



**Ministry of  
Education**

## **Foundation Skills Assessment (FSA) Grade 4**

### **Sample Scoring Rubrics Sample Response/Solutions**

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# FSA Grade 4 Reading

## Scoring Rubric

	<b>1</b> <b>Not Yet Within Expectations</b>	<b>2</b> <b>Meets Expectations (Minimal to Moderate)</b>	<b>3</b> <b>Fully Meets Expectations</b>	<b>4</b> <b>Exceeds Expectations</b>
<b>Snapshot</b>	<i>Response is generally inaccurate or insufficient support. Demonstrates limited understanding or a misreading of the passage(s) and/or the task.</i>	<i>Response is partially accurate; may lack support; may be incomplete. Demonstrates an understanding of the gist of the passage(s) and task.</i>	<i>Response is mostly accurate with some supporting details (explicit or implicit) that are closely linked to the central idea of the task. Demonstrates a clear understanding of the passage(s) and task.</i>	<i>Response is accurate, complete and supported with text-based information; may be insightful. Demonstrates a thorough understanding of the passage(s).</i>
	<ul style="list-style-type: none"> <li>◆ limited comprehension of the passage(s) and/or task (may be an inaccurate interpretation)</li> <li>◆ brief and/or simple; no elaboration of ideas</li> <li>◆ may be incomplete or a rewording of the task</li> <li>◆ purpose may be difficult to discern</li> <li>◆ no integration of ideas, information or supporting evidence from the passage(s)</li> <li>◆ may include a great deal of irrelevant material</li> <li>◆ no evidence of interpretation or relevant insight</li> </ul>	<ul style="list-style-type: none"> <li>◆ some comprehension of the passage(s) and/or task is evident</li> <li>◆ includes some details; minimal relevant elaboration</li> <li>◆ may be partially complete</li> <li>◆ purpose may not be clearly conveyed</li> <li>◆ little integration of ideas, information or supporting evidence from the passage(s)</li> <li>◆ may include some irrelevant material</li> <li>◆ may include interpretation or insight in a simplistic way</li> </ul>	<ul style="list-style-type: none"> <li>◆ comprehension of the passage(s) and task is clearly evident</li> <li>◆ includes details with some elaboration</li> <li>◆ generally complete</li> <li>◆ generally purposeful and coherent</li> <li>◆ some integration of ideas, information or supporting evidence from the passage(s)</li> <li>◆ includes mostly relevant material</li> <li>◆ may show some interpretation or insight</li> </ul>	<ul style="list-style-type: none"> <li>◆ insightful comprehension of the passage(s) and task</li> <li>◆ clear, detailed, and elaborated</li> <li>◆ complete</li> <li>◆ purposeful, thoughtful, effective, and coherent</li> <li>◆ integrates specific, relevant details from passage(s) in response to the task</li> <li>◆ may incorporate experiences or make personal connections</li> <li>◆ may show interpretation or insight; or make inferences</li> </ul>
<b>Code 0</b>			<b>Code NR</b>	
<ul style="list-style-type: none"> <li>• Response does not relate to the passage(s) or task in any way.</li> <li>• Response contains very inappropriate language.</li> <li>• All work is erased or crossed out.</li> </ul>			<ul style="list-style-type: none"> <li>• No Response (answer page is blank).</li> </ul>	

**Note to teachers:**

This rubric is designed for use with written-response questions to a given reading passage, not for the assessment of writing.

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**Avalanche Saviour and Detective Dog**

1. Which dog provides a more valuable service?

- Keno (in “Avalanche Saviour”)                       the beagle (in “Detective Dog”)

Use information or examples from the passages to help explain your answer. **(4 marks)**

**SAMPLE RESPONSES**

**The following sample responses are listed to support the use of the Grade 4 Reading Scoring Rubric. The suggestions are not complete, and they should not be used as a checklist.**

**Specific text information/support may include, but is not restricted to the following:**

**Keno provides a more valuable service because:**

- he saves lives (saved Ryan’s life).
- he finds people buried in the snow.
- he has a super nose.
- he’s well-trained.
- he has a strong bond with his owner.
- he won the Service Dog of the Year award.
- he’s excited about finding things.
- he performs a job that people can’t do.

**The beagle provides a more valuable service because:**

- he works to keep us all safe.
- his service reaches many people.
- he makes our food supply safe.
- he helps prevent the spread of disease.
- he has a good nose.
- he’s well-trained/easily trained.
- he’s kept in a kennel to protect his sense of smell.
- he is a “natural” for the job.
- he performs a job that people can’t do.

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**Note: Other answers may be possible.**

## Grade 4: Focused Writing (Shorter)

### FSA Quick Scale: Grade 4 Impromptu Writing—Personal Response

	<b>1</b> <b>Not Yet Within Expectations</b>	<b>2</b> <b>Meets Expectations (Minimal to Moderate)</b>	<b>3</b> <b>Fully Meets Expectations</b>	<b>4</b> <b>Exceeds Expectations</b>
<b>Snapshot</b>	<i>Writing is brief, unorganized with few relevant details; poorly addresses the task. Simple language and weak sentence structure; ideas not clearly developed; often disjointed or illogical. Errors frequently interfere with meaning.</i>	<i>Writing attempts to address the task; some sense of organization; few details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like. Errors sometimes interfere with meaning.</i>	<i>Writing shows a sense of purpose; ideas are organized and developed with relevant details or support. Shows growing control of written language; attempts sentence variety; may consider audience reaction. Occasional errors do not interfere with meaning.</i>	<i>Writing addresses the task with a clear purpose; ideas are focused, organized, and elaborated. Language flows smoothly and shows variety; some attempt to engage the reader with a sense of originality or individuality. Few errors which do not interfere with meaning.</i>
<b>Meaning</b> • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ purpose or topic may be unclear</li> <li>◆ ideas are not developed</li> <li>◆ relevant details largely absent</li> <li>◆ ideas may be copied or unrelated to the topic</li> </ul>	<ul style="list-style-type: none"> <li>◆ some evidence showing a link to the topic</li> <li>◆ ideas are partially developed</li> <li>◆ few relevant details</li> <li>◆ often retells a personal experience with limited description or reaction</li> </ul>	<ul style="list-style-type: none"> <li>◆ writing shows a clear link to the topic</li> <li>◆ ideas are mostly developed</li> <li>◆ some supporting details, reasons, explanations</li> <li>◆ attempts to include a sense of voice using some engaging language</li> </ul>	<ul style="list-style-type: none"> <li>◆ sustains a clear focus about the topic</li> <li>◆ ideas are fully developed and supported</li> <li>◆ use engaging details, reasons, and explanations, often with some emotional impact</li> <li>◆ description and/or reaction has a strong sense of voice and a sustained use of engaging language</li> </ul>
<b>Style</b> • clarity • sentence variety • impact of language	<ul style="list-style-type: none"> <li>◆ simple language with limited vocabulary; may include frequent errors in word choice</li> <li>◆ sentences are poorly constructed, with little variety or control</li> </ul>	<ul style="list-style-type: none"> <li>◆ generally basic language with little variety; errors may affect clarity</li> <li>◆ use little variety of sentences; relies on simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>◆ generally relies on direct language with some variety</li> <li>◆ uses a variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>◆ language is varied and increasingly precise; often experiments with new words or expressions</li> <li>◆ effectively uses a variety of sentence lengths and patterns</li> </ul>
<b>Form</b> • beginning, middle, ending • connecting words • focus	<ul style="list-style-type: none"> <li>◆ lacks organization, often disjointed or illogical</li> <li>◆ little development; may be confusing</li> <li>◆ may overuse a few simple connecting words or omit them entirely</li> <li>◆ unfocused beginning, middle, ending is often omitted</li> </ul>	<ul style="list-style-type: none"> <li>◆ some sense of organization</li> <li>◆ unevenly developed or list-like</li> <li>◆ repeats simple connecting words and beginning words</li> <li>◆ a somewhat focused beginning and middle, ending may be omitted</li> </ul>	<ul style="list-style-type: none"> <li>◆ generally organized and logically sequenced</li> <li>◆ generally developed</li> <li>◆ uses a variety of connecting words and beginning words</li> <li>◆ generally includes a focused beginning and middle; ending may be omitted</li> </ul>	<ul style="list-style-type: none"> <li>◆ organized, logically sequenced, and flows smoothly</li> <li>◆ fully developed and supported</li> <li>◆ transitions are smooth; uses a range of transitional words</li> <li>◆ includes a focused beginning, middle, and ending</li> </ul>
<b>Conventions</b> • spelling • grammar/usage	<ul style="list-style-type: none"> <li>◆ frequent errors may make the writing difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>◆ errors may make some sentences difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>◆ errors generally do not affect meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ few errors which do not interfere with meaning; usually caused by taking risk with complex language</li> </ul>

**Code 0:** Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.

**Code NR:** No response (answer page is blank)

## FSA Elaborated Scale: Grade 4 Impromptu Writing—Personal Response

	<b>1</b> <b>Not Yet Within Expectations</b>	<b>2</b> <b>Meets Expectations (Minimal to Moderate)</b>
<b>Snapshot</b>	<i>Writing is brief, unorganized with few relevant details; poorly addresses the task. Simple language and weak sentence structure; ideas not clearly developed; often disjointed or illogical. Errors frequently interfere with meaning.</i>	<i>Writing attempts to address the task; some sense of organization; few details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like. Errors sometimes interfere with meaning.</i>
<b>Meaning</b> • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ purpose or topic may be unclear</li> <li>◆ ideas are not developed</li> <li>◆ relevant details are largely absent</li> <li>◆ ideas may be copied or unrelated to the topic</li> </ul>	<ul style="list-style-type: none"> <li>◆ purpose or topic is somewhat focused</li> <li>◆ ideas are partially developed; uses some general description</li> <li>◆ few relevant details</li> <li>◆ often retells a personal experience with some general description or reaction</li> </ul>
<b>Style</b> • clarity • sentence variety • impact of language	<ul style="list-style-type: none"> <li>◆ simple language with limited vocabulary; may include frequent errors in word choice</li> <li>◆ sentences are poorly constructed, with little variety or control</li> </ul>	<ul style="list-style-type: none"> <li>◆ generally basic language with little variety; errors may affect clarity</li> <li>◆ relies on simple and compound sentences; little variety</li> </ul>
<b>Form</b> • beginning, middle, ending • connecting words • focus	<ul style="list-style-type: none"> <li>◆ lacks organization, often disjointed or illogical</li> <li>◆ little development; may be confusing</li> <li>◆ may overuse a few simple connecting words (e.g., <i>and, then</i>) or omit them entirely</li> <li>◆ unfocused beginning and middle; ending is often omitted</li> </ul>	<ul style="list-style-type: none"> <li>◆ some sense of organization; usually identifies the topic and a title or first sentence</li> <li>◆ unevenly developed or list-like; middle is often a list of events, features or objects</li> <li>◆ repeats simple connecting words (e.g., <i>next, then, so, because, after, when, but</i>), or beginning words (e.g., <i>I, We, The, So</i>)</li> <li>◆ a somewhat focused beginning and middle, ending may be omitted (writing may just stop)</li> </ul>
<b>Conventions</b> • spelling • grammar/usage	<ul style="list-style-type: none"> <li>◆ frequent errors may make the writing difficult to understand</li> <li>◆ commonly used words are often spelled incorrectly; word endings may be omitted or formed incorrectly</li> <li>◆ standard conventions (e.g., capitals, periods) may be misused or missing altogether</li> <li>◆ frequent grammatical errors (over-use of pronouns, noun-pronoun agreement, subject-verb agreement, tense)</li> </ul>	<ul style="list-style-type: none"> <li>◆ errors may make some sentences difficult to understand; most simple sentences are correct; may include some incomplete or run-on sentences</li> <li>◆ commonly used words are generally spelled correctly; unfamiliar words are spelled phonetically</li> <li>◆ standard punctuation is attempted; commas and quotation marks may be inconsistent</li> <li>◆ grammatical errors may make some parts confusing (overuse of pronouns, noun-pronoun agreement, incorrect form, subject-verb agreement; tense)</li> </ul>

## FSA Elaborated Scale: Grade 4 Impromptu Writing—Personal Response

	<b>3</b> <b>Fully Meets Expectations</b>	<b>4</b> <b>Exceeds Expectations</b>
<b>Snapshot</b>	<i>Writing shows a sense of purpose; ideas are organized and developed with relevant details or support. Shows growing control of written language; attempts sentence variety; may consider audience reaction. Occasional errors do not interfere with meaning.</i>	<i>Writing addresses the task with a clear purpose; ideas are focused, organized, and elaborated. Language flows smoothly and shows variety; some attempt to engage the reader with a sense of originality or individuality. Few errors which do not interfere with meaning.</i>
<b>Meaning</b> • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ purpose and topic are focused</li> <li>◆ ideas are mostly developed and supported; offers relevant description</li> <li>◆ elaborates on main idea(s) with some supporting details, reasons, explanations</li> <li>◆ attempts to include a sense of voice using some engaging language connected to retelling an experience</li> </ul>	<ul style="list-style-type: none"> <li>◆ sustains a clear focus on the topic</li> <li>◆ ideas are fully developed and supported</li> <li>◆ elaborates on main idea(s) with some engaging details, reasons, and explanations; often with some emotional impact</li> <li>◆ description and/or reaction has a strong sense of voice and a sustained use of engaging language</li> </ul>
<b>Style</b> • clarity • sentence variety • impact of language	<ul style="list-style-type: none"> <li>◆ generally relies on direct language with some variety (e.g., adjectives, interesting verbs)</li> <li>◆ uses a variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>◆ language is varied and increasingly precise, clear and easy to follow; often experiments with figurative language, new words or expressions</li> <li>◆ effectively uses a variety of sentence lengths and patterns</li> </ul>
<b>Form</b> • beginning, middle, ending • connecting words • focus	<ul style="list-style-type: none"> <li>◆ generally organized and logically sequenced; introduces the topic and sticks to it, easy to follow</li> <li>◆ largely developed; includes related reason, examples and details</li> <li>◆ uses a variety of connecting words (e.g., next, then, so, because, after, when, but) and beginning words</li> <li>◆ generally includes a focused beginning and middle; ending may be abrupt (i.e., ends, but does not conclude)</li> </ul>	<ul style="list-style-type: none"> <li>◆ organized, logically sequenced, and flows smoothly; introduces the topic in a clear and often engaging way</li> <li>◆ fully developed and supported; selects relevant and appropriate details</li> <li>◆ transitions are smooth; uses a range of transitional words to make connections among ideas</li> <li>◆ includes a focused beginning, middle and ending</li> </ul>
<b>Conventions</b> • spelling • grammar/usage	<ul style="list-style-type: none"> <li>◆ errors generally do not affect meaning; growing control of sentence structure</li> <li>◆ most familiar words are spelled correctly, including use of capitals</li> <li>◆ standard punctuation is used with few errors (errors in use of commas may occur as they try to write longer, more complex sentences)</li> <li>◆ most sentences are grammatically correct; most pronouns and verbs are correct; errors may occur in subject-verb agreement, especially where there are compound subjects, and in pronoun form</li> </ul>	<ul style="list-style-type: none"> <li>◆ few errors which do not interfere with meaning, usually caused by taking risks with newly acquired or complex language</li> <li>◆ conventional spelling is used consistently with few errors; may include errors in complex, specialized, or technical words</li> <li>◆ standard punctuation is used consistently with few errors, including commas and quotation marks</li> <li>◆ sentences are grammatically correct; pronouns and verbs are correct, occasional errors are usually caused by taking risks with complex sentences</li> </ul>

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## Grade 4: Extended Writing (Longer)

### FSA Quick Scale: Grade 4 Impromptu Writing—Story

	<b>1</b> <b>Not Yet Within Expectations</b>	<b>2</b> <b>Meets Expectations (Minimal to Moderate)</b>	<b>3</b> <b>Fully Meets Expectations</b>	<b>4</b> <b>Exceeds Expectations</b>
<b>Snapshot</b>	<i>Little sense of story; generally brief with few relevant details. Simple language and weak sentence structure; ideas not clearly developed; often disjointed or illogical. Frequent errors.</i>	<i>Some sense of story; offers loosely connected event with few details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like. Errors sometimes interfere with meaning; parts may be confusing.</i>	<i>Story is complete and easy to follow; ideas are organized and developed with some details. Shows growing control of written language; attempts sentence variety; may consider audience reaction. Occasional errors do not interfere with meaning.</i>	<i>Story is clear, focused and developed with some originality; ideas are organized and elaborated. Language flows smoothly and shows variety; some attempt to engage the reader. Few errors and those do not distract or interfere with meaning.</i>
<b>Meaning</b> • sense of story • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ little sense of story</li> <li>◆ ideas are not developed; may be illogical in places</li> <li>◆ relevant detail may be absent; may be very brief</li> </ul>	<ul style="list-style-type: none"> <li>◆ some sense of story</li> <li>◆ ideas are not clearly developed</li> <li>◆ some detail may be irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>◆ develops a concrete, direct story, may attempt some individuality or originality</li> <li>◆ ideas are generally developed</li> <li>◆ elaborates on main idea(s) with some supporting details, reasons, explanations</li> </ul>	<ul style="list-style-type: none"> <li>◆ engaging story with a clear focus; has a sense of individuality or originality</li> <li>◆ ideas are fully developed and supported with some engaging details</li> <li>◆ elaboration on main idea(s) includes support, details, reasons, and/or explanations</li> </ul>
<b>Style</b> • variety • impact of language	<ul style="list-style-type: none"> <li>◆ simple language with limited vocabulary; may include simple errors in word choice</li> <li>◆ sentences are poorly constructed</li> </ul>	<ul style="list-style-type: none"> <li>◆ generally simple language with little variety; errors may affect clarity</li> <li>◆ sentence structure is simple with little variety</li> </ul>	<ul style="list-style-type: none"> <li>◆ generally uses clear and direct language with some variety</li> <li>◆ uses a variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>◆ language is varied and increasingly precise; clear and easy to follow</li> <li>◆ effectively uses a variety of sentence lengths and patterns</li> </ul>
<b>Form</b> • sequencing • beginning, middle, ending • character development • dialogue • connecting words	<ul style="list-style-type: none"> <li>◆ writing lacks organization, often disjointed or illogical</li> <li>◆ no evidence of a clear beginning, middle or ending</li> <li>◆ little development and/or connection among events; may be confusing</li> <li>◆ characters may be identified or named, but not described</li> <li>◆ generally little or no dialogue</li> <li>◆ may overuse a few simple connecting words or omit them entirely</li> </ul>	<ul style="list-style-type: none"> <li>◆ some sense of organization</li> <li>◆ some evidence of a beginning and middle; ending may be weak or omitted altogether</li> <li>◆ unevenly developed or list-like; may include irrelevant material</li> <li>◆ characters are usually identified or named, but not developed</li> <li>◆ conversational dialogue, if included, may sound unnatural</li> <li>◆ tends to repeat simple connecting words</li> </ul>	<ul style="list-style-type: none"> <li>◆ generally organized and logically sequenced</li> <li>◆ includes a beginning and middle; ending may be abrupt</li> <li>◆ generally developed</li> <li>◆ characters are described, with some development</li> <li>◆ dialogue, if included, is clear and easy to follow</li> <li>◆ uses a variety of connecting words</li> </ul>	<ul style="list-style-type: none"> <li>◆ organized, logically sequenced, and flows smoothly</li> <li>◆ includes a beginning, middle and ending; ending provides closure to problem or situation</li> <li>◆ fully developed and clearly focused</li> <li>◆ characters often have “personality”</li> <li>◆ dialogue, if included, is generally clear and natural</li> <li>◆ transitions are smooth; uses a range of transitional words</li> </ul>
<b>Conventions</b> • spelling • grammar/usage	◆ frequent errors in conventions may make the writing difficult to understand	◆ errors in conventions may make some part of writing difficult to understand	◆ errors in conventions generally do not affect meaning	◆ few errors in conventions; these are usually caused by taking risks with complex language

**Code 0:** Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.

**Code NR:** No response (answer page is blank)

## FSA Elaborated Scale: Grade 4 Impromptu Writing—Story

	1 Not Yet Within Expectations	2 Meets Expectations (Minimal to Moderate)
<b>Snapshot</b>	<i>Little sense of story; generally brief with few relevant details. Simple language and weak sentence structure; ideas not clearly developed; often disjointed or illogical. Frequent errors.</i>	<i>Some sense of story; offers loosely connected events with few details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like. Errors sometimes interfere with meaning; parts may be confusing.</i>
<b>Meaning</b> • sense of story • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ little sense of story</li> <li>◆ ideas are not developed; may be illogical in places</li> <li>◆ relevant details may be absent; may be very brief</li> </ul>	<ul style="list-style-type: none"> <li>◆ some sense of story; may rely on ideas discussed in class or from another source (e.g., another story, TV show, video, etc.)</li> <li>◆ ideas are not strongly developed</li> <li>◆ some detail may be irrelevant; often retells a personal experience with limited description or reaction</li> </ul>
<b>Style</b> • variety • impact of language	<ul style="list-style-type: none"> <li>◆ simple language with limited vocabulary; may include frequent errors in word choice</li> <li>◆ sentences are poorly constructed, with little variety or control</li> </ul>	<ul style="list-style-type: none"> <li>◆ generally simple language with little variety; errors may affect clarity in places</li> <li>◆ sentence structure is simple with little variety</li> </ul>
<b>Form</b> • sequencing • beginning, middle, ending • character development • dialogue • connecting words	<ul style="list-style-type: none"> <li>◆ writing lacks organization, often disjointed or illogical, little development</li> <li>◆ confusing beginning, middle or ending</li> <li>◆ little development and/or connection among events; may be short or unfocused</li> <li>◆ characters may be identified or named, but not described</li> <li>◆ generally little or no dialogue; if included, dialogue is generally confusing</li> <li>◆ may overuse a few simple connecting words (e.g., <i>and</i>, <i>then</i>) or omit them entirely</li> </ul>	<ul style="list-style-type: none"> <li>◆ some sense of organization; sequence may be hard to follow in places</li> <li>◆ some evidence of a beginning and middle; ending may be weak or omitted altogether; writing may just stop</li> <li>◆ unevenly developed or list-like; middle is often a list of loosely related events, features or objects; may include irrelevant material</li> <li>◆ characters are usually identified or named, but not developed (e.g., no mention of their feelings)</li> <li>◆ conversational dialogue, if included, may sound unnatural; often confusing in parts</li> <li>◆ tends to repeat simple connecting words (e.g., <i>next</i>, <i>then</i>, <i>so</i>, <i>because</i>, <i>after</i>, <i>when</i>, <i>but</i>)</li> </ul>
<b>Conventions</b> • spelling • grammar/usage	<ul style="list-style-type: none"> <li>◆ frequent errors in conventions may make the writing difficult to understand</li> <li>◆ may contain incomplete or run-on sentences</li> <li>◆ commonly used words are often spelled incorrectly; word endings may be omitted or formed incorrectly</li> <li>◆ standard punctuation (e.g., capitals, periods) may be misused or missing altogether</li> <li>◆ frequent grammatical errors (over-use of pronouns, noun-pronoun agreement, subject-verb agreement, tense)</li> </ul>	<ul style="list-style-type: none"> <li>◆ errors in conventions may make some sentences difficult to understand</li> <li>◆ most simple sentences are correct; may include some incomplete or run-on sentences</li> <li>◆ commonly used words are generally spelled correctly; more difficult words are spelled phonetically</li> <li>◆ standard punctuation is attempted; commas and quotation marks may be inconsistent</li> <li>◆ may include several grammatical errors making some parts confusing (overuse of pronouns, noun-pronoun agreement, incorrect form, subject-verb agreement; tense)</li> </ul>

## FSA Elaborated Scale: Grade 4 Impromptu Writing—Story

	<b>3</b> <b>Fully Meets Expectations</b>	<b>4</b> <b>Exceeds Expectations</b>
<b>Snapshot</b>	<i>Story is complete and easy to follow; ideas are organized and developed with some details. Shows growing control of written language; attempts sentence variety; may consider audience reaction. Occasional errors do not interfere with meaning.</i>	<i>Story is clear, focused and developed with some originality; ideas are organized and elaborated. Language flows smoothly and shows variety; some attempt to engage the reader, may attempt to add humour. Few errors and those do not distract or interfere with meaning.</i>
<b>Meaning</b> • sense of story • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ develops a concrete, direct story; draws on ideas from other sources; may attempt some individuality or originality</li> <li>◆ ideas are generally developed</li> <li>◆ elaborates on main idea(s) with some supporting details, reasons, explanations; details add to the clarity of the events or images</li> </ul>	<ul style="list-style-type: none"> <li>◆ engaging story with a clear focus; has a sense of individuality or originality although events may be predictable</li> <li>◆ ideas are fully developed and supported with some engaging details</li> <li>◆ elaboration on main idea(s) includes support, details, reasons, and/or explanations; details are used to add emotional impact or create a reaction (e.g., surprise or humour)</li> </ul>
<b>Style</b> • variety • impact of language	<ul style="list-style-type: none"> <li>◆ generally relies on clear, direct language with some variety (e.g., adjectives, interesting verbs)</li> <li>◆ uses a variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>◆ language is varied and increasingly precise; clear and easy to follow; often experiments with figurative language, new words or expressions</li> <li>◆ effectively uses a variety of sentence lengths and patterns</li> </ul>
<b>Form</b> • sequencing • beginning, middle, ending • character development • dialogue • connecting words	<ul style="list-style-type: none"> <li>◆ generally organized and logically sequenced</li> <li>◆ includes a beginning and middle; ending may be abrupt and loosely related to the story</li> <li>◆ generally developed; includes related reasons, examples and details</li> <li>◆ characters are described, with some development</li> <li>◆ dialogue, if included, is clear and easy to follow</li> <li>◆ uses a variety of connecting words (e.g., <i>next, then, so, because, after, when, but</i>)</li> </ul>	<ul style="list-style-type: none"> <li>◆ organized, logically sequenced, and flows smoothly</li> <li>◆ includes a beginning, middle, and ending; ending provides closure to the problem or situation</li> <li>◆ fully developed and clearly focused; problem or situation is dealt with logically</li> <li>◆ characters often have a “personality”, evidenced in their actions and words</li> <li>◆ dialogue, if included, is generally clear and natural; may be used to reveal personality of the speaker</li> <li>◆ transitions are smooth; uses a range of transitional words to make connections among ideas</li> </ul>
<b>Conventions</b> • spelling • grammar/usage	<ul style="list-style-type: none"> <li>◆ errors in conventions generally do not affect meaning</li> <li>◆ most sentences are complete</li> <li>◆ most familiar words are spelled correctly, including use of capitals and apostrophes</li> <li>◆ standard punctuation is used with few errors (errors in use of commas may occur as they try to write longer, more complex sentences)</li> <li>◆ most sentences are grammatically correct; most pronouns and verbs are correct; errors may occur in subject-verb agreement, especially where there are compound subjects, and in pronoun form)</li> </ul>	<ul style="list-style-type: none"> <li>◆ few errors in conventions which do not interfere with meaning, usually caused by taking risks with newly acquired or complex language</li> <li>◆ sentences are complete although longer sentences may include some errors</li> <li>◆ conventional spelling is used consistently with few errors; may include errors in complex, specialized, or technical words</li> <li>◆ standard punctuation is used consistently with few errors, including commas and quotation marks</li> <li>◆ sentences are grammatically correct; pronouns and verbs are correct, occasional errors are usually caused by taking risks with complex sentences</li> </ul>

# FSA Numeracy

## Scoring Rubric

**Numeracy is about using mathematical knowledge and skills to solve problems.  
Numeracy is more than knowing about numbers and number operations.**

	1	2	3	4
<b>Snapshot</b>	<i>The work shows little understanding of the problem; unable to use an appropriate strategy.</i>	<i>The work shows some understanding of the problem; the solution or strategy may be incorrect or incomplete.</i>	<i>The work shows general understanding of the problem; appropriate strategy, but may have a partial solution.</i>	<i>The work shows complete understanding of the problem; appropriate strategy used and accurate solution.</i>
<b>Concepts and Applications</b> <ul style="list-style-type: none"> <li>• recognizing mathematics</li> <li>• grade specific concepts and skills</li> </ul>	<ul style="list-style-type: none"> <li>◆ relevant concepts and skills are not applied appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ some relevant concepts and skills are applied appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ most relevant concepts and skills are applied appropriately</li> <li>◆ may have minor misunderstanding of part of the problem</li> <li>◆ a condition of the problem may have been ignored</li> </ul>	<ul style="list-style-type: none"> <li>◆ all relevant concepts and skills are applied appropriately</li> </ul>
<b>Strategies and approaches</b> <ul style="list-style-type: none"> <li>• procedures</li> </ul>	<ul style="list-style-type: none"> <li>◆ an inappropriate strategy is used</li> </ul>	<ul style="list-style-type: none"> <li>◆ an appropriate strategy is used, but is not carried out far enough or is implemented incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>◆ an appropriate strategy is generally implemented</li> </ul>	<ul style="list-style-type: none"> <li>◆ an appropriate strategy is fully implemented</li> </ul>
<b>Accuracy</b> <ul style="list-style-type: none"> <li>• recording and calculations</li> </ul>	<ul style="list-style-type: none"> <li>◆ incorrect solution</li> <li>◆ major errors in recording and/or calculations</li> <li>◆ work is inaccurate or incomplete</li> </ul>	<ul style="list-style-type: none"> <li>◆ a partially correct solution, or a correct solution with no work shown</li> <li>◆ some recording errors and/or calculation errors</li> </ul>	<ul style="list-style-type: none"> <li>◆ a correct solution, may have minor recording errors and calculation errors</li> <li>◆ solution may not be fully complete</li> </ul>	<ul style="list-style-type: none"> <li>◆ a correct solution</li> <li>◆ correct recording including units and labelling</li> <li>◆ accurate calculations</li> <li>◆ solution may have minor omissions</li> </ul>
<b>Representation and Communication</b> <ul style="list-style-type: none"> <li>• presenting work</li> </ul>	<ul style="list-style-type: none"> <li>◆ work is unclear or incomplete</li> <li>◆ a start beyond just copying data</li> </ul>	<ul style="list-style-type: none"> <li>◆ work is somewhat clear</li> <li>◆ some information is omitted</li> </ul>	<ul style="list-style-type: none"> <li>◆ work is generally clear and easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>◆ work is clear, detailed and organized</li> </ul>
<b>Code 0</b> <ul style="list-style-type: none"> <li>• Data simply recopied from the question.</li> <li>• Picture, work or solution is not related to problem.</li> <li>• Incorrect solution with no work shown.</li> <li>• Inappropriate response (work contained profanity, inappropriate diagram or language)</li> <li>• Everything erased.</li> </ul>			<b>Code NR</b> <ul style="list-style-type: none"> <li>• No response (answer page is blank)</li> </ul>	

Revised September 2008

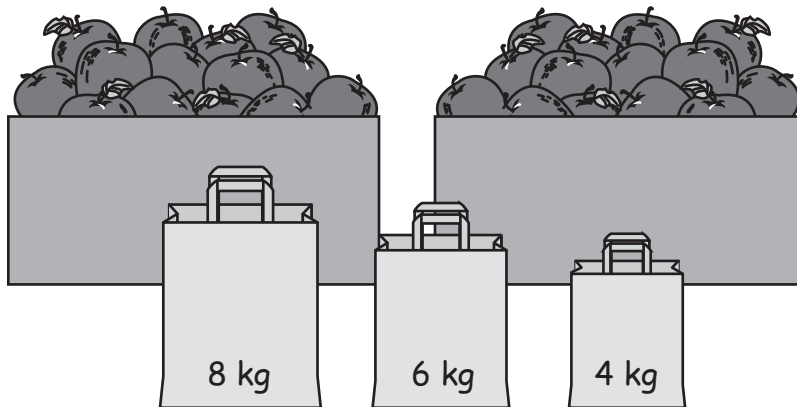
Foundation Skills Assessment – Sample Exam

**Grade 4**

**Numeracy Solutions**

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1. The fruit stand has 24 kg of apples to give away.



Students only have 8 kg, 6 kg, and 4 kg bags.

How many different ways can 24 kg of apples be given away?

Show **ALL** your work.

**SCORING RATIONALES**

**Concept:** 3A9—Given the constraints of number, students add to a target number.  
4A3—Solve problems that involve addition of more than 2 numbers.

**Strategies:** 4B2 (AI#1)—Students could use a chart to solve the problem.  
4B4 (AI#7)—Students could use numerous methods other than a chart to solve problem.

**Accuracy:**

- as many of the possible solutions as possible.
- has not ignored any conditions.

**Representation**

**Communication:** Marker should easily be able to follow the student’s thinking.

**Solution 1:**

8 kg	6 kg	4 kg
3	–	–
2	–	2
1	2	1
1	–	4
–	4	–
–	2	3
–	–	6

**There are seven different ways.**

**Solution 2:**

$$8 + 8 + 8$$

$$8 + 8 + 4 + 4$$

$$8 + 6 + 6 + 4$$

$$8 + 4 + 4 + 4 + 4$$

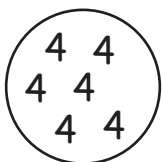
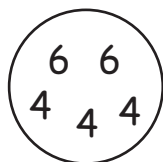
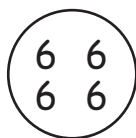
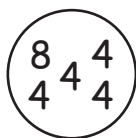
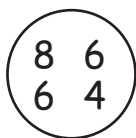
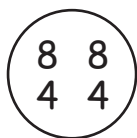
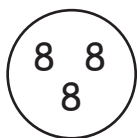
$$6 + 6 + 6 + 6$$

$$6 + 6 + 4 + 4 + 4$$

$$4 + 4 + 4 + 4 + 4 + 4$$

**There are seven different ways.**

**Solution 3:**



**There are seven different ways.**

2. The chart shows the drink containers collected in one week.

Containers	Number of Containers
4 L jugs	5
juice boxes	75
water bottles	33
cans	18

On the grid below, draw and label a bar graph to show this.

### SCORING RATIONALES

**Concept:** 3D2—Create a bar graph from a given set of data. Include labelling (title and axes) and bars represent accurate information. Bars are spaced.  
4D2—Identify an interval for scale.

**Strategies:** Choose appropriate scale, labels and type of graph.

**Accuracy:** Bars—are correct length, and spaced. Halves are represented (not labelled).  
Labelling—should include title,  $x$ - and  $y$ -axes.  
Scale—should include 0. Appropriate scale.

### Representation

**Communication:** Information able to be clearly understood.

**Solution 1: (next page)**

### Drink Containers Collected in a Week

