



COWICHAN VALLEY SCHOOL DISTRICT

INTERMEDIATE LEARNING INVENTORY

GRADE 7

LITERACY ASSESSMENT



2025



COWICHAN VALLEY
School District

Grade 7

The Cowichan Valley Intermediate Learning Inventory (ILI) Reading Assessment has been designed as a common formative assessment and universal screener for our district. As students progress through the stages of reading development, the focus of screening assessments shift from finite skills to a focus on fluency and comprehension. It is recognized that Grade 7 classrooms are participating in FSAs each fall. As such, the assessments are designed to consider FSA data as part of the process to avoid replicating efforts. Information from these assessments, including FSAs, can inform which students you need to assess more finite skills (decoding, word reading, phonological awareness, etc.) as well as class and small group needs related to fluency, comprehension and vocabulary.

Each fall, classroom teachers and school teams will work together to identify each student's strengths and needs with reading skills. In addition to fall screening, the ILI provides mid-year and end of year opportunities to monitor students' progress and can be used for communication of student learning as well as class planning. 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 develop independent reading skills.

The Intermediate Learning Inventory has been designed in partnership with teachers across our district with the following foundational principles:

1. First Peoples Principles of Learning
2. Assessment **with** and **for** our learners; not **to** our learners
3. Student dignity (culture of care, trauma informed practice) should be considered. School teams can consider adjusting for student's needs.

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.

By the end of October	By the end of February	By the end of May
FSA (Ministry timelines) Oral Reading Fluency (ORF) MAZE (comprehension) Writing Sample	Oral Reading Fluency (ORF)	MAZE (comprehension) (to help inform transition to Grade 8) Oral Reading Fluency (ORF) Writing Sample
Key Information: • The MAZE can be administered online or paper pencil. • While the MAZE and ORF are timed assessments, teachers can modify directions to reduce anxiety if appropriate for a learner ("I'm going to listen to you read for a minute or so." "We're going to work on this for about three minutes.") • If students are not able to attempt a subtest (would create frustration), please enter "0" for items, raw score or indicate not ready. (This is not punitive, simply the learner's truth at this time.) Lower grade MAZE/ORFs can be substituted.		



Intermediate Learning Inventory(ILI) Grade Seven

Fall (by the end of October)

- ☐ Foundation Skills Assessment (FSA)
- ☐ Oral Reading Fluency (ORF) – Coyotes and Wolves
- ☐ Comprehension (MAZE) - People at the Top of the Hill
- ☐ Writing Sample

Winter (by the end of February)

- ☐ Oral Reading Fluency – Fizzy Drinks

Spring (by the end of May)

- ☐ Oral Reading Fluency (ORF) – Vegetables
- ☐ Comprehension (MAZE) – The Islanders
- ☐ Writing Sample



Learning Inventories Quick Start Guide

Grade 7

Reading MAZE Comprehension Test

- Refer to detailed instructions in package
- Practice MAZE on page 8
- If using paper copies: Print 1 copy of "Student Passage" (page 9 for Fall and page 11 for Spring) for each student
 - Score using the answer key provided
 - Enter values in the assessment portal (District Website --- Staff --- SSDAS)
- If completing electronically
 - Ensure there are enough devices for the students completing the assessment (this does not have to be done with the whole class at once)
 - Provide students with their local student number for login if they do not know it.
 - Have them navigate to the login page by selecting assessments from the students tab on the district website
 - Login using their local number and the password welcome
 - Select the Comprehension Maze
 - Stop at this point to make sure they are all logged in correctly and do the practice exercises
 - Have them press next to start the assessment.
 - They tap or click on the appropriate answer.
 - After 3 minutes have them select the green next button and then the green submit button on the next two pages.
 - The assessment is automatically scored and submitted

Oral Reading Fluency (ORF)

- Print 1 copy of "Student Passage"
 - Fall– page 15 & 16
 - Winter – page 19 & 20
 - Spring - page 23 & 24
- Print 1 copy of the "Teacher record Form" for each student
 - Fall– page 17 & 18
 - Winter – page 21 & 22

- Spring - page 25 & 26
- Refer to instructions at the top of the teacher form
- Tally the words correct per minute (WCPM)
- Enter values in the assessment portal (District Website --- Staff --- SSDAS)

30 Minute Writing Sample

- Refer to pp. 27-28 for instructions

[Data Dashboard Procedures – Click Here for manual](#)



MAZE Instructions

Script to use as a guide.

"Today we are going to do a check-in on your reading comprehension. For this activity, you will be reading silently for about 3 minutes.

You are going to read a passage with some words missing from it. For each missing word you will see a bracket with three words in it. Your job is to circle the word that you think makes the most sense in the sentence."

*You may wish to use a practice passage together:

Practice Passage: Modeling

Hand out practice page. You may wish to project it.

"Let's look at the Practice Passage together. Listen as I read."

"Read the first sentence in the passage to yourself. Now let's read aloud the second sentence: They were on their way to (for, the, met) food store. The word choices in bold print are for, the, met. They were on their way to for food store. Does that make sense? No, that doesn't make sense. They were on their way to met food store. No, that doesn't make sense either. They were on their way to the food store. The word the makes sense in the sentence: They were on their way to the food store."

Check that students have circled the correct word.

Allow students to carry on independently or with a partner. Correct the practice passage together.

MAZE Assessment: Individual, silent reading for **3 minutes**, timed.

*"Put your name on the top. When I say "Begin", turn the page and start reading the passage silently. Start on the page with the title. When you come to a bracket, read all the words and circle the word that makes the most sense for the sentence. After **3 minutes** I will ask you to stop. Ready? Begin."*

Start the timer

At the end of 3 minutes, stop the timer and say: *"Stop. Put your pencils down."*

MAZE Scoring:

To score the MAZE: Use the scoring key. A response is correct if the student has circled or otherwise, clearly indicated a correct answer. Any items skipped are incorrect. Stop marking at the last selected word (if there are subsequent blank items then this most likely means the student ran out of time – these are neither correct or incorrect and do not count towards the final score). Add up all correct responses and enter score into the dashboard.

CORE Reading Maze Comprehension Test—Student Passage Practice

Name _____ Grade _____ Date _____

A CITY WALK

The light changed to green, and Ted and his mother walked across the street. They were on their way to (**for, the, met**) food store.

Ted liked walking to (**and, is, the**) store. The city was a busy (**place, hat, want**). He saw lots of different things. (**Them, He, Say**) also saw many of the people (**bad, fat, who**) worked near his house.

“Hello Ted, (**once, hello, you**) Mrs. Gomez,” said Mr. Hill. He (**grow, happy, was**) standing outside his store. He sold (**books, name, stay**). On rainy days after school, Ted (**bark, would, cold**) visit the store. Mr. Hill would (**show, ride, frog**) him books that he thought Ted (**got, glad, would**) like.

A little bit later, the (**mat, two, soon**) of them reached the food store. (**Mrs., How, Noise**) King ran the store, and she (**but, truck, always**) had a special treat for Ted. (**Today, Little, Paint**), she gave him some fresh grapes. (**Day, Be, Ted**) thanked her and shared the grapes (**out, with, fish**) his mother. She said they were (**just, the, chair**) best grapes she had ever tasted. (**Ted, Girl, See**) thought they were really good, too. (**Let, Cry, Then**) Ted and his mother got a (**duck, cart, late**) and started their shopping.

Items Attempted _____ - Items Incorrect _____ = ITEMS CORRECT (SCORE) _____

Reading MAZE Comprehension Assessment—Student Passage

Name _____ Grade _____ Date _____

THE PEOPLE AT THE TOP OF THE HILL

Tamara wondered about the people who lived at the top of the hill. She saw them every once in **(a, is, red)** while in town, and they seemed **(youngest, interesting, listen)** in an unusual way. The man **(rode, lied, bear)** his bike almost everywhere, and when **(part, cook, he)** brought the car to town, he **(ready, always, office)** had two dogs with him. The **(block, woman, little)** worked at the hospital, and every **(once, now, keep)** in a while Tamara would see **(for, sky, her)** running on Saturday morning.

“George, what **(red, do, glad)** you know about the people who **(live, carry, short)** in the old Stevens place?” Tamara **(asked, was, foot)** tying the laces of her athletic **(kinds, play, shoes)** in preparation for an afternoon training **(bird, run, want)** with her friend.

“Not much,” answered **(George, diver, shiny)**, who was leaning against a tree **(sit, and, us)** stretching. “He rides his bicycle everywhere, **(over, pond, even)** in the most dreadful weather, and **(at, I, if)** think he’s some kind of scientist **(save, fly, and)** does research at the university. She **(arm, dish, is)** a big deal at the hospital, **(maybe, today, rider)** even the president or whatever they **(join, call, warm)** the person who is the boss.”

“**(Let’s, Fix, Joke)** run up the hill and take **(if, a, or)** look at their place,” suggested Tamara, **(drink, adding, chair)**, “we have to do more hill **(running, skate, spring)** anyway.”

The hill was steeper than **(trip, band, they)** thought, and they were breathing too **(hard, end, rest)** to talk until they reached the **(game, going, flat)** part at the top. As they **(snowed, slowed, without)** down, a voice behind them said, “**(That, Him, Oven)** hill doesn’t leave much breath for **(cooked, talking, shop)**, does it?”

A man on a **(money, laugh, bicycle)** pulled up beside them, breathing much **(long, more, sign)** easily than anyone should have after **(a, if, to)** climb like that. Before the two **(at, spin, of)** them could say a word, the **(cage, man, cross)** added, “Come on up to the **(fruit, house, felt)**. You can get a drink of **(leaf, tiny, water)** and then run down with my **(wife, sled, cook)** You two are training for the **(loud, state, draw)** cross-country championships, right? I don’t read **(minds, wishes, shut)**, I just recognize you from the **(deep, sports, point)** page of the papers.”

With that, **(he, on, pick)** sped ahead of them, and the **(stormy, jump, two)** runners couldn’t wait to meet his **(wife, ranch, green)** and find out more about the **(classes, people, pretty)** at the top of the hill.

Items Attempted _____ – Items Incorrect _____ = ITEMS CORRECT (SCORE) _____

Reading MAZE Comprehension Assessment—Key Grade 7 Fall

Name _____ Grade _____ Date _____

THE PEOPLE AT THE TOP OF THE HILL

Tamara wondered about the people who lived at the top of the hill. She saw them every once in **(a, is, red)** while in town, and they seemed **(youngest, interesting, listen)** in an unusual way. The man **(rode, lied, bear)** his bike almost everywhere, and when **(part, cook, he)** brought the car to town, he **(ready, always, office)** had two dogs with him. The **(block, woman, little)** worked at the hospital, and every **(once, now, keep)** in a while Tamara would see **(for, sky, her)** running on Saturday morning.

“George, what **(red, do, glad)** you know about the people who **(live, carry, short)** in the old Stevens place?” Tamara **(asked, was, foot)** tying the laces of her athletic **(kinds, play, shoes)** in preparation for an afternoon training **(bird, run, want)** with her friend.

“Not much,” answered **(George, diver, shiny)**, who was leaning against a tree **(sit, and, is)** stretching. “He rides his bicycle everywhere, **(over, pond, even)** in the most dreadful weather, and **(at, I, if)** think he’s some kind of scientist **(save, fly, and)** does research at the university. She **(arm, dish, is)** a big deal at the hospital, **(maybe, today, rider)** even the president or whatever they **(join, call, warm)** the person who is the boss.”

“**(Let’s, Fix, Joke)** run up the hill and take **(if, a, or)** look at their place,” suggested Tamara, **(drink, adding, chair)**, “we have to do more hill **(running, skate, spring)** anyway.”

The hill was steeper than **(trip, band, they)** thought, and they were breathing too **(hard, end, rest)** to talk until they reached the **(game, going, flat)** part at the top. As they **(snowed, slowed, without)** down, a voice behind them said, “**(That, Him, Oven)** hill doesn’t leave much breath for **(cooked, talking, shop)**, does it?”

A man on a **(money, laugh, bicycle)** pulled up beside them, breathing much **(long, more, sign)** easily than anyone should have after **(a, if, to)** climb like that. Before the two **(at, spin, of)** them could say a word, the **(cage, man, cross)** added, “Come on up to the **(fruit, house, felt)**. You can get a drink of **(leaf, tiny, water)** and then run down with my **(wife, sled, cook)**. You two are training for the **(loud, state, draw)** cross-country championships, right? I don’t read **(minds, wishes, shut)**, I just recognize you from the **(deep, sports, point)** page of the papers.”

With that **(he, on, pick)** sped ahead of them, and the **(stormy, jump, two)** runners couldn’t wait to meet his **(wife, ranch, green)** and find out more about the **(classes, people, pretty)** at the top of the hill.

Items Attempted _____ – Items Incorrect _____ = ITEMS CORRECT (SCORE) _____

CORE Reading Maze Comprehension Assessment—Student Passage

Name _____ Grade _____ Date _____

THE ISLANDERS

The ferry slowly pulled into the dock on the island. After it stopped and was tied (**recently, whisper, securely**), a few cars and dozens of (**quarters, between, passengers**) left the ferry and headed to (**except, wherever, yellow**) they were going on the island. (**As, By, Our**) soon as they had cleared the (**ferry, balloon, bright**), a few cars and some foot (**snowshoe, written, passengers**) from the island got aboard the (**kitchen, ferry, music**).

Among the passengers were a group (**so, use, of**) students who traveled every day from (**why, the, cap**) island to the mainland for school. (**Not, Him, Far**) enough people lived on the island (**to, it, tall**) justify building a school, so the (**hunter, students, penny**) crossed to the mainland by ferry. (**They, Such, Duck**) were met at the dock by (**if, leg, a**) school bus that took them the (**than, help, rest**) of the way.

The Islanders, as (**when, they, drop**) were often called, were admired by (**most, slow, nice**) of the other students at the (**teeth, being, school**) because of their different style of (**life, world, able**). There were only a few roads (**as, win, on**) the island, and almost all the (**colors, cars, dogs**) were parked beside the ferry dock. (**Why, Fit, The**) cars were used mostly when people (**smiled, went, roar**) to the mainland or for emergencies. (**Everyone, Princess, Telephone**), young and old alike, either walked (**at, or, owl**) used mountain bikes to get around.

(**A, In, Fly**) second unusual thing about living on (**what, the, log**) island was the water supply. There (**nail, buy, was**) no central source of water. Instead, (**butter, people, empty**) collected rainwater in big tanks. They (**pumped, raked, night**) it from the big tanks into (**jumping, smaller, doctor**) tanks where it was filtered and (**hunted, began, purified**) before being used. Needless to say, (**remember, conserving, presents**) water was important to everyone on (**the, ago, let**) island.

The students who lived on (**son, wear, the**) island enjoyed their quiet life and (**natural, dancing, turtle**) surroundings. They sometimes missed the things (**when, cold, that**) students on the mainland took for (**leafed, granted, family**). There were no movies or malls (**up, on, old**) the island, and it was a (**hammer, challenge, throwing**) to be part of activities after (**school, minute, whistle**). Their lives were defined by ferry (**schedules, neighbor, bicycle**), so whenever they had a chance (**if, to, way**) do something with other students their (**any, each, age**), they really enjoyed it.

CORE Reading Maze Comprehension Assessment—G7 Spring Key

Name _____ Grade _____ Date _____

THE ISLANDERS

The ferry slowly pulled into the dock on the island. After it stopped and was tied (recently, whisper, securely), a few cars and dozens of (quarters, between, passengers) left the ferry and headed to (except, wherever, yellow) they were going on the island. (As, By, Our) soon as they had cleared the (ferry, balloon, bright), a few cars and some foot (snowshoe, written, passengers) from the island got aboard the (kitchen, ferry, music).

Among the passengers were a group (so, use, of) students who traveled every day from (why, the, cap) island to the mainland for school. (Not, Him, Far) enough people lived on the island (to, it, tall) justify building a school, so the (hunter, students, penny) crossed to the mainland by ferry. (They, Such, Duck) were met at the dock by (if, leg, a) school bus that took them the (than, help, rest) of the way.

The Islanders, as (when, they, drop) were often called, were admired by (most, slow, nice) of the other students at the (teeth, being, school) because of their different style of (life, world, able). There were only a few roads (as, win, on) the island, and almost all the (colors, cars, dogs) were parked beside the ferry dock. (Why, Fit, The) cars were used mostly when people (smiled, went, roar) to the mainland or for emergencies. (Everyone, Princess, Telephone), young and old alike, either walked (at, or, owl) used mountain bikes to get around.

(A, In, Fly) second unusual thing about living on (what, the, log) island was the water supply. There (nail, buy, was) no central source of water. Instead, (butter, people, empty) collected rainwater in big tanks. They (pumped, raked, night) it from the big tanks into (jumping, smaller, doctor) tanks where it was filtered and (hunted, began, purified) before being used. Needless to say, (remember, conserving, presents) water was important to everyone on (the, ago, let) island.

The students who lived on (son, wear, the) island enjoyed their quiet life and (natural, dancing, turtle) surroundings. They sometimes missed the things (when, cold, that) students on the mainland took for (leafed, granted, family). There were no movies or malls (up, on, old) the island, and it was a (hammer, challenge, throwing) to be part of activities after (school, minute, whistle). Their lives were defined by ferry (schedules, neighbor, bicycle), so whenever they had a chance (if, to, way) do something with other students their (any, each, age), they really enjoyed it.

Items Attempted _____ – Items Incorrect _____ = ITEMS CORRECT (SCORE) _____

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.	

Oral Reading Fluency Student Passage

Coyotes and Wolves

Coyotes and wolves are both types of wild canines native to the United States. They are related. In some parts of the country, they have mixed to create a sub species called coywolf. While coyotes and wolves are similar animals, they are also different in many ways. While wolves once inhabited much of North America, they are now limited to wilderness areas. In the meantime, coyotes have spread from the western half of the country to the Southeast and Northeast. Unlike wolves, they do well living around humans and can even be found in cities.

On average, wolves are much larger than coyotes. Coyotes have sharper ears and noses, while wolves have more rounded ears and bigger noses. While coyotes' fur tends to be gray or brown, wolves can be grey, white, red, or black. Coyotes can run faster and longer than wolves.

Both wolves and coyotes live in family units that include a mother, a father, and puppies. Coyote packs may expand temporarily to include unrelated adult and young coyotes for hunting, but wolf packs usually contain many families.

Wolves hunt in packs to kill very large prey like bears or elk. Coyotes hunt in pairs and eat smaller prey such as rabbits, mice, and reptiles, though they may sometimes cooperate with other adults to

kill larger mammals. Unlike wolves, coyotes will also eat fruits and vegetables.

Coyotes and wolves are both important in Native American stories. Wolves usually symbolize strength and loyalty. Often, coyotes play the part of a trickster or one who breaks the rules in clever ways. Wolves and coyotes are similar animals, but subtle differences in behavior and living conditions make them different species.

Oral Reading Fluency (ORF) – Teacher Record Grade 7 Fall

Student Name: _____

Date: _____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

“Today we are doing a sixty-second reading check in using a passage about Coyotes and Wolves. If you have trouble with a word, I will tell it to you. Do you have any questions? When you are ready, you can start here.” (point to the first word)

2. Start the timer when the student begins reading
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say **“You can stop now”**.

Coyotes and wolves are both types of wild canines native to the United States. They are related. In some parts of the country, they have mixed to create a sub species called coywolf. While coyotes and wolves are similar animals, they are also different in many ways.	13 28 41 47
While wolves once inhabited much of North America, they are now limited to wilderness areas. In the meantime, coyotes have spread from the western half of the country to the Southeast and Northeast. Unlike wolves, they do well living around humans and can even be found in cities.	59 72 86 95
On average, wolves are much larger than coyotes. Coyotes have sharper ears and noses, while wolves have more rounded ears and bigger noses. While coyotes' fur tends to be gray or brown, wolves can be grey, white, red, or black. Coyotes can run faster and longer than wolves.	106 119 135 143
Both wolves and coyotes live in family units that include a mother, a father, and puppies. Coyote packs may expand temporarily to include unrelated adult and young coyotes for hunting, but wolf packs usually contain many families.	157 168 180
Wolves hunt in packs to kill very large prey like bears or elk. Coyotes hunt in pairs and eat smaller prey such as rabbits, mice, and reptiles, though they may sometimes cooperate with other adults to kill larger mammals. Unlike wolves, coyotes will also eat fruits and vegetables.	196 210 221 228
Coyotes and wolves are both important in Native American stories. Wolves usually symbolize strength and loyalty. Often, coyotes play the part of a trickster or one who breaks the rules in clever ways. Wolves and coyotes are similar	239 252 266

animals, but subtle differences in behavior and living conditions make them different species.	277 279
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Student Name: _____ Date: _____

Total Words Read: _____ - # of Errors: _____ = WCPM: _____

Teacher Observations

Oral Reading Fluency Student Passage

Fizzy Water

Soda, pop, soft drink, cola, seltzer -- these are all different names for the same drink that many people enjoy today. Whatever you call it, fizzy water has a unique history! What makes soda water unique is the carbonation. The carbonation comes from carbon dioxide. You may have heard of carbon dioxide before in science class. It is the chemical that people exhale when breathing. It is also the chemical that plants use as food. Companies add carbon dioxide to water through extreme pressure to make soda or seltzer water. But now you can make fizzy water at home, too.

Hundreds of years ago, soda water was sold at pharmacies as a remedy. People believed that this fizzy water would solve all types of health problems. Pharmacists would mix the bubbly water with other drugs and flavors for their patients. We now know that soda water has no real health benefits. Although there is no real benefit from soda water, people grew to love the feel of the bubbles on their tongue. Now, soda water is popular around the world for non-medical reasons.

Soda water is the same regardless of how it is used, but there are many different flavors that you can add to soda water. Originally, pharmacists would add flavors like lime, cherry, or even coffee to soda water. One of the first best selling flavors of soda was

Dr. Pepper. Another early flavor was Coca-Cola. Coca-Cola was originally promoted to have health benefits that would restore strength. We now know that these claims are false. Companies aren't allowed to make false claims like this anymore. (Sometimes they still make false claims and can be sued.) Another problem with flavored sodas is that they contain a lot of sugar, which can lead to other health problems.

Because of the health issues associated with too much sugar, cola companies started making diet versions of their soda. The first diet soda was a sugar-free ginger ale. Other diet sodas quickly came to market. Diet sodas have increased in popularity ever since. Today, however, many people are trying to choose healthier drinks such as tea, unflavored soda water, or even just plain water.

Oral Reading Fluency (ORF) – Teacher Record Grade 7 Winter

Student Name: _____

Date: _____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

“Today we are doing a sixty-second reading check in using a passage about fizzy drinks. If you have trouble with a word, I will tell it to you. Do you have any questions? When you are ready, you can start here.” (point to the first word)

2. Start the timer when the student begins reading

3. While the student is reading, mark errors with a slash (/).

4. At 1 minute, mark the last word read with a bracket (]).

5. When the student gets to a logical stopping place, say **“You can stop now”**.

Soda, pop, soft drink, cola, seltzer -- these are all different names for the	14
same drink that many people enjoy today. Whatever you call it, fizzy water has a	28
unique history! What makes soda water unique is the carbonation. The	39
carbonation comes from carbon dioxide. You may have heard of carbon dioxide	51
before in science class. It is the chemical that people exhale when breathing. It is	66
also the chemical that plants use as food. Companies add carbon dioxide to	79
water through extreme pressure to make soda or seltzer water. But now you can	93
make fizzy water at home, too.	99
Hundreds of years ago, soda water was sold at pharmacies as a remedy.	112
People believed that this fizzy water would solve all types of health problems.	125
Pharmacists would mix the bubbly water with other drugs and flavors for their	138
patients. We now know that soda water has no real health benefits. Although	151
there is no real benefit from soda water, people grew to love the feel of the	167
bubbles on their tongue. Now, soda water is popular around the world for non-	181
medical reasons.	183
Soda water is the same regardless of how it is used, but there are many	198
different flavors that you can add to soda water. Originally, pharmacists would	210
add flavors like lime, cherry, or even coffee to soda water. One of the first best-	226
selling flavors of soda was Dr. Pepper. Another early flavor was Coca-Cola. Coca-	240
Cola was originally promoted to have health benefits that would restore strength.	252
We now know that these claims are false. Companies aren't allowed to make	265
false claims like this anymore. (Sometimes they still make false claims and can be	279

sued.) Another problem with flavored sodas is that they contain a lot of sugar, which can lead to other health problems.	293
	300
Because of the health issues associated with too much sugar, cola	311
companies started making diet versions of their soda. The first diet soda was a	325
sugar-free ginger ale. Other diet sodas quickly came to market. Diet sodas have	339
increased in popularity ever since. Today, however, many people are trying to	351
choose healthier drinks such as tea, unflavored soda water, or even just plain	364
water.	365

Student Name: _____ Date: _____

Total Words Read: _____ - # of Errors: _____ = WCPM: _____

Teacher Observations

Oral Reading Fluency Student Passage

Prize Winning Vegetables

My great-uncle Bradford and my great-aunt Marianne lived in a tin-roofed cabin on the sunny side of a steep hill. Throughout the county, they were renowned for the prize-winning vegetables their garden patch produced. One year, they grew a pumpkin as large as a five-year-old child is tall. Every spring, the neighbors came to beg for some of their tomato seeds, but, even using their seeds, no one grew tomatoes as deeply red and juicy as my great-aunt and uncle did.

Some said it was luck that accounted for their success. Some swore Bradford was spraying his plants with some secret chemical formula. Bradford said it was his fiddle-playing on moonlit nights that caused the garden to flourish. Marianne always said, with a mysterious smile, "You just have to know how."

One summer, at the end of August, when Bradford and Marianne were out in the garden with their harvesting baskets, Marianne discovered an enormous zucchini hiding under some leaves. It was much too large to fit in her basket. It was already bigger than a newborn baby. Well, let's just see how big it gets, Marianne said to herself.

A week later, when they went to check on the zucchini, it was the size of a year-old piglet. Bradford wanted to bring it in, but Marianne convinced him to leave it on the vine just a little bit longer.

The following week, it was the size of a young calf. Then, it was the size of the calf's cud-chewing mother.

Finally, in October, they decided to pick it before the frost came. By then, it was the size of a recreational vehicle. Its growth had already knocked down the garden fence, and it was starting to threaten the side of the house.

It took an axe to chop the stem, and two men on a cross-cut saw to slice the gigantic vegetable into manageable pieces. Marianne cut some pieces into slivers, which she put up in a pickle brine, and some other chunks she put into a wood chipper and used the pulp for zucchini bread.

Here's my theory: the garden sits on a spot where an asteroid fell to earth, and the vegetables are nourished by extraterrestrial minerals.

Oral Reading Fluency (ORF) – Teacher Record Grade 7 Spring

Student Name: _____

Date: _____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

"Today we are doing a sixty-second reading check in using a passage about vegetables. If you have trouble with a word, I will tell it to you. Do you have any questions? When you are ready, you can start here." (point to the first word)

2. Start the timer when the student begins reading
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say **"You can stop now"**.

My great-uncle Bradford and my great-aunt Marianne lived in a tin-roofed	14
cabin on the sunny side of a steep hill. Throughout the county, they were	28
renowned for the prize-winning vegetables their garden patch produced. One	39
year, they grew a pumpkin as large as a five-year-old child is tall. Every spring, the	57
neighbors came to beg for some of their tomato seeds, but, even using their	71
seeds, no one grew tomatoes as deeply red and juicy as my great-aunt and	86
uncle did.	88
Some said it was luck that accounted for their success. Some swore	100
Bradford was spraying his plants with some secret chemical formula. Bradford	111
said it was his fiddle-playing on moonlit nights that caused the garden to flourish.	126
Marianne always said, with a mysterious smile, "You just have to know how."	139
One summer, at the end of August, when Bradford and Marianne were out	152
in the garden with their harvesting baskets, Marianne discovered an enormous	163
zucchini hiding under some leaves. It was much too large to fit in her basket. It	179
was already bigger than a newborn baby. Well, let's just see how big it gets,	194
Marianne said to herself.	198
A week later, when they went to check on the zucchini, it was the size of a	215
year-old piglet. Bradford wanted to bring it in, but Marianne convinced him to	229
leave it on the vine just a little bit longer.	239
The following week, it was the size of a young calf. Then, it was the size of	256
the calf's cud-chewing mother.	261

Finally, in October, they decided to pick it before the frost came. By then,	275
it was the size of a recreational vehicle. Its growth had already knocked down	289
the garden fence, and it was starting to threaten the side of the house.	303
It took an axe to chop the stem, and two men on a cross-cut saw to slice	321
the gigantic vegetable into manageable pieces. Marianne cut some pieces into	332
slivers, which she put up in a pickle brine, and some other chunks she put into a	349
wood chipper and used the pulp for zucchini bread.	358
Here's my theory: the garden sits on a spot where an asteroid fell to earth,	373
and the vegetables are nourished by extraterrestrial minerals.	381

Student Name: _____

Date: _____

Total Words Read: _____ - # of Errors: _____ = WCPM: _____

Teacher Observations

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 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 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 or District Writing Sample Outline.)

"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, 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 include:

- 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.

- Based on the BC Curriculum, these rubrics are available on the Learning Inventories SharePoint.
- Highlight statements that apply to the writing.
- Use the rubrics for Assessment for Learning, to support students, and to identify writing goals.
- Collaborative marking with colleagues is encouraged.

Teacher Notes

- Ensure any necessary electronic devices are charged and ready.
- 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 Seven					
			Cut Points		
Assessment	Mobile Option	Selection Options	Red	Yellow	Green
Oral Reading Fluency – Fall		numerical value words correct per minute (wcpm)	0-101	102-117	118-279
Oral Reading Fluency – Winter		numerical value words correct per minute (wcpm)	0-108	109-125	126-365
Oral Reading Fluency – Spring		numerical value words correct per minute (wcpm)	0-122	123-139	140-381
Comprehension (MAZE) Fall	Y	Numerical value	0-9	10-16	17 - 46
Comprehension (MAZE) Spring	Y	Numerical value	0-12	13-21	22 - 44

- Green – student exhibits mastery of the skill assessed.
- Yellow – supplemental instruction needed to ensure mastery of the skill assessed.
- Red – direct instruction and/or intervention needed to move learner forward in the specific skill(s).