

Foundation Skills Assessment SCORING GUIDE

Grades 4 and 7

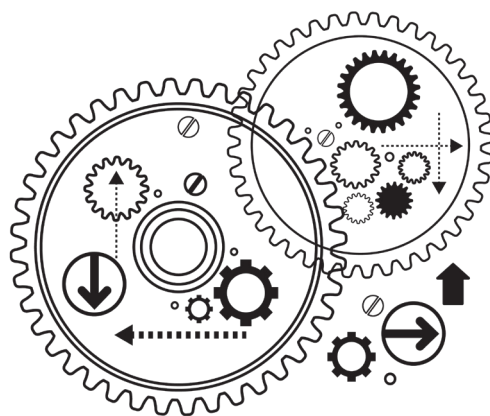
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Ministry of
Education and
Child Care

Step-by-Step Guide for Scoring Constructed Responses

FSA Grades 4 and 7



Prior to Scoring

Review the following guidelines for holistic scoring:

- **Score holistically.** Read each response completely and carefully to get a general impression before considering a score.
- When scoring holistically, the focus should be on what the student *can* do, and the strengths demonstrated in the student's work. No single aspect of the student's work carries more importance or weight than another when scoring holistically.



Remember, the student responses are **draft work**, done under a time constraint. Score what is on the paper, not what you think the student might have done with more time to edit and refine. Focus on what the student does well.

- **Refrain from correcting the student response.** Correcting errors makes the scorers overly attentive to the conventions rather than balancing all the criteria when scoring holistically.
- **Refer to the rubrics** regularly to stay focused. Scoring rubrics form the basis for assessment; refer to them often, especially if unsure what score to give the student's work. Markers should review the rubrics at the beginning of each scoring session, and continue to refer to them during scoring, adding notes and highlighting aspects of importance.



Reminder: Rubrics are used to support holistic scoring. The bullet points in each rubric describe, in whole or in part, the evidence found within the student work, but do not form a complete list of what is needed for that particular score.

- **Use your professional judgment**, based on the balance of strengths and weaknesses according to the scoring rubric, and arrive at an overall score for the response. Be aware of any personal biases.



- **Score for the ‘line of best fit.’** Markers should give an overall score for the student response, based on the score of the rubric where most of their response falls. Often students will score across two or three score points on the rubric. The final score should reflect where most of a student’s response lies.

3. Jon measures the height of his plant for 3 days. He notices a pattern.

- The first day, the plant is 1 cm tall.
- The second day the plant is 3 cm tall.

Monday

Part A: Complete Jon's chart showing the plant's height over 3 days.

Day	Mon	Tue	Wed
Plant Height (cm)	1	3	5

Describe your pattern.

I increase the height by 2 cm each day.

FSA Numeracy Scoring Rubric

Score holistically for the line of best fit: The bullet points in the rubric describe, in whole or in part, the evidence found within the student work, but do not form a complete list of what is needed for that score. Responses often score across two or three score points on the rubric. The final score should reflect where most of the response lies.

	1	2	3	4
Snapshot	Student demonstrates limited ability to view the situation mathematically. Approach or representation is ineffective. Reasoning or evidence is absent.	Student demonstrates basic ability to view the situation mathematically. Approach or representation is difficult to follow. Reasoning or evidence is lacking in some stages.	Student demonstrates proficient ability to view the situation mathematically. Approach or representation is sensible and generally can be followed. Reasoning or evidence contains minor inconsistencies.	Student demonstrates advanced ability to view the situation mathematically. Approach or representation is effective and is easily followed. Reasoning and evidence is clear and well presented.
NR	No response (answer page is blank)	0	Information is simply recycled from the problem; work is not relevant to the problem; response contains very inappropriate language; or all work is erased or crossed out.	
Reason & Analyze	<ul style="list-style-type: none"> reasoning to solve the problem is not explained analysis of solution is absent 	<ul style="list-style-type: none"> reasoning to solve the problem is implied analysis of solution is present but not well supported by work 	<ul style="list-style-type: none"> reasoning to solve the problem is partially explained analysis of solution is sufficiently supported by work 	<ul style="list-style-type: none"> reasoning to solve the problem is explained in detail and insightful analysis of solution is thoroughly supported by work shown
Understand & Solve	<ul style="list-style-type: none"> insufficient understanding of mathematical concepts and skills to solve problem inappropriate strategy chosen to solve problem 	<ul style="list-style-type: none"> emerging understanding of mathematical concepts and skills, although insufficient to solve problem strategy chosen to solve problem contains relevant steps but does not lead to an appropriate solution 	<ul style="list-style-type: none"> sufficient understanding of mathematical concepts and skills to solve problem strategy chosen to solve problem is appropriate with minor errors in execution or calculation 	<ul style="list-style-type: none"> clear understanding of mathematical concepts and skills to solve problem strategy chosen to solve problem is appropriate; solution is thoroughly described and free of errors
Communicate & Represent	<ul style="list-style-type: none"> response does not communicate a solution to problem limited representation using mathematical organizers, language, units 	<ul style="list-style-type: none"> response communicates a starting solution to problem, although may be unorganized inconsistent representation of mathematical organizers, language, units 	<ul style="list-style-type: none"> response communicates a solution to problem, with simple explanation that makes sense, contains minor errors consistent representation of mathematical organizers, language, units, with minor omissions 	<ul style="list-style-type: none"> response communicates a structured solution to problem, supported with explanation clear and concise representation of mathematical organizers, language, units

When being scored, this student's work received the greatest number of highlights for descriptors in Scale 4, therefore, 'line of best fit' would be a score of 4.



Literacy: Comprehend and Connect Questions (Q1 and Q2)

- Read the texts and the questions for both themes in the FSA Student Response Booklet.
- Review the Possible Solutions and add appropriate response(s) as you come across them in student responses during scoring.



In general, each question will generate a variety of appropriate solutions from students.

- Review the **Literacy: Comprehend and Connect Rubric**.

Highlight key words for each scale point:

1	2	3	4
limited understanding, misreading, verbatim recall	understanding the gist, simplistic support, literal interpretation	clear understanding, support mostly accurate	in-depth understanding, support accurate, insightful

- Score the provincial exemplars for **Literacy: Comprehend and Connect**.



Score multiple (e.g., three to four) exemplars at a time.

- Score for the '*line of best fit*.'
- Compare your score with the assigned score, review the rationales for each response and discuss them with your group or partner.

Literacy: Personal Response Question (Q3)

- Review the **Literacy: Personal Response Rubric**.

Highlight key words for each scale point:

1	2	3	4
unorganized, few personal connections, simple language	some organization, some personal connections, generally simple language	organized, clear personal connections, language is clear	organized, focused, insight, sophisticated language

- Read the Personal Response prompt in the FSA Student Response Booklet.
- Score the provincial exemplars for **Literacy: Personal Response**.



Score multiple (e.g., three to four) exemplars at a time.

- Score for the '*line of best fit*.'
- Compare your score with the assigned score, review the rationales for each response and discuss them with your group or partner.



Numeracy

- Read the Numeracy written-response questions in the FSA Student Response Booklet.
- Review the Numeracy Rubric and the Numeracy Possible Solutions.

Highlight key words for each scale point:

1	2	3	4
limited ability, approach ineffective, evidence is absent	basic ability, approach difficult to follow, evidence is lacking	proficient ability, approach sensible, evidence contains minor inconsistencies	advanced ability, approach is effective, evidence is clear and well presented

- Score the provincial exemplars for **Numeracy**.



Score multiple (e.g., three to four) exemplars at a time.

- Score for the '*line of best fit.*'
- Compare your score with the assigned score, review the rationales for each response and discuss with your group or partner.

During Scoring

- Decide on scoring individually, in pairs or in groups.
- Make sure you have the following documents:
 - ☐ Student Response Booklets
 - ☐ Rubrics for Literacy and Numeracy
 - ☐ Possible Solutions for Literacy and Numeracy
 - ☐ Provincial exemplars
- Read all the Literacy texts and questions in the Student Response Booklet.
- Review the list of possible solutions for the Literacy: Comprehend and Connect questions and add additional responses to the list.
- Follow the guidelines for holistic scoring to score student responses.
- Use the Literacy: Comprehend and Connect Rubric to score the Comprehend and Connect questions (Q1 and Q2). Use the Literacy Possible Solutions to assist during scoring.
- Use the Literacy: Personal Response Rubric to score the Personal Response questions (Q3).
- Use the Numeracy Rubric to score the numeracy questions. Use the Numeracy Possible Solutions to assist during scoring.
- Record each score in the score box at the bottom of the page.
- Score for the '*line of best fit.*'



After Scoring

- Verify the student has correctly indicated their choice of theme on the cover of the Student Response Booklet.
- If the theme indicated on the cover does not match the theme completed by the student, please correct the check box on the cover to ensure accurate score entry.
- Verify that the literacy and numeracy scores have been correctly copied to the cover of the Student Response Booklet.
- Return all Student Response Booklets to the district/principal's office for score entry.
- Refer to the FSA Administration Manual for score entry and printing of the Results Report.



FSA Grade 4 Literacy: Comprehend and Connect Rubric

Holistic Scoring	<p>Score holistically, for the ‘line of best fit.’ The bullet points in the rubric describe, in whole or in part, the evidence found within the student work, but do not form a complete list of what is needed for that score. Responses often score across two or three score points on the rubric. The final score should reflect where most of the response lies.</p>			
	1	2	3	4
	<p><i>Demonstrates a limited understanding or misreading of the text(s) and or question; possibly a verbatim recall of information.</i></p>	<p><i>Demonstrates an understanding of the gist of the text(s) and question. The reader is able to support their thinking in a simplistic way; literal interpretation of main ideas and concepts.</i></p>	<p><i>Demonstrates a clear understanding of the text(s) and question. The reader is able to support their thinking using mostly accurate details closely linked to the central idea of the question and text(s).</i></p>	<p><i>Demonstrates an in-depth understanding of the text(s) and question. The reader supports their thinking using accurate text based information; may be insightful.</i></p>
Snapshot	<p>NR No response (answer page is blank)</p>	<p>0 Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.</p>		

	1	2	3	4
Comprehend	<ul style="list-style-type: none"> limited understanding of the text(s) and/or question; may be an inaccurate interpretation may confuse main and supporting information; no elaboration response is incomplete, a rewording of the question; or is inaccurate difficulty sequencing or organizing information focuses on literal meaning 	<ul style="list-style-type: none"> some understanding of the text(s) and/or question is evident some details; minimal relevant elaboration partially complete; may be vague, lacks detail may have difficulty sequencing or organizing information make simple, obvious inferences 	<ul style="list-style-type: none"> understanding of the text(s) and question is clearly evident includes details with some relevant elaboration generally complete and accurate information is sequenced or organized with few errors make logical inferences 	<ul style="list-style-type: none"> insightful understanding of the text(s) and question detailed and elaborated complete, clear, accurate and thorough information is sequenced and organized; explains cause and effect make insightful inferences
Connect	<ul style="list-style-type: none"> no evidence of interpretation no integration of ideas, information or supporting evidence from the text(s) may offer simple reactions or opinions with support, may be able to make concrete, obvious connections to prior knowledge or personal experiences 	<ul style="list-style-type: none"> may include a simplistic interpretation little integration of ideas, information or supporting evidence from the text(s) offers simple opinions with minimal support makes at least one concrete connection to personal experiences 	<ul style="list-style-type: none"> may show some interpretation or insight some integration of ideas, information or supporting evidence from the text(s) offers reactions and opinions with some support makes one or more connection with some explanation; may involve inference 	<ul style="list-style-type: none"> shows interpretation or insight integrates specific relevant details from text(s) in response to the question offers reactions and opinions with logical support makes connections to self and/or other text(s); often unique or insightful



FSA Grade 7 Literacy: Comprehend and Connect Rubric

Holistic Scoring	<p>Score holistically, for the ‘line of best fit.’ The bullet points in the rubric describe, in whole or in part, the evidence found within the student work, but do not form a complete list of what is needed for that score. Responses often score across two or three score points on the rubric. The final score should reflect where most of the response lies.</p>			
	1	2	3	4
	<p><i>Demonstrates a limited understanding or misreading of the text(s) and/or question; possibly a verbatim recall of information.</i></p>	<p><i>Demonstrates an understanding of the gist of the text(s) and question. The reader is able to support their thinking in a simplistic way; literal interpretation of main ideas and concepts.</i></p>	<p><i>Demonstrates a clear understanding of the text(s) and question. The reader is able to support their thinking using mostly accurate details closely linked to the central idea of the question and text(s).</i></p>	<p><i>Demonstrates an in-depth understanding of the text(s) and question. The reader supports their thinking using accurate text based information; may be insightful.</i></p>
Snapshot	<p>NR No response (answer page is blank)</p>	<p>0 Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.</p>		

	1	2	3	4
	Comprehend	Connect	Connect	Connect
	<ul style="list-style-type: none"> • limited understanding of the text(s) and/or question; may be an inaccurate interpretation • may confuse main and supporting ideas • locates some details; omits a great deal • may place main events in order; explains some simple relations • has difficulty making simple inferences or predictions 	<ul style="list-style-type: none"> • basic understanding of the text(s) and/or question is evident; often vague; sometimes incomplete • identifies most main ideas • locates some details; omits some • places main events in order; may explain some relationship among events • makes simple inferences or predictions; little or no text supported references 	<ul style="list-style-type: none"> • clear understanding of the text(s) and question; provides accurate information with specific references to the text • identifies main ideas and restates in own words; may use words from the passage • locates specific text based information • places main events in order; explains relationship among events • make some logical inferences or predictions with text supported references 	<ul style="list-style-type: none"> • in-depth understanding of the text(s) and question; work is precise and thorough; may be insightful • identifies and restates main ideas; explains how they are connected • locates specific relevant details; discussions may be insightful • explains subtle relationship among events; often speculates about other possibilities • inferences or predictions based on evidence; insightful
Connect	<ul style="list-style-type: none"> • no integration of ideas, information or supporting evidence from the text(s) • no evidence of interpretation or relevant insight • has difficulty making simple and obvious connections • simple, unsupported reactions and opinions 	<ul style="list-style-type: none"> • little integration of ideas, information or supporting evidence from the text(s) • may include interpretation or insight in a simplistic way • makes concrete and obvious connections • simple, direct reactions and opinions; gives reasons if provided a frame or model 	<ul style="list-style-type: none"> • some integration of ideas, information or supporting evidence from the text(s) • may show some interpretation or insight • makes accurate relatively direct connections • offers reactions and opinions; with some logical support 	<ul style="list-style-type: none"> • integrates specific relevant ideas from text(s) in response to the question • shows interpretation or insight; makes inferences • makes and supports connections • offers supported reactions and opinions; may show some complexity



FSA Literacy: Personal Response Scoring Rubric

Snapshot	Holistic Scoring			
	<p>Score holistically, for the 'line of best fit.' The bullet points in the rubric describe, in whole or in part, the evidence found within the student work, but do not form a complete list of what is needed for that score. Responses often score across two or three score points on the rubric. The final score should reflect where most of the response lies.</p>			
	1	2	3	4
	<p><i>Response acknowledges the purpose; brief and unorganized; shows limited understanding; limited or no personal connections; simple language.</i></p>	<p><i>Response shows some understanding of the purpose; some sense of organization; ideas may be unevenly developed; some personal connections; generally simple language.</i></p>	<p><i>Response shows clear understanding of the purpose; organized; ideas are developed; clear personal connections; sense of voice; language is clear and varied.</i></p>	<p><i>Response shows extensive understanding of the purpose; focused and organized; ideas are supported; multiple personal connections; strong sense of voice; language is sophisticated and varied.</i></p>
	<p>NR No response (answer page is blank)</p>	<p>0 Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.</p>		

Create and Communicate	1	2	3	4
	<ul style="list-style-type: none"> acknowledges the purpose, but is too brief to demonstrate understanding, or is unrelated to the purpose brief and unorganized ideas are poorly developed limited personal details Limited or no sense of voice basic language with limited vocabulary; may include frequent errors in word choice 	<ul style="list-style-type: none"> some understanding of the purpose; shows some insight some sense of organization ideas are somewhat or unevenly developed, may be list like some personal details some sense of voice generally basic language; errors may affect clarity 	<ul style="list-style-type: none"> understanding of the purpose is evident; shows insight organized, with some focus ideas are developed, uses some supporting details personal details, explanations sense of voice is clear generally relies on direct language with some variety in vocabulary 	<ul style="list-style-type: none"> extensive understanding of the purpose; demonstrates creative thinking focused and organized ideas are fully developed, includes details, reasons, explanations personal details, shows some insight show a sense of individuality; strong sense of voice language is varied and increasingly precise; often experiments with new words or expressions



FSA Numeracy Scoring Rubric

Holistic Scoring	<p>Score holistically, for the 'line of best fit.' The bullet points in the rubric describe, in whole or in part, the evidence found within the student work, but do not form a complete list of what is needed for that score. Responses often score across two or three score points on the rubric. The final score should reflect where most of the response lies.</p>			
	1	2	3	4
	<p><i>Student demonstrates limited ability to view the situation mathematically. Approach or representation is ineffective. Reasoning or evidence is absent.</i></p>	<p><i>Student demonstrates basic ability to view the situation mathematically. Approach or representation is difficult to follow. Reasoning or evidence is lacking to some degree.</i></p>	<p><i>Student demonstrates proficient ability to view the situation mathematically. Approach or representation is sensible and generally can be followed. Reasoning or evidence contains minor inconsistencies.</i></p>	<p><i>Student demonstrates advanced ability to view the situation mathematically. Approach or representation is effective and is easily followed. Reasoning and evidence are clear and well presented.</i></p>
Snapshot	<p>NR No response (answer page is blank)</p>	<p>0 Information is simply recopied from the problem; work is not relevant to the problem; response contains very inappropriate language; or all work is erased or crossed out.</p>		

	1	2	3	4
Reason Analyze	<ul style="list-style-type: none"> reasoning to solve the problem is not explained analysis of solution is absent 	<ul style="list-style-type: none"> reasoning to solve the problem is implied analysis of solution is present but not well supported by work 	<ul style="list-style-type: none"> reasoning to solve the problem is partially explained analysis of solution is sufficiently supported by work 	<ul style="list-style-type: none"> reasoning to solve the problem is explained in detail and insightful analysis of solution is thoroughly supported by work shown
Understand Solve	<ul style="list-style-type: none"> insufficient understanding of mathematical concepts and skills to solve problem inappropriate strategy chosen to solve problem 	<ul style="list-style-type: none"> emergent understanding of mathematical concepts and skills, although insufficient to solve problem strategy chosen to solve problem contains relevant steps but does not lead to an appropriate solution 	<ul style="list-style-type: none"> sufficient understanding of mathematical concepts and skills, to solve problem strategy chosen to solve problem is appropriate with minor errors in execution or calculation 	<ul style="list-style-type: none"> clear understanding of mathematical concepts and skills to solve problem strategy chosen to solve problem is appropriate; solution is thoroughly described and free of errors
Communicate Represent	<ul style="list-style-type: none"> response does not communicate a solution to problem limited representation using mathematical organizers, language, units 	<ul style="list-style-type: none"> response communicates a starting solution to problem, although may be unorganized inconsistent representation of mathematical organizers, language, units 	<ul style="list-style-type: none"> response communicates a solution to problem, with simple explanation that make sense; contains minor errors consistent representation of mathematical organizers, language, units, with minor omissions 	<ul style="list-style-type: none"> response communicates a structured solution to problem, supported with explanation clear and concise representation of mathematical organizers, language, units

