



COWICHAN VALLEY SCHOOL DISTRICT

INTERMEDIATE LEARNING INVENTORY

GRADE 5

LITERACY ASSESSMENT

2025



COWICHAN VALLEY
School District

Grade 5

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 5 assessments focus first on broad, grade level check-ins. 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, 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
Oral Reading Fluency (ORF)	Comprehension - Main	Oral Reading Fluency (ORF)
MAZE (comprehension) (paper or computer application)	Idea Oral Reading Fluency	MAZE (comprehension) (paper or computer application)
Writing Sample		Writing Sample
Key Information: • The MAZE and Comprehension - main idea can be administered online or paper pencil. • The Comprehension - main idea is reflective of the Grade 10/12 Provincial Graduation Literacy Assessments. • 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.") Lower grade MAZE/ORFs can be used. • If students are not able to attempt a subtest (would create frustration), please enter "0" for items, raw score or indicate not ready. (not punitive, simply the learner's truth at this time.)		



Intermediate Learning Inventory(ILI) Grade Five

Fall (by the end of October)

☐ Comprehension (MAZE)

(The Big Move)

☐ Oral Reading Fluency (ORF)

(Sugar)

☐ Writing Sample

Winter (by the end of February)

☐ Oral Reading Fluency (ORF)

(Olympic Games)

☐ Comprehension-Main Idea

(Scientists 3D-printed a slice of cake)

Spring (by the end of May)

☐ Oral Reading Fluency (ORF) (Toads and
Frogs)

☐ Writing Sample

☐ Comprehension (MAZE) (A Great Day)



Learning Inventories Quick Start Guide

Grade 5

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 20
 - Winter – page 23
 - Spring – page 27
- Print 1 copy of the "Teacher record Form" for each student
 - Fall– page 21 & 22
 - Winter - page 25 & 26
 - Spring – page 29 & 30
- 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)

Comprehension (Main Idea Newsela Passage: 3D Printed Cake)

- If using paper copies
 - make a copy for each student (pages 15 –17)
 - Have students complete assessment and mark using provided key
 - 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 assessment - "Grade 5 Comprehension "
 - Stop at this point to make sure they are all logged in correctly.
 - Have them press next to start the assessment. (allow pop-up windows)
 - They read the passage and answer the multiple-choice questions
 - Advance through the assessment using the green buttons
 - This is not a timed assessment
 - The assessment is automatically scored and submitted

30 Minute Writing Sample

- Refer to pp. 31-32 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 BIG MOVE

It looked like a parade. People lined the streets, traffic was (**stopped, splash, storm**), and utility wires had been raised (**until, send, by**) supporting them with tall poles. Police (**waved, were, today**) stationed at every intersection, and news (**mountains, trucks, reached**) were parked beside the street. A (**reporter, cookie, wrong**) stood on the street beside the (**year, break, truck**), microphone in hand.

From far down (**Main, crawled, spoon**) Street came the sound of people (**saved, clapping, another**). It rolled up the street like (**a, so, eat**) wave, and soon everyone on the (**basket, sidewalks, chase**) could see the object of the (**football, clip, applause**). The applause wasn't for a parade, (**but, his, city**) for something much more exciting. The (**wonder, Torrey, gave**) House was being moved from its (**kind, paper, original**) site to a vacant lot in (**red, the, draw**) center of town.

Ken held his (**video, boat, around**) camera as high as he could (**over, after, take**) his head while Mona talked into (**why, an, for**) audio recorder. They were capturing the (**shady, came, big**) move for their school's digital yearbook.

"(**Pick, River, Do**) you really think you are getting (**young, good, carry**) pictures?" asked Mona. She had turned (**off, at, chip**) the recorder for a moment and (**joined, looked, window**) at Ken.

"I practiced this for (**berry, tease, weeks**)," answered Ken. "I took videos from (**where, girl, this**) spot twice a week for a (**river, month, please**). I even marked the sidewalk with (**shout, about, chalk**) so I'd be standing in the (**same, both, weigh**) spot. After I took the video, (**of, I, sit**) looked it over to be sure (**I, by, so**) got the best angle. Don't worry, (**her, bed, it**) will be okay."

Mona rolled her (**rope, eyes, high**), turned on the recorder, and started (**find, talking, horse**). Ken was right, of course. He (**use, mop, had**) planned their event for months, and (**she, their, sea**) was sure he knew what he (**call, was, ride**) doing. She smiled as she spoke, (**walk, fair, knowing**) they were recording one of the (**most, young, toy**) important events in the history of (**hard, give, their**) town.

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

Reading MAZE Comprehension Assessment—Key Grade 5 Fall

Name _____ Grade _____ Date _____

THE BIG MOVE

It looked like a parade. People lined the streets, traffic was **stopped**, **splash**, **storm**), and utility wires had been raised (**until**, **send**, **by**) supporting them with tall poles. Police (**waved**, **were**, **today**) stationed at every intersection, and news (**mountains**, **trucks**, **reached**) were parked beside the street. A (**reporter**, **cookie**, **wrong**) stood on the street beside the (**year**, **break**, **truck**), microphone in hand.

From far down (**Main**, **crawled**, **spoon**) Street came the sound of people (**saved**, **clapping**, **another**). It rolled up the street like (**a**, **so**, **eat**) wave, and soon everyone on the (**basket**, **sidewalks**, **chase**) could see the object of the (**football**, **clip**, **applause**). The applause wasn't for a parade, (**but**, **his**, **city**) for something much more exciting. The (**wonder**, **Torrey**, **gave**) House was being moved from its (**kind**, **paper**, **original**) site to a vacant lot in (**red**, **the**, **draw**) center of town.

Ken held his (**video**, **boat**, **around**) camera as high as he could (**over**, **after**, **take**) his head while Mona talked into (**why**, **an**, **for**) audio recorder. They were capturing the (**shady**, **came**, **big**) move for their school's digital yearbook.

"(**Pick**, **River**, **Do**) you really think you are getting (**young**, **good**, **carry**) pictures?" asked Mona. She had turned (**off**, **a**, **chip**) the recorder for a moment and (**joined**, **looked**, **window**) at Ken.

"I practiced this for (**berry**, **tease**, **weeks**)" answered Ken. "I took videos from (**where**, **girl**, **this**) spot twice a week for a (**river**, **month**, **please**). I even marked the sidewalk with (**shout**, **about**, **chalk**) so I'd be standing in the (**same**, **both**, **weigh**) spot. After I took the video, (**of**, **I**, **sit**) looked it over to be sure (**I**, **by**, **so**) got the best angle. Don't worry, (**her**, **bed**, **it**) will be okay."

Mona rolled her (**rope**, **eyes**, **high**), turned on the recorder, and started (**find**, **talking**, **horse**). Ken was right, of course. He (**use**, **map**, **had**) planned their event for months, and (**she**, **their**, **sea**) was sure he knew what he (**call**, **was**, **ride**) doing. She smiled as she spoke, (**walk**, **fair**, **knowing**) they were recording one of the (**most**, **young**, **toy**) important events in the history of (**hard**, **give**, **their**) town.

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

CORE Reading Maze Comprehension Assessment—Student Passage

Name _____ Grade _____ Date _____

A GREAT DAY

The snow couldn't have been better. Peter stepped into the front binding (**up, of, tag**) his snowboard and fastened the toe (**pail, write, strap**). Standing up, he pushed off with (**his, sure, top**) other foot and drifted into the (**ship, line, plant**) for the chairlift.

"Hey, Peter, are (**who, cat, you**) all set for an enormous day?" (**asked, stood, fence**) Stacy. She glided up beside him (**if, and, ten**) pulled her goggles up onto her (**noise, under, hat**).

"This is the best snow of (**so, the, dish**) year," insisted Peter, "and we're supposed (**to, at, we**) get more tomorrow. It's fabulous that (**who, this, hurt**) is our vacation week."

The two (**under, light, of**) them continued to talk as the (**chairlift, ship, round**) line moved forward. It wasn't long (**at, name, before**) the two of them were waiting (**not, for, week**) a chair. When it arrived, they (**said, dropped, bottom**) back slightly as the chair scooped (**them, why, feed**) up and started moving toward the (**fruit, stick, top**) of the mountain.

As they neared (**my, the, hit**) summit, the two boarders turned slightly (**in, until, hat**) the chair to prepare for getting (**as, off, cry**). When the surface of the snow (**was, parted, this**) close enough, they stood up on (**girl, and, their**) boards and pushed away from the (**pony, lift, rush**).

"Let's drop into the sunny side (**of, so, pig**) the bowl and make a few (**woods, black, turns**) to warm up before we head (**down, after, cover**) to the terrain park," suggested Stacy.

"(**When, That, Start**) sounds pretty good," agreed Peter. "While (**to, move, we**) were on the lift, I saw (**Sarah, bell, middle**) and her brothers heading that way. (**Plant, Story, Maybe**) we can catch up with them."

(**Try, Mad, The**) two of them scooted down a (**hardly, nearby, fright**) slope and then came to a (**stop, wing, cry**). They sat on the snow and (**strapped, neared, real**) in the other boot. Using the (**dance, angle, warm**) of the slope to help them (**wave, stand, aunt**) up, they rose and made a (**sat, ship, few**) slow turns. Spotting Sarah and her (**present, brothers, winter**) a few hundred yards down the (**hill, pen, drop**), they headed almost straight down the (**mountain, pocket, number**), looking forward to a great day (**from, with, bird**) good friends.

CORE Reading Maze Comprehension Assessment—G5 Spring Key

Name _____ Grade _____ Date _____

A GREAT DAY

The snow couldn't have been better. Peter stepped into the front binding (**up, of, tag**) his snowboard and fastened the toe (**pail, write, strap**). Standing up, he pushed off with (**his, sure, top**) other foot and drifted into the (**ship, line, plant**) for the chairlift.

"Hey, Peter, are (**who, cat, you**) all set for an enormous day?" (**asked, stood, fence**) Stacy. She glided up beside him (**if, and, ten**) pulled her goggles up onto her (**noise, under, hat**).

"This is the best snow of (**so, the, dish**) year," insisted Peter, "and we're supposed (**to, at, we**) get more tomorrow. It's fabulous that (**who, this, hurt**) is our vacation week."

The two (**under, light, of**) them continued to talk as the (**chairlift, ship, round**) line moved forward. It wasn't long (**at, name, before**) the two of them were waiting (**not, for, week**) a chair. When it arrived, they (**said, dropped, bottom**) back slightly as the chair scooped (**them, why, feed**) up and started moving toward the (**fruit, stick, top**) of the mountain.

As they neared (**my, the, hit**) summit, the two boarders turned slightly (**in, until, hat**) the chair to prepare for getting (**as, off, cry**). When the surface of the snow (**was, parted, this**) close enough, they stood up on (**girl, and, their**) boards and pushed away from the (**pony, lift, rush**).

"Let's drop into the sunny side (**of, so, pig**) the bowl and make a few (**woods, black, turns**) to warm up before we head (**down, after, cover**) to the terrain park," suggested Stacy.

"(**When, That, Start**) sounds pretty good," agreed Peter. "While (**to, move, we**) were on the lift, I saw (**Sarah, bell, middle**) and her brothers heading that way. (**Plant, Story, Maybe**) we can catch up with them."

(**Try, Mad, The**) two of them scooted down a (**hardly, nearby, fright**) slope and then came to a (**stop, wing, cry**). They sat on the snow and (**strapped, neared, real**) in the other boot. Using the (**dance, angle, warm**) of the slope to help them (**wave, stand, aunt**) up, they rose and made a (**sat, ship, few**) slow turns. Spotting Sarah and her (**present, brothers, winter**) a few hundred yards down the (**hill, pen, drop**), they headed almost straight down the (**mountain, pocket, number**), looking forward to a great day (**from, with, bird**) good friends.

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



Grade 5 Literacy Check-In: Written Text

Teacher Notes

Task Purpose:

The purpose of this assessment is to check in with each student's independent reading of written

Process:

1. Students read the article, then answer 4 multiple-choice questions about the **main ideas**.

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>

Answer Key

- 1 Read the paragraph from the section "Cake Built In Layers."

When you bite into it, you feel the flavors hit you in different waves, said Jonathan Blutinger, one of the scientists. That's because the cake is made from many different layers, he explained. Blutinger is a mechanical engineer at Columbia University. A mechanical engineer is someone trained to study materials to design and build things.

What is the MOST accurate explanation of what this paragraph means?

- (B) **The cake's layers affect how a person experiences the flavor.**
- (C) Mechanical engineers are experts at building layered cakes.
- (D) People experience the cake's flavors differently depending on how they bite into it.
- (E) Jonathan Blutinger got the idea to 3D print a cake from his time at Columbia University.

- 2 Read the section "More 3D-Printed Food Is Coming." Which sentence from the section shows what would be necessary for people to use 3D printers at home?

- (B) One company is working on 3D-printed "meat" made from plants.
- (C) In the future, people might be able to buy 3D printers for cooking at home.
- (D) **The printers would also need recipes to work.**
- (E) Scientists said that 3D printing could help with meal planning.

- 3 Which sentence from the article supports the MAIN idea of the article?

- (B) Scientists have used 3D printers to make all sorts of useful, fun or even strange objects.
- (C) These printers take a material, such as plastic, and add it one layer at a time to make something.
- (D) You can buy 3D-printed bikes, chairs, action figures and more.
- (E) **Then, it builds the cake by layering thin lines of the ingredients.**

- 4 Read the paragraph from the section "Early Versions Were Delicious Failures."

With these changes, the slices held together. The final step was using a laser to brown the top graham cracker layer. A laser is a very narrow, bright beam of light that can concentrate energy on a small area. In total, it took 30 minutes to make the slice.

Which statement BEST summarizes the paragraph?

- (B) The slices held together until a laser browned the top graham cracker layer.
- (C) 30 minutes is roughly the length of time needed to properly brown a cake layer.
- (D) **The final step in the 30-minute process was browning the top layer with a laser.**
- (E) Narrow, bright beams of energy can last for only 30 minutes before they lose their heat.

Scientists 3D-printed a slice of cake

By The Smithsonian Institution, adapted by Newsela staff on 04.13.23

Word Count **590**

Level **880L**



Mechanical engineer, Jonathan Blutinger, worked with a team to 3D print a slice of cheesecake at Columbia University. Photo: Jonathan Blutinger/Columbia Engineering Photo: Jonathan Blutinger/Columbia Engineering

Printing isn't just for paper anymore. Scientists have used 3D printers to make all sorts of useful, fun or even strange objects. A 3D printer is a machine that makes three-dimensional, or 3D, objects. These printers take a material, such as plastic, and add it one layer at a time to make something.

You can buy 3D-printed bikes, chairs, action figures and more. Now, scientists have even figured out how to 3D-print a slice of cake. A team published a report about their recipe in March 2023.

Cake Built In Layers

The recipe has seven ingredients: graham cracker paste, peanut butter, strawberry jam, Nutella, banana puree, cherry drizzle and frosting.

The printer squeezes the ingredients through thin tubes. Then, it builds the cake by layering thin lines of the ingredients.

Does the cake taste good? That depends if you like graham crackers. More than seven-tenths of the dessert is graham cracker paste.

When you bite into it, you feel the flavors hit you in different waves, said Jonathan Blutinger, one of the scientists. That's because the cake is made from many different layers, he explained. Blutinger is a mechanical engineer at Columbia University. A mechanical engineer is someone trained to study materials to design and build things.

Early Versions Were Delicious Failures

The scientists bought the ingredients from a corner store in New York City. They mashed bananas with a fork to make a puree. To make the graham cracker paste, they put water, butter and graham crackers in a blender.

At first, the scientists used a lot less graham cracker paste in their recipe. But that didn't work so well. The dessert quickly collapsed when layers of wetter ingredients were added on top.

After several failed attempts, the team added layers of graham cracker paste throughout the slice. They used the drier ingredients to make wells. The wells had walls that were thick on the bottom and thinner on top. Then, they put the wetter ingredients inside the wells. That way, the wetter ingredients were supported.

With these changes, the slices held together. The final step was using a laser to brown the top graham cracker layer. A laser is a very narrow, bright beam of light that can concentrate energy on a small area. In total, it took 30 minutes to make the slice.

More 3D-Printed Food Is Coming

This isn't the first attempt to make 3D-printed food. One company is working on 3D-printed "meat" made from plants. NASA is investigating 3D-printed food for astronauts to eat on long trips in space.

Blutinger said it's possible to print many other kinds of foods. "We can print chicken, beef, vegetables and cheese," he said. "Anything that can be turned into a paste, liquid or powder."

In the future, people might be able to buy 3D printers for cooking at home. But they might be very expensive. The printers would also need recipes to work. Blutinger said there needs to be a place for people to download recipes and get ideas for what kind of food they can make.

Scientists said that 3D printing could help with meal planning. It might also make food more sanitary, or clean, by reducing human handling of it

Andrew Feenberg is a technology expert at Simon Fraser University in Canada. He doesn't think 3D printers for food will become very popular in homes. "It might turn out to be more useful in restaurants and cafeterias," he said. The printers could be loaded when the restaurants and cafeterias weren't busy, he said.

Quiz

- 1 Read the paragraph from the section "Cake Built In Layers."

When you bite into it, you feel the flavors hit you in different waves, said Jonathan Blutinger, one of the scientists. That's because the cake is made from many different layers, he explained. Blutinger is a mechanical engineer at Columbia University. A mechanical engineer is someone trained to study materials to design and build things.

What is the MOST accurate explanation of what this paragraph means?

- (B) The cake's layers affect how a person experiences the flavor.
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- (D) People experience the cake's flavors differently depending on how they bite into it.
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- 3 Which sentence from the article supports the MAIN idea of the article?

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- (C) These printers take a material, such as plastic, and add it one layer at a time to make something.
- (D) You can buy 3D-printed bikes, chairs, action figures and more.
- (E) Then, it builds the cake by layering thin lines of the ingredients.

- 4 Read the paragraph from the section "Early Versions Were Delicious Failures."

With these changes, the slices held together. The final step was using a laser to brown the top graham cracker layer. A laser is a very narrow, bright beam of light that can concentrate energy on a small area. In total, it took 30 minutes to make the slice.

Which statement BEST summarizes the paragraph?

- (B) The slices held together until a laser browned the top graham cracker layer.
- (C) 30 minutes is roughly the length of time needed to properly brown a cake layer.
- (D) The final step in the 30-minute process was browning the top layer with a laser.
- (E) Narrow, bright beams of energy can last for only 30 minutes before they lose their heat.

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

Sugar

Sugar is used with all types of foods. It is found naturally in many fruits and vegetables. Do you know how sugar is made? It is made different ways, depending on the type of sugar. Pure sugar crystals are usually made from maple sap, sugar cane, or sugar beets.

Maple sugar is brown and is made from the sweet tree sap. Pails are hung on the trees and the sap drips into them. Then the sap is cooked until the syrup, or sugar, is ready. Cane sugar comes from the stalk of the sugar cane plant. To make cane sugar, juice is taken from the stalks and refined into sugar crystals. Beet sugar comes from part of the root of the sugar beet plant. The beets form under the ground and are then pulled up and hauled away to the refinery. There they are washed several times and cut into pieces which are then soaked in water to obtain the sweet juice. The juice is then cooked to thicken it before it is dried. As it dries, the sugar crystals form.

Molasses usually collects on sugar crystals. The molasses spins away, if the crystals are spun around quickly in a big vat. What's left is the white sugar often used at home. However, boxes of white granulated sugar were not always around. Years ago, sugar was bought in cone shaped loaves. Each loaf weighed about three pounds. The loaf was broken into pieces to use. Many bakers claimed their secret of success was to grind the sugar into a fine powder.

Oral Reading Fluency (ORF) – Teacher Record Grade 5 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 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”**.

<u>Sugar</u> is used with all types of foods. It is found naturally in many fruits	15
and vegetables. Do you know how sugar is made? It is made different ways,	29
depending on the type of sugar. Pure sugar crystals are usually made from	42
maple sap, sugar cane, or sugar beets.	49
Maple sugar is brown and is made from the sweet tree sap. Pails are	63
hung on the trees and the sap drips into them. Then the sap is cooked until	79
the syrup, or sugar, is ready. Cane sugar comes from the stalk of the sugar	94
cane plant. To make cane sugar, juice is taken from the stalks and refined into	109
sugar crystals. Beet sugar comes from part of the root of the sugar beet plant.	124
The beets form under the ground and are then pulled up, and hauled away	138
to the refinery. There they are washed several times and cut into pieces which	152
are then soaked in water to obtain the sweet juice. The juice is then cooked	167
to thicken it before it is dried. As it dries, the sugar crystals form.	181
Molasses usually collects on sugar crystals. The molasses spins away, if	192
the crystals are spun around quickly in a big vat. What's left is the white sugar	208
often used at home. However, boxes of white granulated sugar were not	220
always around. Years ago, sugar was bought in cone shaped loaves. Each	232
loaf weighed about three pounds. The loaf was broken into pieces to use.	245
Many bakers claimed their secret of success was to grind the sugar into a fine	260
powder.	261

Student Name: _____

Date: _____

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

Teacher Observations

Adapted From: CORE Multiple Measures

Oral Reading Fluency Student Passage

Olympic Games

In ancient times, the Greeks held a series of games every four years. These games tested athletic skill. They also provided a chance for people to meet and share ideas about art and the world.

These games became an important part of life in those times. The Greeks said they wanted “a healthy mind in a healthy body.”

Today, these games attract athletes from all over the world. Having modern versions of the games was the idea of a French nobleman who worked hard to establish the four-year international competitions in modern times.

The site of the ancient games was discovered when the French nobleman was young. It must have given him an idea that stayed with him for a long time. He traveled all over the world. He noticed that young athletes were alike, no matter what country they were from. So, in 1892, he presented a plan for the modern Olympic games to the Athletic Sports Union of France.

The idea was not accepted at first. But he did not give up. He wrote letters. He began to prepare for the International Athletic Congress meeting in 1894. He got countries like the United States, England, and Sweden to back his plan. When it came time to hold the meeting, he was ready.

His plan was accepted. The first modern Olympic games were planned for 1896. The idea of “a healthy mind in a healthy body” is now a goal for athletes all over the world.

Oral Reading Fluency (ORF) – Teacher Record Grade 5 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 the Olympic Games. 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”**.

In ancient times, the Greeks held a series of games every four years. These games tested athletic skill. They also provided a chance for people to meet and share ideas about art and the world.

14
28
35

These games became an important part of life in those times. The Greeks said they wanted “a healthy mind in a healthy body.”

48
58

Today, these games attract athletes from all over the world. Having modern versions of the games was the idea of a French nobleman who worked hard to establish the four-year international competitions in modern times.

70
85
94

The site of the ancient games was discovered when the French nobleman was young. It must have given him an idea that stayed with him for a long time. He traveled all over the world. He noticed that young athletes were alike, no matter what country they were from. So, in 1892, he presented a plan for the modern Olympic games to the Athletic Sports Union of France.

106
123
137
152
162

The idea was not accepted at first. But he did not give up. He wrote letters. He began to prepare for the International Athletic Congress meeting in 1894. He got countries like the United States, England, and Sweden to back his plan. When it came time to hold the meeting, he was ready.

178
191
205
215

His plan was accepted. The first modern Olympic games were planned for 1896. The idea of “a healthy mind in a healthy body” is now a goal for athletes all over the world.

225
242
248

Student Name: _____

Date: _____

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

Teacher Observations

Oral Reading Fluency Student Passage

Toads and Frogs

Toads and frogs are both amphibians, which means they spend part of their lives in the water and part on land. Both of them start out as tadpoles and both are cold-blooded. But there are differences too. A toad's skin is rough and bumpy, while a frog's skin is smooth. The toad's bumpy skin has led some people to believe that toads cause warts. However, that isn't true. The bumps are really small poison glands. The poison is harmless to humans. But if a dog picks a toad up in its mouth, it'll drop the toad in a hurry because it tastes so bad. This added protection is a good thing.

Toads cannot leap away from trouble like frogs. Some toads can blend in with the things around them and others will flatten and lie very still until danger passes. They usually burrow out of sight during the day. In the late afternoon and early evening, they come out and eat large numbers of insects. Someone once estimated that one toad could eat almost ten thousand insects in three months. They catch their meals with their sticky tongues.

When autumn comes, a toad's activities slow down. It's time to burrow deep in the earth and hibernate. It backs into its burrow, letting the earth seal it inside. When the spring sun returns to warm the earth, the toad will awaken for another busy year.

Oral Reading Fluency (ORF) – Teacher Record Grade 5 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 toads and frogs. 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”**.

Toads and frogs are both amphibians, which means they spend part of	12
their lives in the water and part on land. Both of them start out as tadpoles	28
and both are cold-blooded. But there are differences too. A toad's skin is	42
rough and bumpy, while a frog's skin is smooth. The toad's bumpy skin has led	57
some people to believe that toads cause warts. However, that isn't true. The	70
bumps are really small poison glands. The poison is harmless to humans. But if	84
a dog picks a toad up in its mouth, it'll drop the toad in a hurry because it	102
tastes so bad. This added protection is a good thing.	112
Toads cannot leap away from trouble like frogs. Some toads can	123
blend in with the things around them and others will flatten and lie very still	138
until danger passes. They usually burrow out of sight during the day. In the late	153
afternoon and early evening, they come out and eat large numbers of	165
insects. Someone once estimated that one toad could eat almost ten	176
thousand insects in three months. They catch their meals with their sticky	188
tongues.	189
When autumn comes, a toad's activities slow down. It's time to	200
burrow deep in the earth and hibernate. It backs into its burrow, letting the	214
earth seal it inside. When the spring sun returns to warm the earth, the toad	229
will awaken for another busy year.	235

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 Five					
			Cut Points		
Assessment	Mobile Option	Selection Options	Red	Yellow	Green
Comprehension (MAZE) Fall		Numerical value	0-8	9-14	15 - 39
Comprehension (MAZE) Spring		Numerical value	0-12	13-19	20 - 42
Oral Reading Fluency – Fall		numerical value words correct per minute (wcpm)	0-86	87-110	111+
Oral Reading Fluency – Winter		numerical value words correct per minute (wcpm)	0-108	109-122	123+
Oral Reading Fluency – Spring		numerical value words correct per minute (wcpm)	0-118	119-135	136 +
Comprehension Newsela passage	√	Numerical value generated from student answers to multiple choice questions	0-1	2	3-4

- 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).