

COWICHAN VALLEY SCHOOL DISTRICT

EARLY LEARNING INVENTORY

Grade 2

LITERACY ASSESSMENT

September 2026

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Early Learning Inventory (ELI) Grade 2

The Cowichan Valley Early Learning Inventory (ELI) Reading Assessment has been designed as a common formative assessment and universal screener for our district. This assessment is done with and for our learners. The design honours that our learners often progress at different rates. Our assessment aligns with the Ministry of Education and Child Care mandated screeners.

The information gained from this tool will serve as a universal screener for our district's tiered instruction model. The data will inform individual, small group, and class instruction. It will also help identify patterns of instructional needs in a class, school, or across the district, as we work to ensure students master these critical components.

Each fall, classroom teachers and school teams will work together to identify each student's strengths and needs with literacy skills. The ELI provides mid-year and end-of year opportunities to monitor students' progress and can be used for communication of student learning. Teachers are invited to administer the assessments in small parts.

Each grade level screener is an inventory of skills and does not represent the full, complex set of skills necessary for independent reading. Our district's Literacy Framework provides more in-depth information, instructional resources, and intervention strategies.

Key Information:

- Teachers use paper administration and enter raw scores.
- Sub-tests can be administered prior to timelines if appropriate for learners.
- All students are expected to complete each subtest, unless a student is unable to engage due to a documented barrier. If they are unable to complete, enter "0" for the item. This is not punitive, simply the learner's truth at this time.
- A blank entry will indicate that the student has been absent, and the teacher has not yet administered the assessment. Please administer and enter score as soon as possible.

Early Learning Inventory (ELI)
Grade 2

Fall *(by the end of October)*

- ☐ Nonsense Word Fluency (NWF)
- ☐ Oral Reading Fluency (ORF)

For students identified as at risk, administer the CORE Phonics Screener and the PRESS Phonemic Awareness Inventory to gather additional diagnostic information. (These assessment results are not entered into the dashboard.)

Winter *(by the middle of February)*

- ☐ Oral Reading Fluency (ORF)

For students identified as at risk, administer the CORE Phonics Screener and the PRESS Phonemic Awareness Inventory to gather additional diagnostic information. (These assessment results are not entered into the dashboard.)

Spring *(by the end of May)*

- ☐ Oral Reading Fluency

For students identified as at risk, administer the CORE Phonics Screener and the PRESS Phonemic Awareness Inventory to gather additional diagnostic information. (These assessment results are not entered into the dashboard.)

Learning Inventories Quick Start Guide: Grade Two

Nonsense Word Fluency (NWF): Fall

- See scoring booklet
- Make one copy of Student Nonsense Word Fluency from Acadience
- One minute timer is required
- There are two scores: **Correct Letter Sounds (CLS)**, which measures the number of correctly produced letter sounds, and **Whole Words Read (WWR)**, which measures the number of words read automatically, without sounding them out.
- See pages 75-88 in the Acadience manual for additional information

Oral Reading Fluency (ORF): Fall, Winter, Spring

- See scoring booklet
- Make one copy of student ORF passage from Acadience
- One minute time is required
- Scoring is Words Correct Per Minute (WCPM)
- Retell response is for your own information, and not entered into dashboard
- See pages 89-110 in the Acadience manual for additional information

Enter values in the assessment portal: District Website – Staff – SSDAS

Data Dashboard Procedures – Click Here for manual

COWICHAN VALLEY School District

Grade 2 Early Learning Inventory: Assessment Guide

Nonsense Word Fluency

Nonsense Word Fluency (NWF) is a brief measure of the alphabetic principle and basic phonics skills. It assesses students' knowledge of letter-sound correspondences and their ability to blend sounds into vowel-consonant (VC) and consonant-vowel-consonant (CVC) words. The test items used for NWF are phonetically regular make-believe (nonsense or pseudo) words. Because nonsense words are unfamiliar, students must rely on decoding skills rather than memory. NWF is administered from the beginning of Grade 1 through the beginning of Grade 2. After a model and practice item, students read randomly ordered VC and CVC nonsense words (e.g., dif, ik, nop). They may say individual sounds or read the whole word. The assessor underlines each correct letter sound produced either in isolation or blended together. Whole words read without sounding out are underlined in their entirety. If NWF is challenging for a student, next steps include providing explicit instruction and practice in phonemic awareness, letter-sound correspondences, and blending sounds into words. Instruction should include modelling, guided practice, and repeated opportunities to read and build words. Students may also benefit from targeted small-group intervention, decodable text practice, and frequent progress monitoring to track growth and adjust instruction as needed.

Oral Reading Fluency

Oral Reading Fluency (ORF) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension. There are two parts to ORF: orally reading a passage and retelling the passage. Only the correct number of words per minute is entered into the dashboard. Administer retell for your own information. To calculate the score, errors are subtracted from the total number of words read in one minute. This generates a score known as WCPM (Words Correct Per Minute).

Steps for accessing *Acadience* Screening Materials Online:

1. Go to Acadience Website: https://acadiencelearning.org/acadience-reading/k-grade6/
2. Hover on Our Assessments at the top and then click on Acadience Reading
3. Scroll down the page to Ready to Get Started? And click on Resource Hub
4. Click PDF download – enter email and click agree
5. Choose the Assessments tab
6. Select Acadience Reading K-6 and click until you see Grade 1 Benchmark Forms below and scroll to your grade. (Clicking will either show Benchmark & Progress Monitoring Forms or the next click will show diagnostics which are also free)
7. Found your grade? Click the download arrow and the file will include all Scoring Materials and Student Materials.

Grade Two Early Learning Inventory: Oral Reading Fluency Guidance

What is ORF: Oral Reading fluency is the ability to read aloud with appropriate rate, expression, automaticity, and accuracy. Fluency is the bridge between decoding and comprehension.

Why is it important: Assessment of reading fluency is a good overall estimate of students' reading proficiency and a strong predictor of success in reading comprehension.

How do we do it:

1. Provide a student copy of the 1-minute oral reading fluency passage
2. Read (or paraphrase) the directions to the student as written on the teacher copy
3. Begin timing when the student says the first word of the reading passage
4. If a student does not read a word within 3 seconds tell the student the word and mark the word as incorrect
5. If an error is self-corrected within 3 seconds, write "SC." It is not counted as an error
6. Place a bracket after the last word read (60 seconds)
7. Score total words reads. Subtract number of errors from the total words read (=WCPM)

Errors	Not Errors
Mispronunciations	Self-corrections (mark as sc)
Omissions- leaving out a word	Insertions of words
Substitutions	Repetitions (re-reading a word or phrase)
Reversing the order of words	Dialect or accent differences
Hesitations (waiting 3 seconds) * Provide the word and move on.	

Learning Inventory – 30 Minute Writing Sample: Grades 1-9

The purpose of collecting a writing sample is to provide teachers with a quick snapshot of a learner's writing skills at a given moment. This is intended to be a quick write, not a fully developed piece following the entire writing process. All students will respond to the same writing style – personal writing – across grade levels.
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).

Procedure

Before introducing the write:

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

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 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 complete their ideas.

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

Note: This is a 30-minute writing sample and does not need to be proofread, edited, or polished. Consider the aspects on the rubric from the lens of a draft piece of writing.

Accommodations

This writing sample is designed to be accessible to all learners. Any IEP accommodations must be maintained.
If using a scribe, the scribe must record only what the student says – no adult prompting.

Universal Supports

- Extra time
- Spell check
- Repetition of instructions
- Visual reminders
- Graphic organizers

Marking

Rubrics are available to help teachers identify students' writing strengths and areas for growth.

- Rubrics based on the BC Curriculum are available on Cowichan Learns – Literacy Assessment website page (www.cowichanlearns.ca)
- On the rubric, highlight statements that apply to the writing
- Use the rubrics for Assessment for Learning (AFL), to support students, and to identify writing goals
- Collaborative marking with colleagues is encouraged
- Enter scores into dashboard

Teacher Notes

- Prepare photos or prompts to display around the room
- Have chart paper or tools ready for the class brainstorm
- Provide 30 minutes of sustained writing time (or more for Immersion/IEP students)
- Students may write with pen/pencil, word processing, or, if applicable, speech-to-text tools
- Offer a 5-minute warning before the end
- Collect the writing samples and make copies if needed
- You may continue teaching and revising this sample after collecting the rough draft.

Learning Inventories Cut Points

Grade Two - English									
Assessment	Fall			Winter			Spring		
	Red	Yellow	Green	Red	Yellow	Green	Red	Yellow	Green
Nonsense Word Fluency: Correct Letter Sounds	0-35	36-53	54+						
Nonsense Word Fluency: Whole Words Read	0-6	7-12	13+						
Oral Reading Fluency	0-37	38-51	52+	0-55	56-71	72+	0-65	66-86	87+

- **Green** – Student exhibits mastery of the skill assessed.
- **Yellow** – Supplemental instruction needed to ensure mastery of the skill(s) assessed. Initiate progress monitoring.
- **Red** – Direct instruction and/or intervention needed to move learner forward in the specific skill(s). Initiate progress monitoring.

Please note: If your student is emerging or developing, dig deeper to discover specific skill deficits using the CORE Phonics Survey and if required to go back further, use the PRESS Phonemic Awareness Inventory.

Learning Inventories Cut Points

Grade Two- French									
Assessment	Fall			Winter			Spring		
	Red	Yellow	Green	Red	Yellow	Green	Red	Yellow	Green
Nonsense Word Fluency: Correct Letter Sounds *Facilité à lire les non-mots: nombre de sons corrects*	0-22	23-42	43+						
Nonsense Word Fluency: Whole Words Read *Facilité à lire les non-mots: mots lus en entier*	0	1-4	5+						
Oral Reading Fluency *Facilité en lecture orale*	0-14	15-26	27+	0-24	25-40	41+	0-39	40-49	50+

- **Green** – Student exhibits mastery of the skill assessed.
- **Yellow** – Supplemental instruction needed to ensure mastery of the skill(s) assessed. Initiate progress monitoring.
- **Red** – Direct instruction and/or intervention needed to move learner forward in the specific skill(s). Initiate progress monitoring.

*Please note: If your student is emerging or developing, dig deeper to discover specific skill deficits using the Éclair diagnostic. The different versions were developed for use through different parts of the year: A - Fall, B - Winter, C - Spring. The skills measured across the versions are the same.