Remember to do the best you can. Pick up your pencils. Ready? Begin.”



Maze Administration Directions

Start your stopwatch.

After 30 seconds, say:

“Remember, circle a word, even if you are not sure of the answer.”

At 1 minute, say:

“Stop. Put a slash through the word that you are reading. Then continue.”



Maze Administration Directions

At 2 minutes, say:

“Stop. Put a slash through the word that you are reading. Then continue.”

At 3 minutes, say:

“Stop. Put a slash through the word you’re reading and put your pencils down. Turn to the last page of this passage where the stop sign is located.”



Maze Administration Directions

Say to the students:

“Now you will do the same thing on another passage. Remember to circle the word that belongs in the sentence. Circle a word even if you are not sure of the answer. You may begin when I tell you to. Turn to the next page in your booklet.”



Maze Administration Directions

Monitor students to make sure they are on the second maze passage in their booklet.

Say to the students:

“Remember to do the best you can. Pick up your pencils. Ready? Begin.”



Maze Administration Directions

Start your stopwatch.

Administer the second passage,
following the same guidelines.

After the second passage has been
administered, collect all materials
from the students.

Reminders

- Don't forget to give the following prompt after 30 seconds has passed, **“Remember, circle a word, even if you are not sure of the answer.”**
- If students ask you to identify a word, remind them to just do the best they can.
- It is very important for reliability that you keep a close watch on the timing of the test. Have a back-up (clock or watch) available in case your stopwatch doesn't work.





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