

Learning Inventory Writing Sample

2026



COWICHAN VALLEY
School District



General Information

The writing sample is based on a personal narrative and is designed to be accessible to all learners.

Prompts may be based on a shared classroom experience, your own visuals, or one of the two photo prompt sets provided to schools. A shared experience could include a school or community connection (e.g., a forest walk, a field trip, school murals, or buddy activities).

A rubric has been designed that allows teachers to identify students' growth. Grade expectations are approximate and learners progress at different rates. The rubric is helpful when identifying next steps for formative feedback. These rubrics can be found on Cowichan Learns.

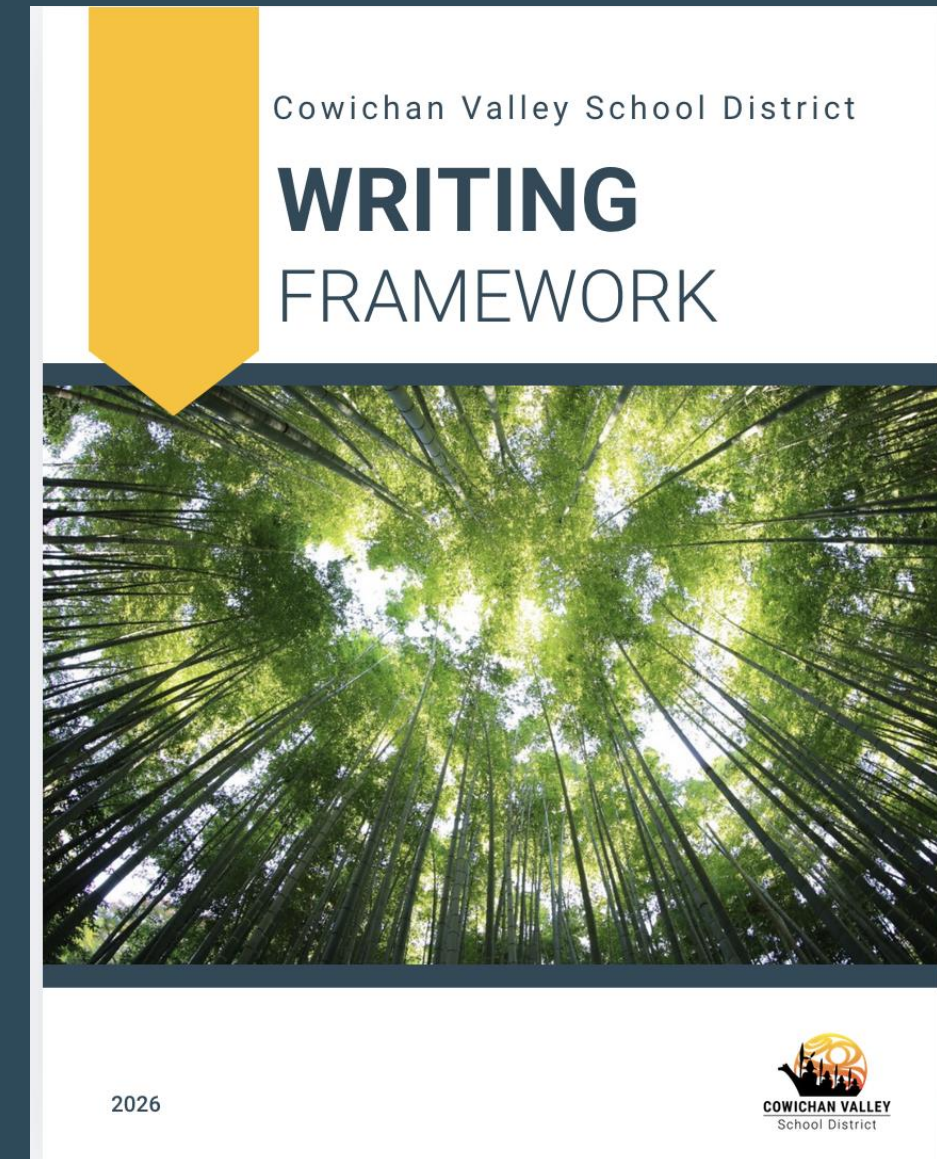


For More Information...

For more detailed information visit [Cowichan Learns](#) and our SD79 Writing Framework.

Information includes:

- Fall vs. Spring purpose for writing
- [Grade Level Personal Narrative Rubrics](#)
- Planning & organization tips
- Classroom Discussion Strategies & links
- Sample visual supports



Teacher Planning:

The following slides provide directions and district picture prompts, but if writing from a shared class experience, provide your own pictures. The writing sample should take less than 45 minutes.

While the initial scoring happens after the 30-minute writing block, the writing prompt can be used for instructional purposes.

In addition, the prompt can be repeated at the end of the year to show growth.



Teacher Planning:

1. If using any electronic device, charge in advance.
2. Students will need writing materials.
3. Students who have IEP accommodations should be noted and utilized.
4. If using a scribe, scribe should only write what students state without adult prompting



Teacher Planning:

Before Introducing the Topic:

- Consider a shared class, school, or community experience (e.g., forest walk, field trip, murals, buddy activities, or district photo prompts).
- Take photos to display in the classroom.
- Introduce precise vocabulary during the experience.
- Plan your guiding questions.
- Use a Sensory Brainstorm.
- Refer to Class Discussion Strategies in the Writing Framework or the District Writing Sample Outline on Cowichan Learns.



Introducing the Process

1. "Before we begin, let's get our materials organized."
2. Put your name and date on the top of your writing page.
3. This isn't a test. It's an opportunity for me to learn about you as writers. It will help me know what we need to work on as a class and how I can help each of you communicate your ideas and thoughts through writing."



Introducing the Topic

“Today you will write about _____ (topic). We are going to do some different activities to get ready to write.”

Use a class discussion strategy for whole class brainstorming. (See the Writing Framework.)

“You will have about 30 minutes to write about _____ (topic). If you finish early, you may re-read your work. You may begin.”

Provide a 5-minute warning before the end so students can wrap up their ideas.

For second language learners, or immersion students, you may provide up to 60 minutes and/or spread the task over multiple days.




Directions

“We’re going to take a few minutes to get our ideas ready before we write. Take about 5 minutes and draw a picture of what you are writing about.”



Directions

“Take a few minutes, turn to your neighbour or partner and talk about your pictures. In a minute or so, I will remind you to switch so you both have a chance to talk about your pictures.”




Directions

“Let’s share some of your ideas. I’ll put a few ideas on the board as we share.”



Directions

“We’re going to have about 30 minutes to write our drafts. If you finish early, reread your work and see what you can do to make it better. I’ll let you know when we have about 5 minutes left.”



Directions

Collect student work and score using Writing Sample Rubric, found on Cowichan Learns.

School teams may choose to do group scoring.







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