



COWICHAN VALLEY SCHOOL DISTRICT

SECONDARY LEARNING INVENTORY

GRADE 8

LITERACY ASSESSMENT

2025



Grade 8

The Cowichan Valley Secondary Learning Inventory (SLI) 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 focus on fluency and comprehension. Information from these assessments 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, 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 Secondary 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
MAZE (comprehension) (paper or computer application)	Expanded Comprehension (Newsela/graphic organizer)	MAZE (comprehension) (paper or computer application)
Vocabulary	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)
Oral Reading Fluency (ORF)	<i>Reassess students who did not previously demonstrate mastery</i>	<i>Reassess students who did not previously demonstrate mastery</i>
Key Information: • The MAZE can be administered online or paper pencil. • The Expanded Comprehension is reflective of the Grade 10/12 Provincial Graduation Literacy Assessments. • While the MAZE is a timed assessment, 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.		



Secondary Learning Inventory(SLI) Grade Eight

Fall (by the end of October)

- ☐ Comprehension (MAZE)(Basketball Saturday)
- ☐ Vocabulary
- ☐ Oral Reading Fluency (Crows)
- ☐ Writing Sample

Winter (by the end of February)

- ☐ Reassess for mastery (those learners who have not achieved mastery on fall vocabulary assessments)
- ☐ Comprehension – Main idea & synthesis
– written and graphic texts. (Goldfish(
- ☐ Oral Reading Fluency (Government)

Spring (by the end of May)

- ☐ Comprehension (MAZE)
(The Perfect Trip)
- ☐ Writing Sample
- ☐ Oral Reading Fluency (Digital Music Recording)
- ☐ Reassess for mastery (those learners who have not achieved mastery on fall vocabulary assessments)



Learning Inventories Quick Start Guide

Grade 8

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 & 10 for Fall and page 13 & 14 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 17
 - Winter - page 20
 - Spring – page 23
- Print 1 copy of the "Teacher record Form" for each student
 - Fall– page 18 & 19
 - Winter - page 21 & 22
 - Spring – page 24 & 25
- 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)

Vocabulary

- Before assessment, explain the meaning of prefix, suffix, root (refer to examples at the top of each section)
- If using paper copies: print a copy of pages 26 – 28 for each student
 - Score using the answer key provided on pages 30 – 32
 - 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)
- Refer to MAZE instructions above for accessing student assessments electronically (students will select the assessment "Vocabulary")
- The words may be read aloud, and this is an independent assessment
- Students complete the assessment by circling (on paper) or selecting (electronically) the correct answer.
- This is not a timed assessment

Comprehension (Newsela Passage: Goldfish)

- If using paper copies, make a copy of the article and multiple-choice questions for each student, as well as a copy of the graphic text and multiple-choice questions (pages 39 – 43)
 - 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)
- Refer to MAZE instructions above for accessing student assessments electronically (students will select the assessment "Comprehension")
- Students independently read the article and answer 4 corresponding multiple-choice questions.
- Students read over graphic text and answer 2 multiple choice questions
- Students complete the assessment by circling (on paper) or selecting (electronically) the correct answer
- This is not a timed assessment

30 Minute Writing Sample

- Refer to pp. 44-45 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

Name _____ Grade _____ Date _____

BASKETBALL SATURDAY

On almost every Saturday morning, Henry and his friends did the same thing. As soon as there was enough (**light, bridge, warm**) to see, they met at the (**nest, park, brown**) near his house for a few (**stares, games, knock**) of basketball. Afterward, they went down (**an, mud, to**) the firehouse for a pancake breakfast.

(**About, When, Spot**) Henry arrived at the park, Christie (**was, land, few**) already there. They were usually the (**first, great, empty**) to arrive, and the rest of (**way, took, the**) players trickled in over the next (**cloudy, fifteen, stopped**) minutes. Christie was standing beside a (**picnic, kitten, threw**) table laying out enormous sheets of (**soup, round, poster**) paper. On the paper were the (**station, results, closer**) of games that had been played (**up, am, day**) to the current date.

The most (**hungry, numbered, interesting**) part of this basketball league was (**some, that, camp**) every player was a member of (**several, frightened, evening**) teams. On the same Saturday, each (**circus, slowly, player**) would be part of at least (**sky, two, get**) teams.

Although it sounds confusing, the (**system, branch, already**) worked well for a number of (**sounds, reasons, terrible**). Everybody got to play on at (**least, bounced, rocky**) one winning team. Players who weren't (**if, bus, so**) good were often on a team (**down, with, ready**) some of the best players, and (**paints, nights, players**) never became angry with members of (**the, hot, face**) other teams because they would eventually (**if, put, be**) on the same team as the (**others, changes, picked**).

Henry helped Christie put the poster (**brother, string, paper**) up on the bulletin board near (**are, the, wait**) basketball court. If someone who didn't (**ring, afraid, know**) the system looked at the team (**cutting, standings, planted**), they would think that hundreds of (**players, footprints, answers**) were involved.

"Your record keeping system (**is, or, ate**) very impressive," said a voice from (**into, behind, card**) them. Henry and Christie turned to (**bat, fill, see**) one of the high school basketball (**bread, coaches, silver**) behind them. She was a regular (**visitor, haircut, widest**) to the Saturday morning games, as (**ride, face, was**) the coach of the boys' team.

GO TO THE NEXT PAGE.

(**Us, In, Lay**) addition to these coaches, some of (**the, car, lion**) parents often came to the games (**try, and, sure**) joined the players for breakfast afterward.

(**Day, Jar, All**) of the players were a little (**embarrassed, snowflake, mountain**) to be playing in front of (**mouths, adults, closes**), but they also felt a sense (**of, an, fun**) pride. Over the years, many of (**rat, the, like**) players from the Saturday league were (**points, chosen, shade**) for the high school teams. Christie (**bat, lake, and**) Henry spent a few minutes talking (**with, since, well**) the coach, and then they excused (**anybody, themselves, frightened**) when other players started arriving. They (**would, hurry, bumpy**) warm up for a few minutes, (**sea, give, and**) then the first game of the (**Saturday, ground, wonder**) Morning Basketball League would begin.

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

Reading MAZE Comprehension Assessment—Key Grade 8 Fall

Name _____ Grade _____ Date _____

BASKETBALL SATURDAY

On almost every Saturday morning, Henry and his friends did the same thing. As soon as there was enough (light, bridge, warm) to see, they met at the (nest, park, brown) near his house for a few (stares, games, knock) of basketball. Afterward, they went down (an, mud, to) the firehouse for a pancake breakfast.

(About, When, Spot) Henry arrived at the park, Christie (was, land, few) already there. They were usually the (first, great, empty) to arrive, and the rest of (way, took, the) players trickled in over the next (cloudy, fifteen, stopped) minutes. Christie was standing beside a (picnic, kitten, threw) table laying out enormous sheets of (soup, round, poster) paper. On the paper were the (station, results, closer) of games that had been played (up, am, day) to the current date.

The most (hungry, numbered, interesting) part of this basketball league was (some, that, camp) every player was a member of (several, frightened, evening) teams. On the same Saturday, each (circus, slowly, player) would be part of at least (sky, two, get) teams.

Although it sounds confusing, the (system, branch, already) worked well for a number of (sounds, reason, terrible). Everybody got to play on at (least, bounced, rocky) one winning team. Players who weren't (if, but, so) good were often on a team (down, with, ready) some of the best players, and (paints, nights, players) never became angry with members of (the, hot, face) other teams because they would eventually (if, put, be) on the same team as the (others, changes, picked).

Henry helped Christie put the poster (brother, string, paper) up on the bulletin board near (are, the, wait) basketball court. If someone who didn't (ring, afraid, know) the system looked at the team (cutting, standings, planted), they would think that hundreds of (players, footprints, answers) were involved.

"Your record keeping system (is, or, ate) very impressive," said a voice from (into, behind, card) them. Henry and Christie turned to (bat, fill, see) one of the high school basketball (breads, coaches, silver) behind them. She was a regular (visitor, haircut, widest) to the Saturday morning games, as (ride, face, was) the coach of the boys' team.

GO TO THE NEXT PAGE.

(Us **In, Lay**) addition to these coaches, some of **(the, car, lion)** parents often came to the games **(try, and, sure)** joined the players for breakfast afterward.

(Day, Jar, All) of the players were a little **embarrassed, snowflake, mountain** to be playing in front of **(mouths, adults, closes)**, but they also felt a sense **(of an, fun)** pride. Over the years, many of **(rat, the, like)** players from the Saturday league were **(points, chosen, shade)** for the high school teams. Christie **(bat, lake, and)** Henry spent a few minutes talking **(with, since, well)** the coach, and then they excused **(anybody, themselves, frightened)** when other players started arriving. They **would** **hurry, bumpy** warm up for a few minutes, **(sea, give, and)** then the first game of the **Saturday** ground, wonder) Morning Basketball League would begin.

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

CORE Reading Maze Comprehension Assessment—Student Passage

Name _____ Grade _____ Date _____

THE PERFECT TRIP

The bus climbed to the top of the hill and made a sharp left turn. Everyone on the bus caught a (**chuckle, glimpse, sighing**) of one of the most spectacular (**sights, crowd, become**) they would ever experience. Before them (**tear, bow, lay**) the sea, glistening in the sunlight. (**But, Sir, The**) rocky coast here tumbled below them (**with, for, tea**) hundreds of feet. On the other (**side, note, cause**) was a sheer cliff rising for (**a, if, to**) thousand feet.

The students were on (**on, a, by**) class trip to Europe, something that (**speak, damp, none**) of them could have imagined. They (**act, milk, had**) entered a contest to come up (**down, with, stuff**) a practical solution to a problem (**up, lap, in**) their area, and their submission had (**been, speak, cellar**) the national winner. The solution they (**exercised, developed, passenger**) and implemented was so simple that (**they, sank, best**) couldn't believe no one had done (**am, it, jet**) before.

The students had requested that (**the, why, beg**) town council let them adopt a (**holiday, borrow, network**) of connected sidewalks. They would turn (**the, map, lie**) sidewalks into multiuse paths that led (**or, to, mix**) the busiest parts of town, including (**was, shy, the**) schools. With relatively little expense, the (**carvings, sidewalks, certain**) became attractive and safe places for (**rewards, charged, walkers**), skaters, and boarders. A bicycle lane (**was, for, air**) marked on the road beside each (**it, pan, of**) the sidewalks, and parking was restricted (**am, to, not**) the other side of the street.

(**Under, Catch, Within**) a matter of months, something remarkable (**had, feed, swim**) happened in the town. The number (**her, of, all**) cars had diminished considerably, and the (**basket, number, shape**) of walkers had increased more than (**tonight, bring, anyone**) had imagined. Downtown no longer had (**traffic, minute, engine**) congestion and parking problems, but it (**dry, fire, was**) busier than ever because more people (**were, fish, box**) walking. Even the school buses had (**shopped, changed, spring**) their routes and no longer came (**but, zoo, all**) the way to school. They stopped (**unless, cover, instead**) at a parking area several blocks (**away, when, swim**). Students walked the rest of the (**bed, way, cow**) to school on the multiuse path.

GO TO THE NEXT PAGE.

(**Just, Been, When**) they heard they had won the (**contest, light, silly**), the students in the class had (**if, add, a**) unanimous vote and decided to do (**a, to, nap**) tour of some towns in Europe. (**Or, It, Pat**) was these towns, with a long (**kitchen, history, welcome**) of walking and convenient public transportation, (**leaf, deck, that**) had been the inspiration for their (**journey, project, disappear**). They couldn't think of a better (**straw, nearly, place**) to take a vacation and see (**at, in, job**) person where their ideas had come (**from, past dust**).

CORE Reading Maze Comprehension Assessment—G8 Spring Key

Name _____ Grade _____ Date _____

THE PERFECT TRIP

The bus climbed to the top of the hill and made a sharp left turn. Everyone on the bus caught a (**chuckle, glimpse, sighing**) of one of the most spectacular (**sights, crowd, become**) they would ever experience. Before them (**tear, bow, lay**) the sea, glistening in the sunlight. (**But, Sir, The**) rocky coast here tumbled below them (**with, for, tea**) hundreds of feet. On the other (**side, note, cause**) was a sheer cliff rising for (**a, if, to**) thousand feet.

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

Oral Reading Fluency Student Passage

Crows

Crows are scavengers. The birds will eat almost anything, from vegetables and fruit, to nuts and seeds. They'll devour insects, frogs, lizards, mice, smaller birds, basically any animal they can fit into their mouths. And they'll happily pick at the flesh of carrion, which probably accounts for why ancient people associated crows with death.

Crows are playful birds, very sociable with their own kind, and they live in large extended family groups. They frequently indulge in silly games, such as carrying a twig high into the air, dropping it, then quickly swooping down and catching it. They've also been observed executing acrobatic backflips in flight.

Though few species of crows migrate, very often, during the fall and winter months, the birds will congregate in large groups, known as roosts. These roosts may range from a few dozen crows to hundreds of thousands. One astonishingly large roost, recorded in Oklahoma, was estimated at over two million crows. Exactly why they gather in such large groups remains a mystery, though researchers suspect that the birds congregate for protection against predators, as well as to communicate with one another and exchange information about where to find food.

Nearly all ornithologists (from the ancient Greek words *ornis* "bird" and *logos* "explanation") agree that crows are vastly intelligent creatures, with large brains in relation to their body size. Their intelligence is near the top of the avian world, alongside that of parrots. Their brains, at least in scale, are larger than human brains. A human brain is about one-and-a-half percent of body mass, while the brain of an American crow is more than two percent of its body mass.

And like us, crows are toolmakers. For example, they'll use straight twigs to poke for grubs, and then use a hooked twig to pull the grub from its hiding place. Crows often drop nuts onto roads and rocky surfaces to crack them open. In Japan, the clever birds deposit walnuts at intersections, placing the nuts right in front of the wheel of a car. Then, after the car crushes the nut, the crows return to peck at the pieces.

Fall Oral Reading Fluency (ORF) – Teacher

Record Grade 8

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”**.

Crows

Crows are scavengers. The birds will eat almost anything, from vegetables and fruit, to nuts and seeds. They'll devour insects, frogs, lizards, mice, smaller birds, basically any animal they can fit into their mouths. And they'll happily pick at the flesh of carrion, which probably accounts for why ancient people associated crows with death.

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Nearly all ornithologists (from the ancient Greek words ornis "bird" and

logos "explanation") agree that crows are vastly intelligent creatures, with large	(216)
brains in relation to their body size. Their intelligence is near the top of the avian	(232)
world, alongside that of parrots. Their brains, at least in scale, are larger than	(246)
human brains. A human brain is about one-and-a-half percent of body mass, while the	(263)
brain of an American crow is more than two percent of its body mass.	(277)
And like us, crows are toolmakers. For example, they'll use straight twigs to	(290)
poke for grubs, and then use a hooked twig to pull the grub from its hiding place.	(307)
Crows often drop nuts onto roads and rocky surfaces to crack them open. In Japan,	(322)
the clever birds deposit walnuts at intersections, placing the nuts right in front of	(336)
the wheel of a car. Then, after the car crushes the nut, the crows return to peck at	(354)
the pieces.	(356)

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

Teacher Observations

Winter - Oral Reading Fluency Student Passage

Government

Societies tend to function best when there are well-defined laws. Yet, even more important than the laws are the people who get to decide, enact, and enforce those laws. The people and structures that make those decisions are called government. Worldwide there are many types of government. These function at local, regional, and national levels. In all instances, government is the basis of power and control. But even when power is shared among people, problems arise. So, no form of rule is perfect.

An aristocratic government is power and control in the hands of a few people. Usually these people are thought to be different from the general population in some way. Ways in which aristocrats are thought to be different include: wealth, physical strength, intelligence, honor, technology, or achievement.

A despotic government is absolute power and control in the hands of a single person or very small group. Despotic rulers often rule out of self-interest and ignore the desires of the people. They often come to power in one of two ways. First, they can inherit power from a relative—such as a king or queen. These are known as absolute monarchs or dictators. Second, a despotic government can seize power from their predecessors. This process is called a military coup. Often despotic governments are authoritarian or totalitarian. This means that the person or people in power try to control all aspects of life.

A democratic government is one in which people are involved in decision making. There are two main ways democracies function. One is direct democracy where people get to create, vote on, and enact laws on their own. The other is indirect democracy where citizens elect politicians to vote on and enact laws. Often in democracies a simple majority wins, but this can put people with minority viewpoints at a disadvantage.

Anarchy is the opposite of government where a population is not ruled by any controlling body. In some senses, people view anarchy as disorder due to the lack of laws. However, for proponents of this form of "government", it removes all power structures. It makes individuals truly equal because it removes power from those with wealth, strength, merit, military arms, honor, and technology.

Winter Oral Reading Fluency (ORF) – Teacher Record Grade 8

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”**.

Government

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An aristocratic government is power and control in the hands of a few people. Usually these people are thought to be different from the general population in some way. Ways in which aristocrats are thought to be different include: wealth, physical strength, intelligence, honor, technology, or achievement.

A despotic government is absolute power and control in the hands of a single person or very small group. Despotic rulers often rule out of self-interest and ignore the desires of the people. They often come to power in one of two ways. First, they can inherit power from a relative—such as a king or queen. These are known as absolute monarchs or dictators. Second, a despotic government can seize power from their predecessors. This process is called a military coup. Often despotic governments are authoritarian or totalitarian. This means that the person or people in power try to control all aspects of life.

A democratic government is one in which people are involved in decision making. There are two main ways democracies function. One is direct democracy where people get to create, vote on, and enact laws on their own. The other is indirect democracy where citizen elect politicians to vote on and enact laws. Often

(13)

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(290)

in democracies a simple majority wins, but this can put people with minority viewpoints at a disadvantage. Anarchy is the opposite of government where a population is not ruled by any controlling body. In some senses, people view anarchy as disorder due to the lack of laws. However, for proponents of this form of "government", it removes all power structures. It makes individuals truly equal because it removes power from those with wealth, strength, merit, military arms, honor, and technology.	(303) (307) (320) (334) (348) (360) (370)
Total Words Read: _____ - # of Errors: _____ = WCPM _____	
Teacher Observations	

Spring Oral Reading Fluency Student Passage

Digital Music Recording

Just a little over a century ago, the only way to enjoy music was to play it or listen to it in person. Then, with the discovery of radio waves and the invention of recording technology, people could enjoy music anytime. Today, digital recordings make enjoying music even easier and more portable than ever. However, the process of producing music has become more complex.

Prior to the sale of the first compact disc, or CD, music was sold and listened to on wax cylinders, phonographs, vinyl records, or cassette tapes. Although most of these technologies are thought to be obsolete, you can still buy music in these formats.

Prior to recording the music, musicians would thoroughly practice their songs. Then they would head to a recording studio. The musicians would want to make sure their songs were ready for recording because studio time can be expensive. Some musicians who had the equipment could record from their home or garage, but the sound quality would not be as good. Either way, the technology didn't allow for much post-recording editing as the technology does now. So, they had to make sure to minimize mistakes prior to recording. Finally, the musicians would have to be in-sync because everyone would play together in real time.

Although decades in the making, digital music wasn't available for purchase in the United States until the late seventies when the first compact disc was sold. Digital music recording has changed how music is recorded, produced, and sold. With digital music, musicians no longer have to be physically together to play together. In fact, with pop music, musicians may never see each other ever!

In digital music, each part, voice, or instrument can be recorded on its own track. Usually, the first track is just a metronome or drum beat to keep time. Then, everyone records their own track when listening to that track and any other already-recorded track. Usually, the rhythm section lays the first music track. Then, basic chords and harmonies are added as the next track. Finally, the main melody is added. But a song isn't finished yet. The last step is for a producer to edit, enhance, and combine all the tracks into a final recording.

Spring Oral Reading Fluency (ORF) – Teacher Record Grade 8

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”**.

Digital Music Recording

Just a little over a century ago, the only way to enjoy music was to play it or listen to it in person. Then, with the discovery of radio waves and the invention of recording technology, people could enjoy music anytime. Today, digital recordings make enjoying music even easier and more portable than ever. However, the process of producing music has become more complex.

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(307)

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

Prefixes are chunks of a word that come at the beginning of the word. Prefixes have meaning.

Example:

In the words **b**icycle, **b**ind, and **b**inoculars, the prefix **bi-** means 2.



A **b**icycle has two wheels.



To **b**ind is to join two parts.



Binoculars are a viewing tool for two eyes.

Choose the meaning of each prefix:

sub-

These words have the prefix sub- submarine sub-category subconscious	What does the prefix sub- mean? a) true b) under c) too
--	---

inter-

These words have the prefix inter- international intergalactic interrupt	What does the prefix inter- mean? a) tomorrow b) star c) between
--	--

trans-

These words have the prefix trans- transition transport transplant	What does the prefix trans- mean? a) false b) work c) across
--	--

bio-

These words have the prefix bio- biology biography biopsy	What does the prefix bio- mean? a) world b) life c) box
---	---

hyper-

These words have the prefix hyper- hyperactive hyperbole hypersensitive	What does the prefix hyper- mean? a) extreme; excessive b) minimal; small c) far; distant
---	---

Suffixes are chunks of a word that come at the end of the word. Suffixes have meaning.

Example:

In the words **cycling**, **binding**, and **viewing**, the prefix **-ing** means “happening” or “in action”.



Cycling means the action of riding a bike.



Binding is the action of joining two parts.



Viewing is the action of looking at something.

Choose the meaning of each suffix:

-er

These words have the suffix -er swimmer teacher gardener	What does the suffix -er mean? a) a place that b) a person who c) a study of
--	--

-ion

These words have the suffix -ion communication erosion reflection	What does the suffix -ion mean? a) late; overdue b) still; unmoving c) action; process
---	--

-ize

These words have the suffix -ize organize criticize exercise	What does the suffix -ize mean? a) an action; b) most c) place
--	--

-able (-ible)

These words have the suffix -able (-ible) enjoyable capable responsible	What does the suffix -able (-ible) mean? a) a person b) today c) can do
---	---

-logy

These words have the suffix -logy biology psychology technology	What does the suffix -logy mean? a) service b) study of c) places
---	---

A **root** is the chunk of a word that cannot be taken away or broken down. Sometimes the root is the whole word. From the root, a word can “grow” by adding prefixes and/or suffixes.

Examples:



In the words **viewing** & **review**
the root **view** means “to see”.



In the words **cycling** & **recycle**,
the root **cycle** means “circle”.

Choose the meaning of each root:

struct

These words have the root struct .	What does the root struct mean?
structure instruct construct	a) pull; move forward b) build; form c) size; scale

pop

These words have the root pop .	What does the root pop mean?
population popular repopulate	a) people b) famous c) maps

astro

These words have the root astro .	What does the root astro mean?
astronaut astronomy asteroid	a) dark b) star c) hard

fract

These words come from the root fract .	What does the root fract mean?
fraction fragment fragile	a) strong b) measure c) break

centi

These words have the root centi .	What does the root centi mean?
centimetre centipede percent	d) hundred e) long f) ten

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Grade 8 Literacy Check-In: Written & Graphic Text

Teacher Notes & Answer Key

Task Purpose:

The purpose of this assessment is to check in with each student's independent reading of two different types of texts: written and graphic.

- Written texts: found in all teaching areas.
- Graphic texts: also found in all teaching areas, but generally taught in-depth in the context of social studies and science.

Process:

1. Students read the article, then answer 4 multiple-choice questions about the **main ideas**.
2. Students read the graphic, then answer 4 multiple-choice questions about the **main ideas**.
3. Students answer 2 **synthesis** questions that combine information from the 2 texts.

Administration Guidelines:

- This is not a timed assessment and students need not rush.
- Please review IEP and school-based team for any adaptations.
- In order to gauge a student's independent reading and ability to both pull out the main ideas and to synthesize (combine) ideas, please **do not pre-teach the content**.
- Building background knowledge is a key instructional step in the teaching of reading. However, an assessment check-in of a student's independent ability to access text, requires us to allow them an independent experience. Not all students will succeed with all parts of this assessment, that's OK. That informs our teaching.

Rationale (quoted from Stevens et. al.):

The complexity and challenge of identifying main ideas cannot be overestimated. Summarizing is a difficult skill because it requires readers to actively monitor their understanding and simultaneously identify important information, eliminate irrelevant details, and integrate main ideas across paragraphs and chapters.

Monitoring for meaning (e.g., stopping while reading to reflect on the paragraph- or passage-level main ideas) is particularly difficult for students with reading disabilities, as they may not realize when meaning breaks down and take the necessary steps to repair.

Upper elementary, middle school, high school, and even college students struggled to identify main ideas in text.

Stevens, E. A., Park, S., & Vaughn, S. (2019). A review of summarizing and main idea interventions for struggling readers in grades 3 through 12: 1978–2016. *Remedial and Special Education, 40*(3), 131–149. <https://doi.org/10.1177/0741932517749940>

Article (Fish Operated Vehicle) Answer Key

1. Which sentence from the section "Fish Operated Vehicle" BEST explains that fish are capable of learning about their surroundings?

- (A) The task for the fish was to "drive" the FOV toward a target that the fish could see through the tank.
- (B) The lidar collected information on the FOV's location and the fish's location within the tank.
- (C) For the study, the scientists taught the goldfish to use a wheeled platform, which the scientists called a Fish Operated Vehicle (FOV).
- (D) They discovered that it didn't matter where the fish started, and that the fish were even able to avoid dead ends and fix their own mistakes.**

2. Read the following statement:

The Ben-Gurion University experiment demonstrated an important trait goldfish use to survive.

Which sentence from the article provides the BEST support for the statement?

- (A) He said that the navigational ability of the fish is not specific to a particular environment.**
- (B) But scientists in Israel recently taught goldfish how to drive!
- (C) The camera followed the fish and translated their movements into directions for the go-kart.
- (D) The fish swam around in a water tank mounted on the platform.

3. Which of these MOST influenced the goldfish in the Ben-Gurion University experiment?

- (A) They were rewarded for operating a go-kart-like car with a webcam.
- (B) They were able to freely swim in a tank mounted on the FOV.
- (C) They received food pellets when they successfully completed a task.**
- (D) They encountered dead ends and other obstacles in the arena.

4. According to the article, WHY did the scientists put walls and false targets in the test arena?

- (A) They wanted to see if goldfish could learn to navigate an unfamiliar environment.**
- (B) They wanted to observe how precisely the Fish Operated Vehicle could maneuver.
- (C) They wanted to test the effectiveness of the lidar on the Fish Operated Vehicle.
- (D) They wanted to find out how long goldfish would take to perform a particular task.

Main Idea: Key ideas communicated by graphic text - Answer Key

1. Which icon represents communication?
 - a. **Speech bubbles**
 - b. Camera
 - c. Gears inside of head
 - d. Lightbulb
 2. Which statement best summarizes this visual text?
 - a. Animals are tricksters.
 - b. **Animal intelligence comes in different forms.**
 - c. Some animals understand speech.
 - d. Dolphins love to play.
 3. Which two animals display advanced vocabulary?
 - a. Cichlid fish and dolphins
 - b. Dolphins and bonobos
 - c. Bonobos and marmosets
 - d. **Bonobos and border collies**
-
1. Which best describes the cichlid's intelligence?
 - a. Social cooperation
 - b. Verbal communication
 - c. Spatial navigation
 - d. **Facial recognition**

Synthesis: Think about the two texts to respond to the following questions.

1. Which animal from the visual text uses an adaptation comparable to lidar?
 - a. Cichlid fish
 - b. **Dolphin**
 - c. Bonobo
 - d. Border collie
2. Which icon from the graphic best represents the goldfish from the article?



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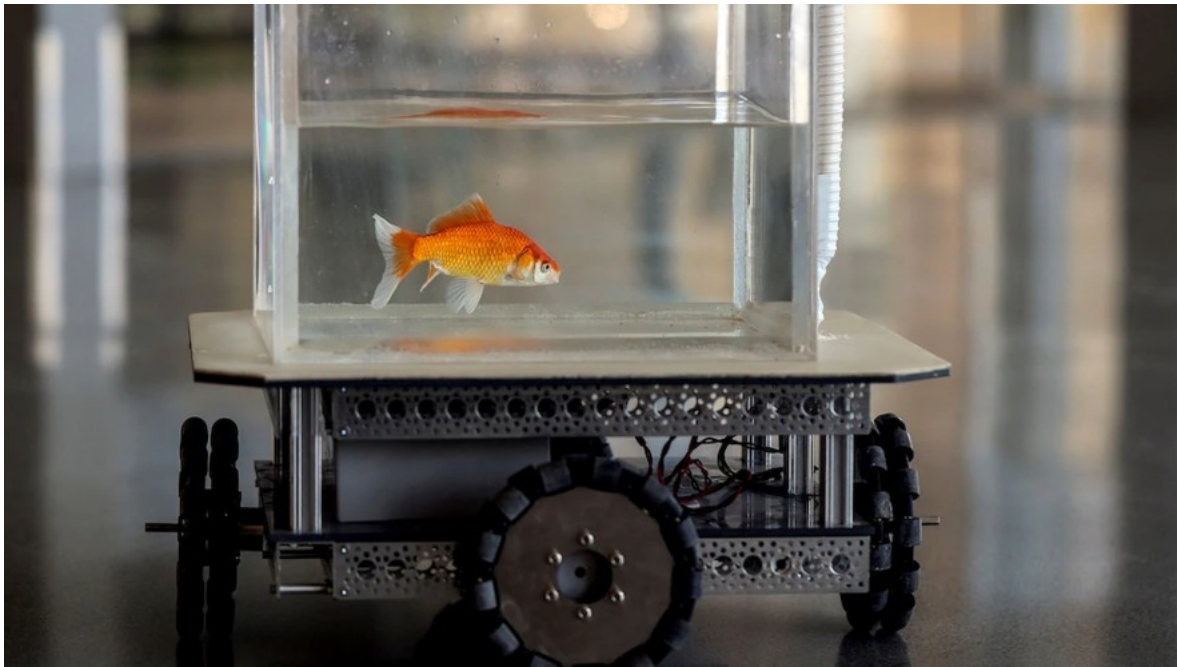
Student Materials

Steps:

1. Read the article about goldfish, then answer 4 multiple choice questions about the main ideas.
2. Read over the graphic text, then answer 4 multiple choice questions about the main ideas.
3. Read and answer 2 multiple choice questions that synthesize (combine information) about the written text and the graphic.

Israeli scientists teach goldfish to operate vehicle

By The Washington Post, adapted by Newsela staff on 01.27.22 Word Count **478** Level **1030L**



A goldfish steered a fish-operated vehicle developed by researchers at Ben-Gurion University in Beersheba, Israel. Photo: Shachar Givon et al./Ben-Gurion University Photo: Shachar Givon et al./Ben-Gurion University

You might not think of goldfish as particularly smart animals. But scientists in Israel recently taught goldfish how to drive!

This strange test put fish behind the wheel to test how well they could navigate. Navigation is the ability to find one's way through a landscape using sensory information, such as sights and sounds, or other techniques.

In January 2022, the scientists from Ben-Gurion University published their findings on fish navigation.

Fish Operated Vehicle

For the study, the scientists taught the goldfish to use a wheeled platform, which the scientists called a Fish Operated Vehicle (FOV). The fish swam around in a water tank mounted on the platform. Then, the FOV moved in reaction to the movements of the fish inside the tank.

The task for the fish was to "drive" the FOV toward a target that the fish could see through the tank. The car had a system on it called lidar, which is a type of technology that can scan its surroundings to collect information. The lidar collected information on the FOV's location and the fish's location within the tank.

Next, they placed the goldfish in the FOVs in a test arena and tasked it with driving toward a target. If they hit the target, they received a food pellet as a reward.

The scientists found that fish were able to move the FOV around new places to reach the target. They discovered that it didn't matter where the fish started, and that the fish were even able to avoid dead ends and fix their own mistakes.

The scientists said that after a few days of training, the fish were able to navigate past anything in their way, like walls. They also learned how to avoid tricks like false targets.

Shachar Givon is one of the study's authors. He said that the navigational ability of the fish is not specific to a particular environment. He added that the study shows that goldfish have enough brain power to learn a complicated task — and that they can do it somewhere totally different from their watery homes.

Ability To Navigate

You might be surprised to hear that the FOV isn't the world's first fish-driven car. In 2014, a design lab in the Netherlands mounted a fish tank on a go-kart-like car with a webcam. The camera followed the fish and translated their movements into directions for the go-kart. The car moved in spurts as the fish swam back and forth.

Scientists have also tested driving experiments with other animals, including rats and dogs. Navigation is an important ability that animals need to survive. The scientists said showing that a fish is smart enough to navigate outside its natural environment hints at something we all might have in common: a way of imagining the space around us, no matter the environment we swim, walk, or drive in.

1. Which sentence from the section "Fish Operated Vehicle" BEST explains that fish are capable of learning about their surroundings?

- (A) The task for the fish was to "drive" the FOV toward a target that the fish could see through the tank.
- (B) The lidar collected information on the FOV's location and the fish's location within the tank.
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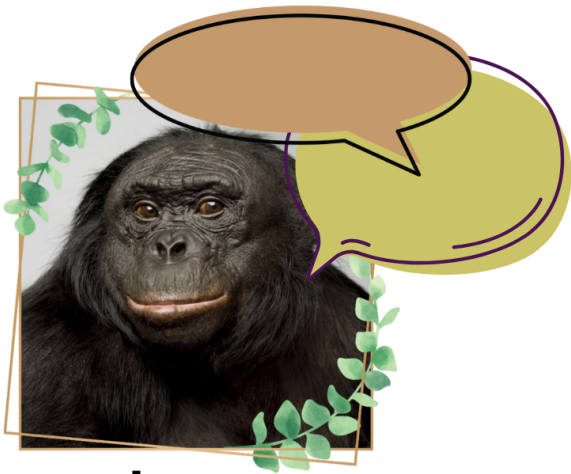
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4. According to the article, WHY did the scientists put walls and false targets in the test arena?

- (A) They wanted to see if goldfish could learn to navigate an unfamiliar environment.
- (B) They wanted to observe how precisely the Fish Operated Vehicle could maneuver.
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4 ANIMALS

THAT IMPRESSED US WITH THEIR SMARTS



Bonobo

- Well known for language
- Communicates with hundreds of words and symbols

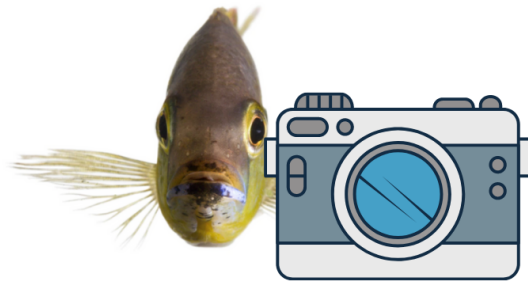


Dolphin

- Highly intelligent
- Play is important to their intelligence and social skills
- Use echolocation for navigation and exploring their environments.

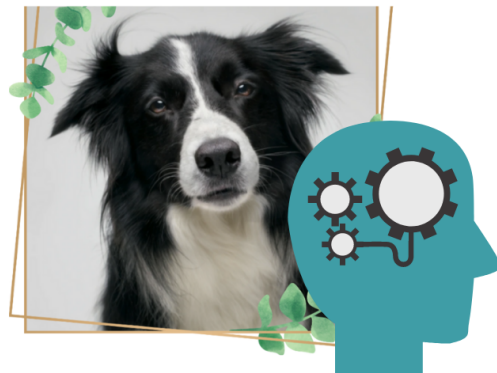
Cichlid Fish

- Able to distinguish between familiar fish and strangers from face patterns.
- Spend more time watching faces of fish that they know



Border Collie

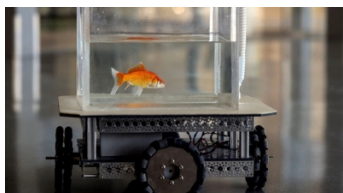
- Have excellent memories
- In tests, one collie remembered 1022 nouns



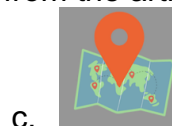
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 - b. Animal intelligence comes in different forms.
 - c. Some animals understand speech.
 - d. Dolphins love to play.
3. Which two animals display vocabulary skills?
 - a. Cichlid fish and dolphins
 - b. Dolphins and bonobos
 - c. Bonobos and cichlid fish
 - d. Bonobos and border collies
4. Which best describes the cichlid's intelligence?
 - a. Social cooperation
 - b. Verbal communication
 - c. Spatial navigation
 - d. Facial recognition

Synthesis: Think about the two texts to respond to the following questions.



1. Which animal from the visual text uses an adaptation comparable to lidar?
 - a. Cichlid fish
 - b. Dolphin
 - c. Bonobo
 - d. Border collie
2. Which icon from the graphic best represents the goldfish from the article?



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 Eight					
			Cut Points		
Assessment	Mobile Option	Selection Options	Red	Yellow	Green
Comprehension (MAZE) Fall		Numerical value	0-10	11-17	18 - 53
Comprehension (MAZE) Spring		Numerical value	0-13	14-21	22 - 50
Vocabulary – Prefixes, suffixes & roots	√	Numerical value	0-8	9-11	12-15
Comprehension Newsela passage	√	Numerical value	0-3	4-7	8-10
Oral Reading Fluency – Fall		numerical value words correct per minute (wcpm)	0-105	106-122	123-356
Oral Reading Fluency – Winter		numerical value words correct per minute (wcpm)	0-114	115-135	136 - 370
Oral Reading Fluency – Spring		numerical value words correct per minute (wcpm)	0-123	124-140	141 - 374

- 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).