

Project PROACT
MAZE Reading Passages
Grade 3



Vanderbilt University

Lynn Fuchs

Special Education

Dear Educator,

Thank you for your interest in CBM Maze Fluency Passages (Maze Reading Passages) for 3rd 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 3rd 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.

THE SPELLING TEST

Terry listened carefully as his teacher talked about the spelling test that would be given the following day. He had been caught cheating on [a/ in/ to] math test the week before. He [jump/ from/ knew] that he would never cheat on [a/ as/ in] test again. When Terry cheated, the teacher had [yellow/ sister/ ripped] his test up. The principal had [down/ given/ said] him a spanking. Now, Terry knew [as/ to/ in] listen to the teacher and study [job/ sat/ for] the test.

Terry's best friend, George, [for/ eat/ had] not spoken to Terry in a [week/ down/ care]. George was mad at Terry for peeking [your/ over/ gone] his shoulder during that math test. Terry [then/ dim/ felt] very badly that he had lost George's [trust/ find/ don't]. Terry thought he had an idea [off/ how/ in] to regain George's trust. Terry [since/ went/ were] up to George after school. "George, [would/ then/ vent] you like to study together for [did/ saw/ the] test tomorrow?" Terry asked. "You must [be/ in/ as] crazy!" said George. "I do not [want/ gone/ clean] to study with a cheater like [did/ you/ nice]." "I'm good at spelling," said Terry. "I [think/ home/ clean] I can help you make an 'A' [it/ all/ on] the test. Besides, I owe you [as/ a/ in] favor." George thought about it for [in/ a/ at] minute. He knew he was bad [at/ is/ by] spelling and could use some help. "[Dog/ Quit/ Well], OK," said George, "but only if you [dock/ close/ won't] cheat on math tests anymore." "I promise,"

[drop/ said/ sick] Terry.

That evening, George went over [in/ to/ or] Terry's house. Terry and George studied [do/ ask/ for] their spelling test. Terry thought longingly [vault/ about/ mean] playing outside. He knew that he [didn't/ seen/ door] dare go outside. He knew he [dig/ for/ had] to work hard on studying. Terry [gather/ helped/ butter] George with his spelling words. By [the/ dip/ out] end of the evening, both boys [could/ from/ answer] spell the words without any mistakes.

[Ask/ Rat/ The] next day the teacher gave the [class/ keep/ boast] the spelling test. As the teacher [called/ yellow/ erase] out the words, the boys wrote [eat/ the/ was] words on their paper. The teacher [orange/ graded/ volley] the tests at her desk as [love/ sort/ the] students read in their story books. [It/ An/ Or] hour later, the teacher handed the spelling [tests/ jibe/ clean] back to the students. George and Terry [looked/ waste/ cared] at their papers. Both boys got [it/ an/ me] "A" on their tests! George turned [finish/ wallow/ around] to Terry with a grin on [his/ joy/ did] face. "Thanks a lot for your [keep/ gone/ help]," he said. Terry felt good about [you/ the/ fold] "A" on his test. He also [pail/ find/ felt] good about helping George do well [on/ it/ as] his spelling test.

THE FAMILY REUNION

Jamie sat in the porch swing. It was the 4th of July. Jamie [and/ day/ cat] her family were going to a [yellow/ family/ drastic] reunion. Jamie did not know at [given/ first/ vast] what a family reunion was. Jamie's mom explained [see/ all/ not] about a family reunion. She said [is/ a/ me] family reunion was when all of [saw/ zoo/ the] cousins, aunts, and uncles in the [rather/ theme/ family] got together. Members of the family [rotten/ would/ camp] come from miles around for the [family/ collar/ thanks] reunion. This family reunion would be [one/ so/ in] a park. "There will be lots [of/ do/ in] food to eat and games to [play/ care/ well]," said Jamie's mom.

Jamie's mom came [dig/ saw/ out] onto the porch. "Jamie, we're ready [by/ to/ we] go," she said. Jamie got up [down/ from/ corn] the porch swing with a sigh. [Doe/ War/ She] did not want to go to [the/ dust/ van] family reunion. She did not know [net/ any/ for] of her relatives because they all [that/ weep/ lived] out of town. She felt scared [about/ clean/ knock] meeting all of these new people.

Jamie climbed [had/ into/ dirt] the back seat behind her parents. [Had/ Off/ Flew] they drove to the Big Rock State Park. [Sick/ There/ They] drove through the countryside. They admired [new/ all/ hand] of the pretty flowers and fields [admit/ never/ around] them. At last they reached the Big Rock State Park. Jamie's dad [second/ board/ pulled] up in front of the big [mild/ stone/ star] gates to the park. "Well, here [did/ we/ sit] are," he said as the car [swung/ fight/ circus] down the

dirt road.

Jamie saw [a/ as/ do] big crowd of people standing around several [compare/ called/ wooden] picnic tables. As Jamie's dad parked [cat/ but/ the] car, Jamie stared at the crowd [it/ of/ as] people. She saw very old people [and/ pin/ one] couples with little babies. She saw [south/ people/ fight] who were her parents' age. They [had/ dig/ one] young kids her age running around [gain/ them/ work].

Jamie climbed out of the car. Jamie's mom [began/ farm/ trick] to introduce her to all of [cast/ kick/ her] aunts, uncles, and cousins. Jamie relaxed [do/ as/ on] she met her family. She did [risk/ out/ not] feel scared anymore. The aunts, uncles, [and/ be/ sent] cousins she met were very nice [it/ to/ we] her. Jamie found that she had [for/ see/ lots] of boy and girl cousins close [up/ to/ in] her age. They all got together [had/ and/ the] played kickball. They played hide and [go/ zoo/ eat] seek. They skipped rocks across the [were/ lake/ wife] at the park. When it was [only/ told/ time] for lunch, Jamie and her cousins [the/ his/ ate] lots of fried chicken. They spit watermelon [seeds/ tried/ roar] at each other. They raced to [not/ see/ did] who could eat the most peach [the/ pie/ lot].

At last, it was time for Jamie [and/ war/ vat] her parents to go home. Jamie climbed [dive/ your/ back] into the car. She waved at [dog/ saw/ her] cousins from the window as they [seen/ drove/ from] off. She was tired from playing [and/ had/ did] eating all day. "Mom," Jamie said, "[I/ As/ Do] really had a fun time. I [yellow/ father/ really] like my cousins." With that, Jamie [down/ seen/ fell] asleep in the back seat.

THE BROKEN ARM

D.J.'s favorite sport was basketball. He watched all the games on television. [Put/ His/ Tin] favorite team was the Lakers. He [purple/ tables/ thought] they were the best. D.J. liked [playing/ brighten/ windows] basketball better than any other game. [Is/ He/ My] played with his friends at school [and/ her/ say] in his neighborhood. He liked basketball [it/ on/ so] much that his dad put a [with/ said/ goal] up over the garage door so [is/ of/ he] could play whenever he wanted.

On Friday [after/ would/ there] school, D.J. was playing basketball with [his/ get/ saw] friends, Chris and Rob. He was [father/ drawer/ playing] as hard as he could when [he/ so/ is] tripped over Chris's foot. When D.J. [with/ much/ fell] hard on the driveway, his arm [her/ was/ its] trapped beneath him. When he got [up/ as/ if], he couldn't move his arm at [day/ toe/ all]. He was scared because it hurt so [said/ have/ much]. Rob ran into the house and [dad/ got/ are] D.J.'s mother. When she came out [and/ dig/ fan] saw that D.J. was hurt, she [hurried/ behind/ taller] him into the car and drove [top/ run/ as] fast as she could to the hospital.

[Of/ My/ At] the hospital, the doctor said D.J.'s [arm/ you/ for] was broken and that he would [each/ they/ have] to set it. He explained to D.J.

[blue/ that/ way] this meant he would straighten his [was/ to/ arm] and put a cast on it [to/ a/ me] keep it straight until the bone [and/ was/ dad] healed. The doctor took D.J. into another [work/ lots/ room]. When D.J. came back out to [his/ had/ yes] mother, his right arm was in [is/ go/ a] cast. He couldn't move it at [the/ all/ is]. He could only move his fingers [me/ a/ by] little.

All that week-end, D.J. tried to [was/ get/ out] used to having a cast on [can/ to/ his] arm. He missed playing basketball with [not/ will/ his] friends. His arm itched where the [were/ cast/ told] was. He was very sorry that [he/ a/ is] had broken his arm.

On Monday, [said/ room/ when] D.J. got to school all his [friends/ believe/ sounded] wanted to know how he broke [his/ are/ use] arm. They all signed his cast [her/ had/ and] some drew funny pictures on it. [Ear/ His/ It] teacher, Miss Shoop, also asked how [is/ he/ at] had broken his arm. Then she [earn/ over/ said], "All right class, take out your pencils [and/ did/ box] papers. It's time for the spelling [they/ test/ what]." She looked at D.J. and said, "[An/ Of/ I] guess you will have to miss [the/ can/ let] spelling test. With your arm in [is/ a/ on] cast, you can't write. You may [class/ spend/ will] this time looking at a book." D.J. [brother/ sponge/ decided] that having a broken arm wasn't [said/ the/ rid] worst thing in the world.