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AIMSweb: Administering & Scoring MAZE Reading

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Overview
MAZE Assessment Training Session

This Module is designed to accompany

Reading-Maze Practice Exercises

and

AIMSweb® Web-Based Software
MAZE

- R-MAZE is a multiple-choice cloze task that students complete while reading silently.
- The students are presented with 150-400 word passages.
- The first sentence is left intact.
- After the first sentence, every 7th word is replaced with three word choices inside a parenthesis.
- The three word choices are:
  1. **Near Distracter**: A word of the same “type” (e.g., noun, verb, adverb), that does not make sense or preserve meaning.
  2. **Far Distracter**: A word not of the same type but a word that is selected randomly from the story that does not make sense.
  3. **Exact Match**: The correct word.

Sample Grade 4 MAZE

Jason sat and waited for his grandfather to arrive. He always enjoyed his grandfather’s visits. (Jason, Waited, Said) could see the old car slowly (sat, play, make) its way down the street toward (see, old, his) house. Grandpa’s old car pulled into (an, what, the) driveway.

"Grandpa! Grandpa!" Jason shouted. "You’re (same, here, house)!"

"Hello, Jason. How is my favorite (backyard, waiting, grandson)?"

Grandpa chuckled.

"Well, I’m just dandy," (said, for, could) Jason. "Thank you for asking."

Grandpa (or, and, his) Jason walked into the house. Jason (asked, liked, helped) his grandfather carry his bags. They (wore, spent, dandy) a wonderful day together playing in (old, an, the) backyard. Jason sat by his grandfather (them, that, said) night.
Curriculum Based Measurement
Reading R-MAZE

MAZE is another measure of general reading ability and is designed to provide educators an alternative to R-CBM. It is most reliable and valid for use with students in Grade 3 or higher.

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Area Assessed</th>
<th>Test Arrangements</th>
<th>What is Scored</th>
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<tbody>
<tr>
<td>MAZE</td>
<td>General Reading Ability</td>
<td>Individual, Small Group, or Large Group</td>
<td>Number of Word Circled Correct &amp; Errors</td>
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Suggested Testing Timelines

<table>
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<tr>
<th>(Grade 1) Fall</th>
<th>(Grade 1) Winter</th>
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Curriculum Based Measurement
Reading R-MAZE

Administration is flexible and can include:

- Individual Administration
- Small Group Administration
- Whole Class Administration

Getting Started
Planning and Preparation
Before Testing

Paper/Pencil Administration:
Prepare the AIMSweb® MAZE Test

Student Copies
- Cover sheet
- 2-page (or duplex copy) test

Examiner Copy
- Scoring key

Additional tools needed
- Digital Stopwatch (or Timer) preferred
- List of Students to be Tested
- Printed Directions
Obtain the Necessary Test Materials

During Universal Screening you will use a different probe for fall, winter and spring sessions.

<table>
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<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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<tr>
<td>MAZE Reading</td>
<td>PASSAGE #1</td>
<td>PASSAGE #2</td>
<td>PASSAGE #3</td>
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<tr>
<td>MAZE Reading</td>
<td>Cover Sheet</td>
<td>Cover Sheet</td>
<td>Cover Sheet</td>
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</table>

You do NOT need to give 3 probes and take the median for any of the MAZE measures. They are all one probe each per Universal Screening window.

Setting up the Assessment Environment

- Have a **backup passage** printed in the case an assessment is “spoiled.”

  **Examples:**
  - For **Universal Screening**, use an alternate progress monitor passage.
  - For **progress monitoring**, use an alternate progress monitoring passage.

- Ensure child is **alert and well** for testing
Before Testing

The MAZE measure is a **Standardized Test**. You must:

- Administer MAZE the **same way, each time**.
- Adhere to the **exact standardized directions** at ALL times.
- Remember for 3 minutes, it’s about testing, **not teaching**
  - Do not teach or correct the student
- **Avoid Practice Effects**: Do not allow students to pre-read, use the passages for practice, or use the probes for review after testing, etc.
- Prepare to **proctor the assessment** carefully.
- No rulers, guides, or other **manipulatives** are to be used during Universal Screening.

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**Follow the standardized directions:**

- Attach a **cover sheet** that includes the practice test so that students do not begin the test right away.
- Do a simple **practice test** with younger students.
- Monitor to ensure students are **circling** answers instead of writing them.
- Be prepared to “**Prorate**” for students who may finish early.
- Try to avoid **answering student questions**.
- Adhere to the **end of timing**.
Practice Exercise: MAZE

You will need:

1. Pass MAZE test out to students.
2. Have students write their names on the Cover Sheet so they do not start early.
3. Make sure they do not turn the page until you tell them to.

Maze Cover Sheet

Name: 

Grade: 

Practice Text:

The dog (apple, broke, ran) after the cat. The cat ate (food, green, ran) up the hill. The dog barked (hi, at, to) the cat.
Initial Directions

"When I say 'Begin,' I want you to silently read a story. You will have 3 minutes to read the story and complete the task.

Listen carefully to the directions. Some of the words in the story are replaced with a group of **three words**.

Your job is to circle the 1 word that makes the most sense in the story. Only 1 word is correct."

Practice Sentence 1

"Let's practice one together. Look at your first page. Read the first sentence silently while I read it out loud:

**Practice Test**

The dog (apple, broke, ran) after the cat. The cat ran (fast, green, for) up the hill. The dog barked (in, at, is) the cat.

'The dog (apple, broke, ran) after the cat.'

The three choices are (apple, broke, ran). 'The dog (apple) after the cat.' That sentence does not make sense.

'The dog (broke) after the cat.' That sentence does not make sense.

'The dog (ran) after the cat.' That sentence does make sense, so circle the word ran." (Make sure students circle "ran")
Practice Sentence 2

Practice Test
The dog (apple, broke, ran) after the cat. The cat ran (fast, green, for) up the hill. The dog barked (in, at, is) the cat.

“Let’s go to the next sentence. Read it silently while I read it out loud.

The cat ran (fast, green, for) up the hill. The three choices are fast, green, for.

Which word is the correct word for the sentence?“ (Students answer “fast”)

“Yes, ‘The cat ran fast up the hill.’ is correct, so circle the correct word fast.” (Make sure students circle “fast”)

Practice Sentence 3

Practice Test
The dog (apple, broke, ran) after the cat. The cat ran (fast, green, for) up the hill. The dog barked (in, at, is) the cat.

“Silently read the next sentence and raise your hand when you think you know the answer.” (Make sure students know the correct word. Read the sentence with the correct answer)

“That’s right, ‘The dog barked at the cat.’ is correct.

Now what do you do when you choose the correct word?” (Students answer “Circle it.” Make sure the students understand the task)

“That’s correct, you circle it. I think you’re ready to work on a story on your own.”
Final Directions

“When I say ‘begin’ turn to the first story and start reading silently.

When you come to a group of three words, circle the 1 word that makes the most sense.

Work as quickly as you can without making mistakes.

If you finish the first page, turn the page (over) and keep working until I say ‘Stop’ or you are all done. Do you have any questions?”

(Answer student questions)

“Begin.”

At the end of 3 minutes say: “Stop. Put your pencils down. Please close your booklet.” Collect the booklets and score.

During Testing

- Avoid interruptions: If the test is disrupted, stop the test and re-administer a new probe (select from Progress Monitor set)

- Proctor carefully: Watch for students who stop or who write the words rather than circle the answers.

If the student is distracted or needs redirection, a short, simple prompt will work well, such as:

“Keep doing the best work you can.”

or

“Remember to circle the correct word.”
During Testing: Prorating

If a student finishes all the items before 3 minutes, the score may be prorated. Note the time the student completed the test (e.g., 2 mins)

1. finished in 2 minutes and correctly answered 40 items.
2. Convert the time taken in seconds.
   (2 minutes = 120 seconds)
3. Divide the number of seconds by the number correct.
   (120/40 = 3)
4. Calculate the number of seconds in the full 3 minutes.
   (3 minutes = 180 seconds)
5. Divide the number of full seconds by the calculated value from step 3.
   (180/3 = 60)

After Testing

1. Count the total number of items up to the last circled word.
2. Compare the student answers to the correct answers on the scoring template. Mark a slash [/] through incorrect responses.
3. Subtract the number of incorrect answers from the total number of items attempted.
4. Record the total number of correct answers and errors on the cover sheet.

Example:
35 / 5
35 (correct) / 5 (errors)
What is a Correct Response?

- Student circles the word that matches the correct word on the scoring template.

What is an Incorrect Response?

- A circled incorrect word.
- Any word selections other than those the student was unable to complete before the 3 minutes expired. (Find the last word circled and score everything above it.)
- Any word circled incorrectly, or skipped, up to the last word circled, is incorrect.
Example of Calculating Scores

Marcus finished MAZE after 3 minutes. He circled 20 words total without skipping any.

- Marcus also made 5 errors
- Therefore, his recorded score is 15 (20 – 5 = 15) and 5 errors
- Reported as 15 / 5

Making Scoring Efficient

- Use overlays with a photocopied answer key
- Use an “exacto” knife to cut out the correct answer from the answer key
- Use “voice notes” or other audio recorder to quickly record and playback answers
- Group scoring: 1 person reads list of answers aloud, group of others score protocols
- Fold a sheet of paper in half, vertically. Write the answer(s) per row onto the folded sheet. Wrap the folded sheet over the vertical edge of the student copy and score the test.
Sample Normative Comparison

Emma 14 / 1  Abby 7 / 3

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MAZE Practice Exercises

1. Your Trainer will read aloud the administration and scoring directions for MAZE.

2. Next, “pretend” this test was administered to you and/or students in the room. (Thus, 3 minutes of elapsed time would have passed.)

3. Score the practice exercise provided to you in your packet, according to the proper administration and scoring rules.

4. Discuss your results with your Trainer when the group has completed the task.

Authors & Contributors

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References:
The End