



AIMSweb® Training Workbook:

Administration and Scoring of Reading Maze for Use in General Outcome Measurement

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Dear AIMSweb Subscriber:

Welcome to the *AIMSweb* formative assessment and basic skills improvement system. *AIMSweb* provides teachers, school administrators, and parents a compliment to the summative (high stakes) assessment/evaluation model prevalent in education today. Rather than just providing schools with information about student learning at the end of the school year, *AIMSweb* organizes and reports the results of simple, accurate, low cost, and more frequent testing using validated General Outcome Measures like Curriculum-Based Measurement during the school year. The *AIMSweb* formative assessment model informs the instructional process as it occurs by identifying at risk students as early as possible and importantly, those students who are learning and those who are not progressing satisfactorily. The distinction between “did they learn last year” and “are they learning this year” represents a paradigm shift, one that is critical for quality improvement!

The *AIMSweb* system consists of four components:

1. Two web-based data management and information reporting programs to report and graph the results of Curriculum-Based Measurement (CBM) in early literacy, reading, and spelling.
 - *AIMSweb Benchmark* manages, evaluates, reports, and charts the results of three times per year school Benchmark assessments for all students Grades K-8.
 - *AIMSweb Progress Monitor* allows teachers to monitor students at risk or those students with more severe educational needs more frequently to evaluate the effects of interventions and document appropriate instructional changes.
2. Standard General Curriculum Assessment Materials:
 - *Standard Benchmark Reading Assessment Passages*: A set of 3 graded and equivalent standard passages for Grades 1-8 for establishing fall, winter and spring reading Benchmarks; (24 total passages). These passages are also available in Spanish.
 - *Standard Progress Monitoring Reading Assessment Passages*: A set of 30 graded and equivalent passages per grade for Grades 2-8, 20 for Grade 1, and 20 for Primer Level for use in more frequent and continuous monitoring (250 passages total).
 - *Early Literacy Indicators*: A set of 3 equivalent Standard Benchmark Early Literacy Indicators to assess Phonemic Awareness and Phonics for Kindergarten and Grade 1 for establishing fall, winter, and spring Benchmarks.
 - *Early Literacy Indicators for Progress Monitoring*: A set of 20 equivalent Standard Early Literacy Indicators for Kindergarten and Grade 1 for use in more frequent and continuous monitoring of early literacy skills (20 tests for each indicator).
 - *Standard Maze Passages*: A set of 3 Standard Reading Assessment Passages for Grades 1-8 have been prepared in a maze (multiple choice close) format for use as another measure of reading comprehension (24 maze passages total).
 - *Standard Benchmark Spelling Lists*: A set of 3 graded and equivalent standard lists for use in Grades 1-8 for establishing fall, winter, and spring spelling Benchmarks (24 total lists).
 - *Standard Progress Monitoring Spelling Lists*: A set of 30 graded and Grade 2-8 spelling words per grade and 20 lists of Grade 1 words (230 total) for use in more frequent and continuous monitoring.

3. Training Workbooks designed to train staff to implement the *AIMSweb* system:

- *Administration and Scoring of Reading Curriculum-Based Measurement (R-CBM) for Use in General Outcome Measurement*
- *Administration and Scoring of Early Literacy Measures for Use in General Outcome Measurement*
- *Administration and Scoring of Spelling Curriculum-Based Measurement (S-CBM) for Use in General Outcome Measurement*
- *Administration and Scoring of Reading Maze for Use in General Outcome Measurement of Reading Comprehension*
- *Organizing and Implementing a Benchmark Assessment Program*
- *AIMSweb Progress Monitor - Strategies for Writing Individualized Goals in General Curriculum and More Frequent Formative Evaluation*

AIMSweb trainers are available to deliver the training on site or the materials can be used without assistance.

4. Online Support:

AIMSweb users become members of a community of users and an online support site (AIMSonline) designed to solve problems, answer questions, and contribute to professional development and successful implementation. A network of Strategic School Partners and Certified *AIMSweb* Trainers located around the country are available for inquiries, expertise, training, onsite visits, etc. *AIMSweb* “informs” the teaching and learning process by providing continuous student performance data and reports improvement to students, parents, teachers, and administrators.

Our promise to you is simple. Use of the *AIMSweb* system will improve instruction, increase achievement, and report improvement to all stakeholders.

Gary Germann
President/CEO

Steve Jennen,
Vice President and Chief Technical Officer

Overview of AIMSweb Training Materials

This is one in a series of Training Workbooks developed to accompany *AIMSweb* (Achievement Improvement Monitoring System). The purpose of the series is to provide instruction, delivery models, and practice opportunities to better use *AIMSweb* to improve achievement outcomes.

Administering and Scoring of Reading Curriculum-Based Measurement (R-CBM) for Use in General Outcome Measurement provides instruction and practice in the skill area of reading. The workbook is accompanied by the AIMSweb Training Video which contains segments of students reading to demonstrate key features of administering and scoring the graded reading tests. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

Administering and Scoring of Spelling Curriculum-Based Measurement (S-CBM) for Use in General Outcome Measurement provides instruction and practice in the skill area of spelling. The workbook is to be used with the AIMSweb Training Video which also contains demonstrations of key features of administering the graded spelling lists. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

Administering and Scoring of Early Literacy Indicators for Use in General Outcome Measurement provides instruction and practice in the skill areas of early reading. The workbook describes five fluency measures designed to assess early literacy acquisition from early Kindergarten to Grade 1, including Beginning Sounds, Letter Names, Letter Sounds, Phonemic Segmentation, and Nonsense Words. The workbook is accompanied by a videotape of students taking these tests to demonstrate key features of administering and scoring each indicator. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate. A Power Point Presentation accompanies the user through the training experience.

Administering and Scoring of Reading Maze for Use in General Outcome Measurement provides instruction and practice in the skill area of reading comprehension. Critical activities to complete before, during, and after testing, including scoring rules, are provided. Practice examples and answer keys are provided for users to observe and score as well as reproducible forms for making testing easier and more accurate.

Organizing and Implementing a Benchmark Assessment Program provides information on how to conduct benchmark testing in general education classrooms. The workbook provides straightforward, simple, and valuable information for planning, communication, and conducting all school benchmark testing. This manual is intended for use with *AIMSweb Benchmark* web-based software.

AIMSweb Progress Monitor - Strategies for Writing Individualized Goals in General Curriculum and More Frequent Formative Evaluation instructs teachers on how to write individualized annual goals for students and monitor progress on a frequent and continuous basis. Intended for use with students in individualized remedial programs - such as special education or Title I - the Training Workbook demonstrates how to write individualized annual goals based on a Survey-Level Assessment (SLA) and provides strategies for collecting student outcome information frequently and continuously. This manual is intended for use with the *AIMSweb Progress Monitor* web-based software.

Big Ideas About General Outcome Measurement (GOM)

Medicine measures height, weight, temperature, and blood pressure; the Federal Reserve Board measures the Consumer Price Index; Wall Street measures the Dow-Jones Industrial Average; companies report earnings per share; and even McDonald's measures how many hamburgers they sell. What do these measures have in common? They all assess general outcomes so decisions are data-based and timely.

Although these measures do not assess *all* health, economic, stock market, business or even fast food sales behavior, they are indicators considered so important to outcomes that *they are routine*. These measures are simple, accurate, and reasonably inexpensive in terms of time and materials. They are collected on an ongoing basis over time. They shape a variety of important decisions.

Education has its own set of indicators of general basic skill success. Derived out of the research base generated by a set of test procedures called Curriculum-Based Measurement (CBM), these General Outcome Measures (GOMs) allow us to make important statements about our students' reading, spelling, written expression, and mathematics computation skills.

CBM was developed more than 20 years ago by Stanley Deno at the University of Minnesota, and implemented into schools by Gary Germann, with the idea of giving educators simple, accurate, and efficient indicators of student achievement. School-based research on CBM with real students and real teachers continues to this day. The references included in this workbook provide extensive information about how CBM was developed and validated, and how CBM can be used to make a variety of general and special education decisions.

Originally, CBM was designed to assess growth and development in students' specific curricula. For example, teachers would create their own individual set of CBM reading passages based on what they were teaching and would use the information to determine students' rates of reading progress and make changes in instruction as needed. This tie to curriculum had high instructional validity but lacked the necessary other technical features of reliable and valid measurement.

It soon became apparent that the positive effects of testing from materials selected from an individual teacher's curriculum were offset by the lack of standard information about students' progress. Some teachers had "no curriculum," the curriculum would change year to year, and the differences between schools, between teachers within schools, and so on, made accurate decisions about students' progress very difficult. Furthermore, teachers were too often burdened by the business of creating their own testing materials. In addition to being more time consuming, the variability in test practices was a concern.

After considerable research, it has been demonstrated that the perfect correspondence between what CBM assessed and students' specific curricula was not necessary. In fact, by using standard test materials, the same judgments about students' level of reading skill and reading progress, could still be made accurately, as well as provide appropriate, standards of growth and development across varied curricula, teachers, schools, and school districts.

What emerged from this school-based research was the following conclusion: Achievement can be improved by testing students (1) using standard, valid assessments, (2) that measured something important, (3) on tasks of about equal difficulty tied to general curriculum (4) over time.

CBM provided the testing procedures to be able to do Numbers 1, 2, and 4. By developing graded and equivalent testing materials of about equal difficulty tied to general curriculum, (Number 3) General Outcome Measurement (GOM) evolved. Thus, the testing procedures known as CBM are used in an testing approach called General Outcome Measurement.

The CBM Reading Maze

Most often, educators use Reading Curriculum-Based Measurement (R-CBM) to assess students' general reading achievement skills. With R-CBM, students read aloud for 1 minute under standard conditions and the number of words read correctly is counted. R-CBM works very well to help identify at risk students and monitor progress for most students. It is especially useful for accountability as a general outcome reading measure. However for some students, educators have felt the need for another measure, especially when comprehension problems are suspected. CBM Maze can be used in this instance as a corroborative or supplemental measure to provide a more complete picture of students' reading skills.

A summary of CBM Reading Maze, how long the test takes, the testing arrangements, and what is scored is shown in the Table below.

Area	Timing	Test Arrangements	What is Scored
CBM Maze Reading	3 minutes	Individual, Small Group, Classroom Group	# of Correct Answers

Things to Remember about General Outcome Measurement

Throughout learning to administer and score Maze, it is important to remember each of the following features. All GOM assessments:

- Are designed to serve as “signs” of general achievement. They don’t measure everything, but measure *important* things.
- Are standardized tests. They are intended to be administered, scored, and interpreted in a standard way.
- Are researched with respect to psychometric properties of reliability and validity. If we use standardized testing procedures, we can be *confident* in accurate measures of general outcomes.
- Are sensitive to improvement in short periods of time. Improvement on General Outcome Measures over time means students are learning to read, spell, or use mathematics.
- Are designed to be as short as possible to not conflict with teaching and to ensure its “do-ability.”
- Are linked to decision making for promoting positive achievement with general education students and for Problem-Solving decision making with at risk students or those in remedial programs like Title I and special education.

Using Standard Reading Maze Passages

Edformation's Standard Reading Maze Passages are derived from narrative fiction passages carefully written and tested with students to ensure that the passages within each grade level are similar in difficulty.

Maze is a multiple-choice cloze task that students complete while reading silently. The first sentence of a 150-400 word passage is left intact. Thereafter, every 7th word is replaced with three words inside parenthesis. Of course, one of the words is the exact one from the original passage. The two others are distracters. These distracters are not haphazard. One of the distracters is near distracter, a word of the same "type" (e.g., noun, verb, adverb), that does not make sense or preserve meaning. The other distracter is a far distracter, a word not of the same type but a word that is selected randomly from the story that does not make sense.

AIMSweb Information Management System	Purpose	Description
<i>AIMSweb Benchmark</i>	<ol style="list-style-type: none"> 1. To screen and identify at risk students in need of reading interventions. 2. To monitor progress and improvement of individual students in the fall, winter, and spring of the school year. 3. To make program evaluation decisions and improve accountability. 	Three Standard Benchmark Reading Maze Passages are used in each grade to develop school reading benchmarks.

AIMSweb software provides a testing and improvement management system via the Internet. By providing improvement reports in a timely and cost/time efficient manner teachers, parents and administrators are provided valuable information to improve instruction, increase achievement and report success.

Reading Maze–Test Administration and Scoring

This workbook section covers administration and scoring of Maze and what examiners need to do (1) before testing students, (2) while testing students, and (3) after testing students. Practice tests for scoring are included.

Look at the Maze scores of two third-graders, a typically performing student, and a low performing student. What do you observe?

Emma, A Typical 3rd Grader

Once upon a time there was a merchant whose wife died, leaving him with three daughters.

The two older daughters were good-looking (~~but~~, stand, then) very disagreeable. They cared only for (~~until~~, themselves, himself) and for their appearance; they spent (~~palace~~, wicked, most) of the time admiring their reflections (~~in~~, of, turned) a looking glass.

The third and youngest (~~once~~, daughter, gate) was quite different from the other (~~him~~, two, beast). She was beautiful—so beautiful that (~~I~~, loved, she) was known as Beauty. She was (~~also~~, ago, dream) good and kind. Everyone loved Beauty, (~~changed~~, by, except) for her sisters, who were jealous (~~handsome~~, of, from) her. They hated her.

One (~~foot~~, he, day) the merchant heard that a ship was (~~expected~~, and, shivered) in a far away port with a (~~valuable~~, high, whisper) cargo for him. He prepared at (~~she~~, still, once) to set off on the long (~~unto~~, journey, fountain) to the port, for he hoped (~~struck~~, for, to) make a great deal of money (~~by~~, of, voice) selling the cargo there.

Abby, A Low-Performing 3rd Grader

Once upon a time there was a merchant whose wife died, leaving him with three daughters.

The two older daughters were good-looking (~~but~~, stand, then) very disagreeable. They cared only for (~~until~~, themselves, himself) and for their appearance; they spent (~~palace~~, wicked, most) of the time admiring their reflections (~~in~~, of, turned) a looking glass.

The third and youngest (~~once~~, daughter, gate) was quite different from the other (~~him~~, two, beast). She was beautiful—so beautiful that (~~I~~, loved, she) was known as Beauty. She was (~~also~~, ago, dream) good and kind. Everyone loved Beauty, (~~changed~~, by, except) for her sisters, who were jealous (~~handsome~~, of, from) her. They hated her.

1. What differences did you observe in Emma's and Abby's Maze performance?
2. What other conclusions can you draw?

Things You Need Before Testing

Before testing students, students must have a Maze passage and a pencil in an appropriately set up testing environment.

1. What the Student Reads and Answers: The Maze Passage

Students complete Maze Reading Passages such as the one below. This example has been shortened to save space.

CBM-Maze Passage

Once upon a time there was a merchant whose wife died, leaving him with three daughters.

The two older daughters were good-looking (**but, stand, then**) very disagreeable. They cared only for (**until, themselves, himself**) and for their appearance; they spent (**palace, wicked, most**) of the time admiring their reflections (**in, of, turned**) a looking glass.

The third and youngest (**once, daughter, gate**) was quite different from the other (**him, two, beast**). She was beautiful—so beautiful that (**I, loved, she**) was known as Beauty. She was (**also, ago, dream**) good and kind. Everyone loved Beauty, (**changed, by, except**) for her sisters, who were jealous (**handsome, of, from**) her. They hated her.

2. *The Practice Test*

Although Maze test taking seems straightforward, many students don't understand what they are expected to do. With younger students, this is often the case. Students also may not understand that they are to circle the correct answer and they write the word instead. We recommend a very simple practice test on a cover sheet below the students' names so they can understand what is expected.

Maze Cover Sheet

Student Name: _____

Grade: _____

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.

3. What the Tester Scores: The Examiner Answer Key

Testers use a master key with the correct word bolded and in parenthesis.

CBM-Maze Passage

Once upon a time there was a merchant whose wife died, leaving him with three daughters.

The two older daughters were good-looking **(but)** very disagreeable. They cared only for **(themselves)** and for their appearance; they spent **(most)** of the time admiring their reflections **(in)** a looking glass.

The third and youngest **(daughter)** was quite different from the other **(two)**. She was beautiful—so beautiful that **(she)** was known as Beauty. She was **(also)** good and kind. Everyone loved Beauty, **(except)** for her sisters, who were jealous **(of)** her. They hated her.

4. Getting the Maze Passages You Need

Graded, standard Maze passages are available as part of the *AIMSweb System*.

5. Other Things You Need

A stop watch or other accurate, non intrusive timer. Using the clock on the wall is inaccurate & inefficient.

6. Setting Up Testing Environment

Maze can be given in classroom-size groups, small groups, or 1 to 1. Whether doing large, small group, or even individual testing, be sure that you have access to all students, and watch for students who stop or who write the words rather than circle the answers. A short, simple prompt like “Keep doing the best work you can” or “Remember to circle the correct word” will work well.

Doing the Maze Testing

Because Maze is a standardized test, we must give the test the same way. On the next page are standardized directions that can be copied and should be read to the students. Once students are familiar with the test directions, the shortened “familiar” directions may be used.

A number of things are worth noting.

- Attach a cover sheet that includes the practice test so that students don't begin the test right away.
- Do a simple practice test with younger students.
- Monitor that students are circling answers instead of writing them.
- Be Prepared to "Prorate" for students who may finish early.
- Interruptions—If something disrupts testing (bells, dropped passages, mistiming), discard the Maze passage and administer another.

Maze Standard Administrative Directions- Including Cover Sheet and Easy Practice Test

1. Pass Maze task out to students. Have students write their names on the Cover Sheet so they do not start early. Make sure they do not turn the page until you tell them to.
2. Say to the students:
"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."
3. Decide if practice test is needed. Say...
"Let's practice one together. Look at your first page. Read the first sentence silently while I read it out loud: '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 the students circle word ran).
"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)
"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."
4. Start the testing by saying...
"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 a/ the page/first side, turn the page and keep working until I say 'Stop' or you are all done. Do you have any questions?"
(Answer student questions)
5. Then say, *"Begin."* Start your stop watch.
6. Monitor students to make sure they understand that they are to circle only 1 word.
7. If a student finishes before the time limit, collect the student's Maze task and record the time on the student's test booklet.
8. At the end of 3 minutes say: *"Stop. Put your pencils down. Please close your booklet."*
9. Collect the Maze tasks.

Maze Standard Administrative Directions- For Older Students & Students Familiar with Maze Directions

1. After the students have put their name on the cover sheet, start the testing by saying...
"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 a/ the page/first side, turn the page and keep working until I say 'Stop' or you are all done. Do you have any questions?"
(Answer student questions.)
2. Then say, *"Begin."* Start your stop watch.
3. Monitor students to make sure they understand that they are to circle only 1 word.
4. If a student finishes before the time limit, collect the student's Maze task and record the time on the student's test booklet.
5. At the end of 3 minutes say: *"Stop. Put your pencils down. Please close your booklet."*
6. Collect the Maze tasks.

After Maze Testing: Scoring

After students have completed a Maze, we recommend immediate scoring. Our most important task is to determine the Number of Words (Items) Correct. The number of errors are important, but less so. Determining Words Correct is easy. Use your answer key and put a slash (/) through incorrect words.

What is Correct?

An answer is considered correct if the student circles the word that matches the correct word on the scoring template.

What is Incorrect?

An answer is considered an error if the student:

- a. circles an incorrect word.
- b. omits word selections other than those the student was unable to complete before the 3 minutes expired.

Making Scoring Efficient

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 on the cover sheet followed by the total number of errors (e.g., 35/2, 45/0)

Prorating

Some students may finish all the items before the 3 minutes is up. To be able to make the most accurate judgment about their progress, the student's score can be prorated to what they would have scored if there were enough items for 3 minutes of student reading. To prorate:

1. When the student finished must be recorded and the number correct counted. For example, the student may have finished in 2 minutes and correctly answered 40 items.
2. Convert the time taken to 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. $180/3=60$

Maze Practice Exercises

Practice Maze 1: Rick

Rick, a 3rd grader on a Grade 3 Maze

Once upon a time there was a merchant whose wife died, leaving him with three daughters.

The two older daughters were good-looking (~~but~~, stand, then) very disagreeable. They cared only for (~~until~~, ~~them~~/selves, ~~himself~~) and for their appearance; they spent (~~palace~~, wicked, ~~most~~) of the time admiring their reflections (~~in~~, of, turned) a looking glass.

The third and youngest (~~once~~, ~~daughter~~, gate) was quite different from the other (~~him~~, ~~two~~, ~~beast~~). She was beautiful—so beautiful that (~~I~~, loved, ~~she~~) was known as Beauty. She was (~~also~~, ago, dream) good and kind. Everyone loved Beauty, (~~changed~~, by, ~~except~~) for her sisters, who were jealous (~~handsome~~, of, ~~from~~) her. They hated her.

One (~~foot~~, he, ~~day~~) the merchant heard that a ship was (~~expected~~, ~~and~~, shivered) in a far away port with a (~~valuable~~, high, whisper) cargo for him. He prepared at (~~she~~, still, ~~once~~) to set off on the long (~~unto~~, ~~journey~~, fountain) to the port, for he hoped (~~struck~~, for, to) make a great deal of money (~~by~~, of, voice) selling the cargo there.

Answer=11 words correct with 4 errors

Maze Practice Exercises

Practice Maze 1: Dave

Dave, another 3rd grader on the same Grade 3 Maze.

Once upon a time there was a merchant whose wife died, leaving him with three daughters.

The two older daughters were good-looking (**but**, **stand**, **then**) very disagreeable. They cared only for (**until**, **themselves**, **himself**) and for their appearance; they spent (**palace**, **wicked**, **most**) of the time admiring their reflections (**in**, **of**, **turned**) a looking glass.

The third and youngest (**once**, **daughter**, **gate**) was quite different from the other (**him**, **two**, **beast**). She was beautiful—so beautiful that (**I**, **loved**, **she**) was known as Beauty. She was (**also**, **ago**, **dream**) good and kind. Everyone loved Beauty, (**changed**, **by**, **except**) for her sisters, who were jealous (**handsome**, **of**, **from**) her. They hated her.

One (**foot**, **he**, **day**) the merchant heard that a ship was (**expected**, **and**, **shivered**) in a far away port with a (**valuable**, **high**, **whisper**) cargo for him. He prepared at (**she**, **still**, **once**) to set off on the long

Answer=5 words correct with 9 errors

Appendix A—Checking Out Accuracy in Test Administration

If we use the standardized instructions and score correctly, different examiners should obtain about the same results. To ensure that examiners are consistent in administration and scoring, we recommend "check outs," using the accuracy of implementation rating scale (AIRS) like the one below.

Maze Accuracy of Implementation Rating Scale (AIRS)	
Examiner: _____	Date: Observation 1 _____
Observer: _____	Observation 2 _____
	Observation 3 _____
X = completed accurately O = incorrect	

Step	Observation 1	Observation 2	Observation 3
Distributes Maze so students start when appropriate			
Says standardized directions			
Uses necessary practice test			
Says "Begin"			
Starts stopwatch at correct time			
Monitors for "circling"			
Times accurately			
Records time for prorating			
Stays "Stop"			
Stops stopwatch			
Monitors to ensures students stop			
Collects Mazes			