

MAZE

Frequently Asked Questions

1. What is MAZE?

MAZE is a group-administered measure used as a benchmark assessment for upper grade students in reading. The passage begins with a complete sentence. For every remaining sentence, the 7th word is replaced with a word choice. The word choice is composed of 3 words: one correct choice and 2 distracters. Distracters must be within one letter in length of the correct choice and do not place high demands on comprehension. However, students must be monitoring the general meaning of the passage to select the correct response.

2. What is the purpose of using the MAZE?

MAZE provides another optional benchmark tool for use in middle and high school. As mentioned in #1, students must be monitoring the general meaning of the passage to select the correct response, so this tool does measure comprehension and vocabulary. MAZE may be used in conjunction with the CBM Fluency Measure or by themselves.

3. What materials are needed to conduct the mazes measure?

For each assessment period, the directions for administration, the 2 MAZE passages and the scoring keys will be provided.

4. What are the administration procedures for mazes?

MAZE is group or individually administered 3 times a year following the same assessment as the elementary DIBELS measure. (See the Benchmark Assessment calendar for your school.) The specific student instructions are located on the cover page of each student booklet. Administer the MAZE task for 3 minutes for each of two passages. Students complete the task independently, reading along and circling correct MAZE choices. **At the end of the three minutes, students must stop. There is a stop sign at the end of each passage. After passage 1 is completed, be sure that all students have located passage 2 in their booklet and are not still on passage 1. This is a common error.**

5. How do I interpret the MAZE scores and how were they derived?

The colored risk levels chart included with your data was developed from a study that the Florida Center for Reading Research conducted last spring on a large sample of students in Florida. The number that is included under *MAZE raw score* is simply the average number of correct responses for the two passages. The risk levels are general indicators of the chances that a student will be considered to be making adequate progress toward grade level expectations. They also indicate the amount of instruction a student should receive. A student scoring in the *high-risk* range needs intensive intervention that includes explicit and systematic instruction. A student scoring in the *moderate risk* range needs a strategic intervention or supplemental instruction in the form of more practice and more teacher support, the student scoring in the *low risk* range should be able to succeed in regular classroom curriculum without any special instructional considerations. Please remember that one assessment should not be used to make critical decisions about students' instructional plans. The instructor should look at more than one data source when determining curriculum and instruction for any one student.

6. What are the procedures for being trained to administer the MAZE measure?

Check with your principal to see if there is someone in you district who might be available to assist you with the maze administration.

7. How do I get the MAZE measure?

The MAZE passages and scoring keys for each of the three assessment windows will be provided the week prior to the assessment windows.

8. Where do I report my students' scores?

At this time, maze scores may be entered into MIM.