

COWICHAN VALLEY SCHOOL DISTRICT

INTERMEDIATE LEARNING INVENTORY

GRADE 4

LITERACY ASSESSMENT

COWICHAN VALLEY
School District

2026

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COWICHAN VALLEY School District

Grade 4

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. Grade 4 assessment design begins to reflect that shift. In addition, it is recognized that Grade 4 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.

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.

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 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) Writing Sample MAZE (paper or computer application)	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF) MAZE (paper or computer application) Writing Sample

Key Information:

- The district will make a focused effort to return FSA data in an efficient time frame.
- 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 three minutes.")
- If at-risk in the Maze or ORF, administer the CORE Phonics Screener and PRESS Phonemic Awareness Inventory (These are NOT entered into the dashboard).
- If students are not able to attempt a subtest, due to documented barrier, please enter "0" for items, raw score or indicate not ready *(not punitive, simply the learner's truth at this time.).*

COWICHAN VALLEY
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Intermediate Learning Inventory(ILI) Grade Four

Fall (by the end of October)

- ❑ Foundation Skills Assessment (FSA)
- ❑ Writing Sample
- ❑ Comprehension (MAZE) – Playing the Game
- ❑ Oral Reading Fluency (ORF) - Chess

* If at risk in the ORF administer the CORE Phonics Survey and PRESS Phonemic Awareness Inventory

Winter (by the end of February)

- ❑ Oral Reading Fluency (ORF) - Desert Flower

* If at risk in the ORF administer the CORE Phonics Survey and PRESS Phonemic Awareness Inventory

Spring (by the end of May)

- ❑ Comprehension (MAZE) – The Best Picture
- ❑ Writing Sample
- ❑ Oral Reading Fluency (ORF) - Sugar

COWICHAN VALLEY
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Learning Inventories Quick Start Guide

Grade 4

Oral Reading Fluency (ORF)

- Print 1 copy of "Student Passage"
  - Fall - page 10
  - Winter - page 13
  - Spring - page 16

- Print 1 copy of the "Teacher record Form" for each student
  - Fall - page 8 & 9
  - Winter - page 11 & 12
  - Spring - page 14 & 15

- 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)

Reading MAZE Comprehension Test

- Refer to detailed instructions in package
- Practice MAZE on page 19
- If using paper copies: Print 1 copy of "Student Passage" for each student
    - Fall - page 20
    - Spring - page 22
    - 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 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

30 Minute Writing Sample - (Fall and Spring)

- Refer to pp. 24 & 25 for instructions

Data Dashboard Procedures – Click Here for manual

Grade Four Early Learning Inventory: Oral Reading Fluency Guidance

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

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

How do we do it:

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

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

Oral Reading Fluency (ORF) – Teacher Record Grade 4 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 chess. 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"**.

Chess was first played in Asia and India. When armies moved in and out	14
of these countries, the soldiers learned the game of chess. They then brought	27
the game with them wherever their battles took them. Many hundreds of	39
years ago, as the armies moved west, the pieces were given the names we	53
know today. The knight, the bishop, the king, the queen, and the rook (or	67
castle) were all part of life at that time.	76
Chess is played on a chess board which is made up of squares of	90
two colors. Each piece is only allowed to move a certain way. Some pieces	104
can only move forward. Some pieces can only move diagonally. Like most	116
games, the object of chess is to win by beating the person you are playing	131
against. All pieces are used to protect the king. If a player loses the king, he or	148
she loses the game.	152
During the game, pieces are moved in order to capture the other	164
player's pieces. Or they can be used to protect a more valuable piece, like	178
the king. Each player has a full set of pieces. One player has the white pieces.	194
One player has the black pieces. It doesn't matter how many pieces are	207
captured. What matters is whether your king is captured.	216
Thinking ahead is the key to playing good chess. Each player must	228
study the way the other player moves. Then, if that player makes a mistake,	242
the first player can move on the other's king!	251

Student Name: _____ Date:_____

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

Teacher Observations

Oral Reading Fluency Student Passage

Chess

Chess was first played in Asia and India. When armies moved in and out of these countries, the soldiers learned the game of chess. They then brought the game with them wherever their battles took them. Many hundreds of years ago, as the armies moved west, the pieces were given the names we know today. The knight, the bishop, the king, the queen, and the rook (or castle) were all part of life at that time.

Chess is played on a chess board which is made up of squares of two colors. Each piece is only allowed to move a certain way. Some pieces can only move forward. Some pieces can only move diagonally. Like most games, the object of chess is to win by beating the person you are playing against. All pieces are used to protect the king. If a player loses the king, he or she loses the game.

During the game, pieces are moved in order to capture the other player's pieces. Or they can be used to protect a more valuable piece, like the king. Each player has a full set of pieces. One player has the white pieces. One player has the black pieces. It doesn't matter how many pieces are captured. What matters is whether your king is captured.

Thinking ahead is the key to playing good chess. Each player must study the way the other player moves. Then, if that player makes a mistake, the first player can move on the other's king!

Oral Reading Fluency (ORF) – Teacher Record Grade 4 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 desert flowers. 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"**.

There is a special desert plant that has long, spiny leaves. Once a year, it bears beautiful white flowers. The flowers bloom only at night or on a very dark day. The flowers produce seeds to grow more plants.	13 28 39
The plant could not produce seeds without its partner, the green moth. The green moth has only one goal in life. Its goal is to find a safe place to lay eggs. The desert plant and the green moth have become partners because each has something needed by the other.	50 68 81 89
There are many parts of any desert flower. In order to produce seeds, yellow pollen dust from one part of the flower must move to another. But the plant can't do this alone.	101 115 122
When the flowers bloom, the green moth starts working. The moth goes onto each flower and gathers the yellow pollen in a ball. Then the moth pushes the ball of pollen down into the flower to reach the right part of the plant.	133 148 164 165
Next the moth makes her own way down into the bottom of the flower. She lays eggs there so that, when the eggs hatch, the babies can get food from the seeds of the plant. But there still will be enough seeds left over for new plants.	178 193 209 212
The green moth would not have a safe place for her eggs without the desert plant. The plant would have no way to get pollen for seeds without the moth. This is a good example of plant and animal partnership!	225 240 252

Student Name: _____ Date:_____

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

Teacher Observations

Oral Reading Fluency Student Passage

Desert Flower

There is a special desert plant that has long, spiny leaves. Once a year, it bears beautiful white flowers. The flowers bloom only at night or on a very dark day. The flowers produce seeds to grow more plants.

The plant could not produce seeds without its partner, the green moth. The green moth has only one goal in life. Its goal is to find a safe place to lay eggs. The desert plant and the green moth have become partners because each has something needed by the other.

There are many parts of any desert flower. In order to produce seeds, yellow pollen dust from one part of the flower must move to another. But the plant can't do this alone.

When the flowers bloom, the green moth starts working. The moth goes onto each flower and gathers the yellow pollen in a ball. Then the moth pushes the ball of pollen down into the flower to reach the right part of the plant.

Next the moth makes her own way down into the bottom of the flower. She lays eggs there so that, when the eggs hatch, the babies can get food from the seeds of the plant. But there still will be enough seeds left over for new plants.

The green moth would not have a safe place for her eggs without the desert plant. The plant would have no way to get pollen for seeds without the moth. This is a good example of plant and animal partnership!

Oral Reading Fluency (ORF) – Teacher Record Grade 4 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 sugar. 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"**.

There is a lot of sugar in candy and pop. And you probably know it isn't	16
good to have a can of pop and a candy bar for lunch! But that is often what	34
many of us do eat. However, that doesn't mean they are good for us.	48
Actually, we know they are bad if we have them all of the time. And they are	65
worse if we have them at the wrong time. These things are very high in sugar.	81
Your body needs to have sugar to work. So, why shouldn't you eat	94
a lot of sugar? A little sugar goes a long way. You can give your body more	111
sugar than it can use. Later, this will make you feel very tired. A good lunch	127
should have some protein, fresh fruit, fresh vegetables, and bread. The protein	139
is good because it lasts a long time. That means energy from it will be there in	156
the afternoon when you need to burn it. You can get protein from cheese,	170
eggs, beans, and nuts. You can also get it from peanut butter.	182
As for fruits and vegetables, fresh is better than frozen or canned.	194
Fresh food has more fiber, and the vitamins haven't been lost in cooking. If	208
you're tired of apples and carrots, try grapes or small tomatoes. Your body	221
quickly breaks these down to give you the quick energy needed until the	234
protein kicks in. If a healthy lunch sounds too boring, you can always try	248
adding sliced bananas to your peanut butter!	255

Student Name: _____ Date:_____

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

Teacher Observations

Oral Reading Fluency Student Passage

Sugar

There is a lot of sugar in candy and pop. And you probably know it isn't good to have a can of pop and a candy bar for lunch! But that is often what many of us do eat. However, that doesn't mean they are good for us. Actually, we know they are bad if we have them all of the time. And they are worse if we have them at the wrong time. These things are very high in sugar.

Your body needs to have sugar to work. So, why shouldn't you eat a lot of sugar? A little sugar goes a long way. You can give your body more sugar than it can use. Later, this will make you feel very tired. A good lunch should have some protein, fresh fruit, fresh vegetables, and bread. The protein is good because it lasts a long time. That means energy from it will be there in the afternoon when you need to burn it. You can get protein from cheese, eggs, beans, and nuts. You can also get it from peanut butter.

As for fruits and vegetables, fresh is better than frozen or canned. Fresh food has more fiber, and the vitamins haven't been lost in cooking. If you're tired of apples and carrots, try grapes or small tomatoes. Your body quickly breaks these down to give you the quick energy needed until the protein kicks in. If a healthy lunch sounds too boring, you can always try adding sliced bananas to your peanut butter!

COWICHAN VALLEY School District

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)** _____

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Reading Maze Comprehension Assessment—Student Passage

Name_____ Grade_____ Date_____

PLAYING THE GAME

Patrick put the game controller down and turned on the television. He clicked through the channels and (**cry, hurry, saw**) nothing interesting. He couldn't believe it, (**more, but, name**) he was bored with his games (**and, no, hunt**) television.

The voices and laughter from (**pie, thank, upstairs**) drifted down. The rest of the (**family, ladder, above**) was playing a board game. He (**landed, thought, bottle**) the game was silly, so he (**said, mail, thing**) he didn't want to play. Instead, (**their, have, he**) went down to the basement by himself (**enough, step, to**) play video games.

Taking a deep (**hall, breath, baby**), he decided he would go upstairs(**to, for, toast**) see what they were doing. Maybe (**yet, the, fan**) game wasn't as silly as he (**thought, shouted, lunch**).

When he reached the dining room, (**bowl, everybody, red**) stopped for a moment. Then Aunt (**pencil, Lydia, while**) pulled an empty chair to her (**edge, make, side**) and said, "Over here, Patrick. We (**want, drive, slow**) you on our team."

Before long, (**clown, Patrick, tomorrow**) understood why everyone was laughing. The (**game, money, teach**) was challenging and fun. He loved (**for, paint, the**) way everyone teased one another, and (**he, their, bone**) felt proud when he answered a (**radio, question, drove**) right and put his team ahead.

"(**Stone, Way, Patrick**), you are actually pretty good at (**this, when, candle**) game. Have you ever played it (**under, before, mean**)?" asked his father.

Blushing a little, (**Patrick, clothes, play**) admitted he had played it a (**loud, few, air**) times at school, but it was (**near, join, never**) this much fun. His aunt gave (**cake, him, scare**) a hug and said, "Well, we (**don't,using, bell**) care if you played before. We're (**rocky, track, happy**) you are on our team."

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Items Attempted_____– Items Incorrect_____= ITEMS CORRECT (SCORE_____

CORE Reading Maze Comprehension Test—Key Grade Four - Fall

Name_____ Grade_____ Date_____

PLAYING THE GAME

Patrick put the game controller down and turned on the television. He clicked through the channels and (**cry, hurry, saw**) nothing interesting. He couldn't believe it, (**more, but, name**) he was bored with his games (**and, no, hunt**) television.

The voices and laughter from (**pie, thank, upstairs**) drifted down. The rest of the (**family, ladder, above**) was playing a board game. He (**landed, thought, bottle**) the game was silly, so he (**said, mail, thing**) he didn't want to play. Instead, (**their, have, he**) went down to the basement by himself (**enough, step, to**) play video games.

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"(**Stone, Way, Patrick**), you are actually pretty good at (**this, when, candle**) game. Have you ever played it (**under, before, mean**)?" asked his father.

Blushing a little, (**Patrick, clothes, play**) admitted he had played it a (**loud, few, air**) times at school, but it was (**near, join, never**) this much fun. His aunt gave (**cake, him, scare**) a hug and said, "Well, we (**don't, using, bell**) care if you played before. We're (**rocky, track, happy**) you are on our team."

Items Attempted_____ – Items Incorrect_____ = ITEMS CORRECT (SCORE)_____

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CORE Reading Maze Comprehension Assessment—Student Passage

Name_____ Grade_____ Date_____

THE BEST PICTURE

The picture was really funny. Sheri was sitting on a pony (**earlier, outside, sweet**) her grandmother's house. It was taken (**when, those, shoe**) she was about a year old. (**Store, Bigger, Grandfather**) was holding her so she wouldn't (**answer, fall, hen**) out of the saddle. Grandmother was (**with, on, job**) the other side of the horse (**holding, suppose, never**) its bridle. It was Sheri's favorite (**step, stay, picture**).

"Do you remember when this picture (**was, help, dish**) taken, Dad?" she asked.

"Of course (**Them, I, Put**) do. I took the picture." Sheri's (**tree, drop, father**) walked over to look at it (**more, then, cold**) closely. "Your grandparents certainly look happy (**down, luck, in**) that picture, don't they?"

"Tell me (**over, about, glove**) that day again, Dad," asked Sheri. (**She, Their, Boat**) was too young to remember, but (**that, she, ride**) loved hearing about it.

"Yes," said (**it, sell, her**) little brother, "tell us about the (**hurt, pony, chase**) picture." Rodney liked the story as (**much, where, glass**) as Sheri did. "Let me tell (**yet, the, lamb**) story," suggested Sheri's mother. "Your father (**always, soon, trick**) leaves out the good part."

Mother (**slept, leg, began**) telling the story as she always (**rest, did, skate**). They drove to the farm where (**Father, nail, pay**) grew up. They had a picnic (**since, coat, under**) the tree behind the house. Grandfather (**diving, brought, funny**) a pony over and put Sheri (**in, without, hear**) the saddle. He and Grandmother posed (**unless, with, push**) Sheri and the pony. Father took (**why, your, the**) picture. Then Father asked everyone to (**hold, climb, farm**) still. He backed up to take (**few, another, long**) picture. As he walked backward, he (**fell, have, mouth**) into the pond, dropping the camera (**early, old, just**) before he did. And as always, (**country, everyone, off**) laughed, even Father.

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CORE Reading Maze Comprehension Assessment—G4 Spring Key

Name_____ Grade_____ Date_____

THE BEST PICTURE

The picture was really funny. Sheri was sitting on a pony (**earlier, outside, sweet**) her grandmother's house. It was taken (**when, those, shoe**) she was about a year old. (**Store, Bigger, Grandfather**) was holding her so she wouldn't (**answer, fall, hen**) out of the saddle. Grandmother was (**with, on, job**) the other side of the horse (**holding, suppose, never**) its bridle. It was Sheri's favorite (**step, stay, picture**).

"Do you remember when this picture (**was, help, dish**) taken, Dad?" she asked.

"Of course (**Them, I, Put**) do. I took the picture." Sheri's (**tree, drop, father**) walked over to look at it (**more, then, cold**) closely. "Your grandparents certainly look happy (**down, luck, in**) that picture, don't they?"

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

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COWICHAN VALLEY School District

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.

COWICHAN VALLEY School District

Learning Inventories Cut Points

Grade Four - English									
Assessment	Fall			Winter			Spring		
	Red	Yellow	Green	Red	Yellow	Green	Red	Yellow	Green
Oral Reading Fluency	0-74	75-83	84+	0-94	95-109	110+	0-104	105-121	122+
Maze	0-5	6-10	11+	N/A	N/A	N/A	0-9	10-18	19+

Green – student exhibits mastery of the skill assessed.

Yellow – supplemental instruction needed to ensure mastery of the skill assessed and initiate progress monitoring.

Red – direct instruction and/or intervention needed to move learner forward in the specific skill(s) and initiate progress monitoring.

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