

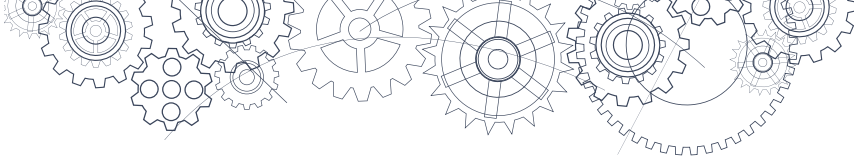
# Foundation Skills Assessment: Specifications

*English Language Version*



Ministry of  
Education and  
Child Care





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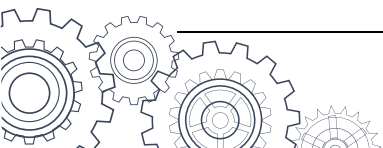
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# Section 1:

## Description of provincial assessments

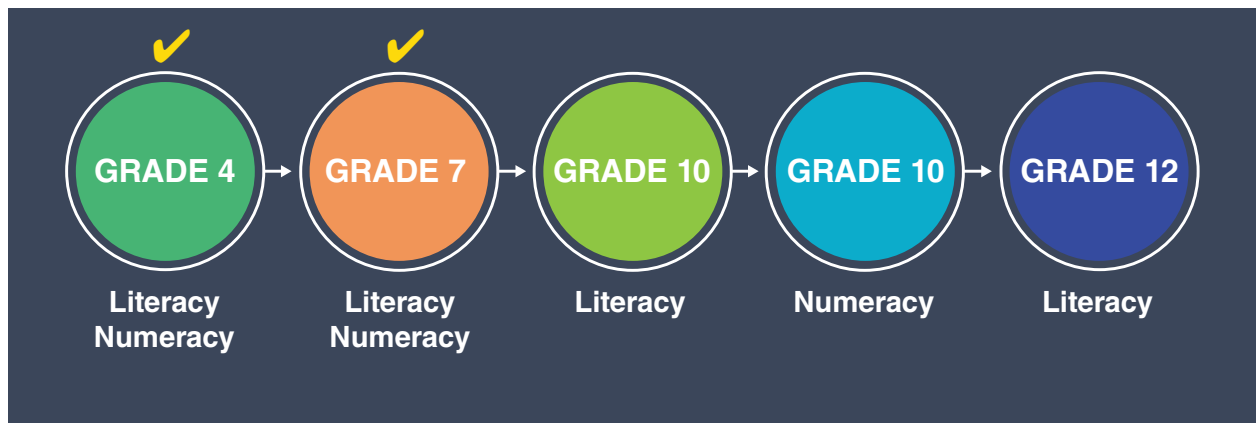
Literacy and numeracy are the foundations of British Columbia’s curriculum, and the basis for achievement in all areas of learning within the K–12 system. Literacy and numeracy are essential for success in school and life and are measured in provincial assessments beginning in Grades 4 and 7 with the Foundation Skills Assessment.

B.C.’s provincial assessments align with the curriculum and the Core Competencies. They provide a snapshot of student performance in literacy and numeracy and, over time, can help to monitor key outcomes of B.C.’s education system.

Standards and expectations of provincial assessments are set with the educated citizen in mind – that is, we ask what we should expect a Grade 4 or a Grade 7 student to know, do, and understand in a variety of contexts that require the application of literacy and numeracy skills.

## Description of Foundation Skills Assessment

The Foundation Skills Assessment (FSA) is an annual assessment of students’ literacy and numeracy skills at Grades 4 and 7. The FSA is the first provincial assessment in which students participate.



The purpose of the FSA is to:

- ➔ provide system-level information on student performance
- ➔ support decision making (interventions, planning, resource allocation, curriculum, policy, research)
- ➔ support districts and schools with information on student performance

The FSA is meant to complement the information teachers collect on student performance through ongoing methods of assessment.



## Use of information from the FSA

The FSA is not defined as formative or summative in nature; rather, the information can be used both summatively and formatively. Formative assessment (assessment for learning) and summative assessment (assessment of learning) can work together to improve student learning. For example, making formative use of summative assessment results involves using information drawn from a summative assessment to improve future student performance.

“

The terms ‘formative,’ ‘diagnostic,’ ‘summative’ and ‘evaluative’ are generally used as if they describe kinds of assessments, but of course the outcomes of the same assessment might be used to serve more than one function. These terms are therefore not descriptions of kinds of assessment but rather of *the use to which information arising from the assessments is put.*

(William, 2000, 2, citing William and Black, 1996)

”

The FSA results:



can be used formatively or summatively to:

- support individual students by providing descriptive information for goal setting (i.e., using the information in the proficiency scale to set new learning goals)
- provide additional information for educators, allowing them to identify areas of strength and weakness
- provide schools, districts, and the Ministry of Education and Child Care with system-level information regarding the extent to which students are proficient in literacy and numeracy
- describe the proficiency levels of subgroups of a population (e.g., Aboriginal students) for use by schools, districts, Ministry of Education and Child Care, and key stakeholder groups
- help inform decision making at all levels of the educational system regarding performance in literacy and numeracy
- provide information for schools, districts, and the Ministry of Education and Child Care regarding trends in performance over time

*The Ministry of Education and Child Care does not support the rating or ranking of schools based on FSA results. Any measure of a school’s success should include a wider range of student achievement and factors like special programs and unique teachers.*



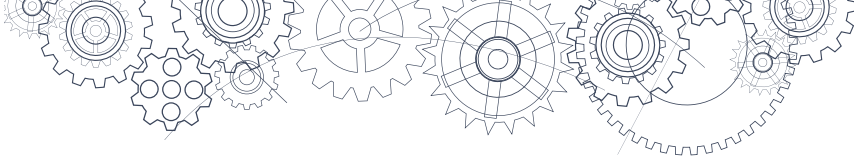
## Section 2:

### Design and development of the assessment

The design and development of the FSA was guided by advice received from the Advisory Group on Provincial Assessment (AGPA) and consultations with B.C. educators, representatives from post-secondary institutions and the First Nations Education Steering Committee (FNESC). (The AGPA report is available from [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/assessment/agpa\\_report.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/assessment/agpa_report.pdf)).

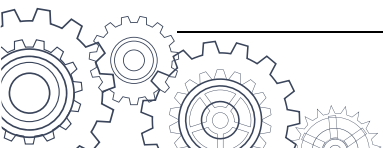
The FSA reflects the directions of B.C.'s curriculum and is based on best practices in teaching, learning, and large-scale assessment. Development teams of educators designing and reviewing the assessment are drawn from a range of disciplines and perspectives to represent the various contexts in which FSA is developed.

The FSA is a technically sound and rigorous measure that assesses students' foundational aspects of learning in inclusive and personalized ways, with results providing detailed and relevant information for students, their parents, and educators. Table 1 identifies key directions applied in developing the FSA. The design makes use of interactive elements found within technology-based assessments, allowing for the measurement of new constructs, the assessment of deeper thinking, and more effective reporting. The online portion also enables students to work in a mode they are familiar with.



**Table 1: Education directions**

<b>Education Direction</b>	<b>Implications for the Foundation Skills Assessment</b>
Core Competencies	The Core Competencies shape the design of the test elements and the creation of the test items/questions, with particular emphasis on Communication, Creative Thinking, and Critical Thinking. The Personal and Social competencies are exemplified in questions requiring a written response and student self-reflection component of the assessment.
Personalization	The assessment offers students a choice of themes for demonstrating their skills and abilities, thereby allowing them to better show what they know, understand, and are able to do, while maintaining rigorous provincial standards.
Deeper thinking	The assessment involves complex thinking and analysis skills in both literacy and numeracy. It asks students to comprehend and critically analyze a variety of reading materials, communicate their understanding, and make personal connections to these materials.
Student engagement	Assessment tasks are developed to be engaging and interactive for students.
Cross-curricular skills	The assessment reflects the literacy and numeracy skills acquired and applied across all areas of learning.
First Peoples	First Peoples content is contained across the assessment in the form of First Peoples texts and contexts. The First Peoples Principles of Learning guide the development of the assessment.
Collaboration	The assessment offers students an opportunity to interact with pre-assessment materials to choose a theme and to collaborate with others.
Self-reflection	The assessment asks students to reflect on their performance on the assessment and to note what they would like to share.



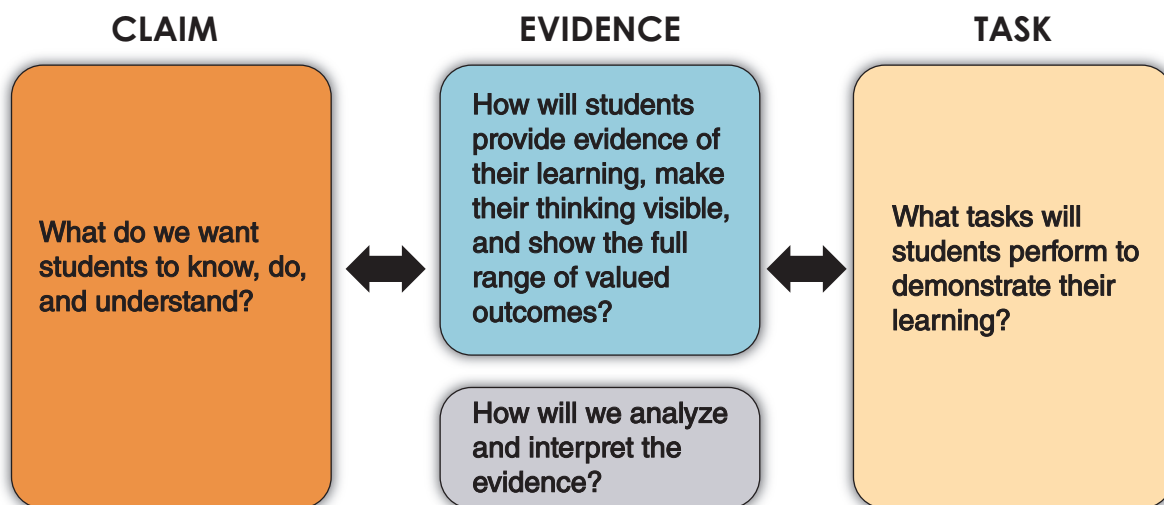
## FSA design

The FSA uses an evidence-centred design (ECD) approach, as shown in the figure below (Pellegrino, DiBello, & Brophy, 2014; Riconscente, Mislevy, & Corrigan, 2016).

ECD focuses on:

- **making claims** about student learning (what we want students to know, do, and understand) based on the purpose of the assessment
- **determining the evidence** that needs to be demonstrated to provide support for the claims, and how this evidence will be analyzed and interpreted
- **writing task specifications** to create tasks that will allow students to demonstrate the depth of their learning

*Figure 1: Evidence-centred design*



(Adapted from Pellegrino, DiBello, & Brophy, 2014)

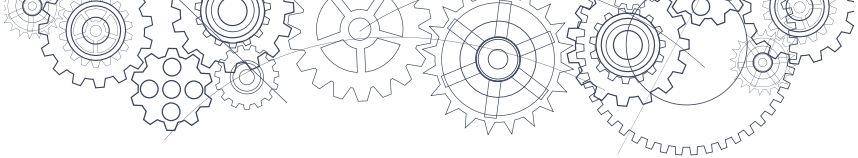
ECD strengthens the validity of assessments by:

- supporting the inclusion of tasks that elicit higher levels of cognitive processing
- enhancing score interpretation through the increasing comparability of assessment scores across multiple assessment forms (Lane & Iwatani, 2016; Riconscente, Mislevy & Corrigan, 2016)

## FSA development

Teams of educators from across the province have worked together to develop the FSA, which is built on the recommendations of the Advisory Group on Provincial Assessment.

Following those recommendations, a working group of teachers, administrators, and measurement experts contributed to the design of the new assessment.



## The Foundations

Underlying British Columbia’s curriculum are the foundations of literacy and numeracy which are the basis for achievement in all areas of learning within the K–12 system and are essential for success in school and life.

**Literacy** is the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.

**Numeracy** is the ability to interpret information within a given situation, apply mathematical understanding to solve an identified problem, and to analyze and communicate a solution.

### Types of questions

**Selected-response questions** require students to select a response from a provided set of options. Question types may include drop-down menu, drag-and-drop items, multiple choice, matching, scale, drawing, spatial/visual responses, and interactive graphing.

**Constructed-response questions** require students to provide a written response to communicate their understanding.

### Cognitive level

The cognitive rigor of each of the questions on the FSA is described using Webb’s Depth of Knowledge (DOK). Webb’s DOK categorizes tasks into four levels, based on the complexity of thinking required. The assessment includes questions written to and classified across the first three DOK levels. (Level 4 is not used in the assessment, as it cannot be measured in the assessment’s limited time frame.)

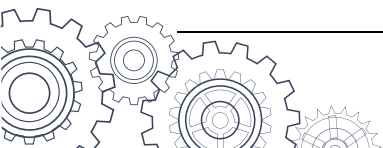
## FSA components

### Collaboration activity

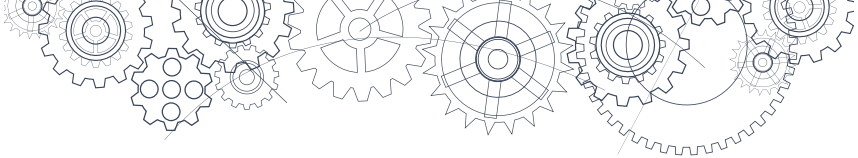
FSA administration begins with an educator-led group Collaboration Activity. Collaboration engages the students and values the social nature of learning. The activity serves to activate the students’ prior knowledge, build connections, and provide choice as to which theme they would like to explore during the Literacy section of the FSA Student Booklet. Students prepare for the assessment by collaborating with others in teams or pairs. They will think about and discuss the two Literacy themes. The intention here is to set the stage for students to be motivated to engage in the activities that follow. In this relaxed environment, student anxiety is reduced, and a success/growth mindset is established.

### Student booklet

The Student Booklet provides an opportunity for students to engage deeply with literacy and numeracy and to show their thinking in a variety of ways. This component of the FSA contains questions to scaffold student thinking, prompting students to connect ideas and concepts, and ultimately use higher-order thinking to provide rich, thoughtful responses.







The Literacy portion of the student booklet contains three theme-based constructed-response questions for students to demonstrate deep learning in literacy. Students are provided with a choice of themes and then read two texts associated with their choice and respond to a question about each text. The third question requires students to think deeply and personally about the theme, and to communicate in writing their personal connection to the theme.

The Numeracy portion of the Student Booklet includes three constructed-response questions relating to real-life contexts. Engaging in problem-solving tasks, students apply mathematical understanding to interpret and solve problems and communicate their thinking.

Questions in the student booklet are constructed-response questions, which require written communication and are marked by educators using holistic scoring rubrics.

## Online

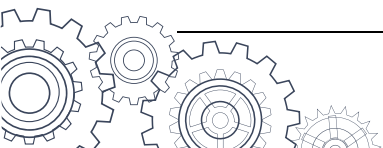
The Online component of the FSA employs a number of engaging and interactive question formats to assess knowledge and understanding in literacy and numeracy. Students will respond to selected-response questions in a variety of ways, including multiple choice, drag-and-drop, drop-down menus, numerical value entry, and placing items in sequence.

Selected-response questions provide answer choices and are machine scored.

**Table 2: Types of questions**

Types of Questions	Description
<b>Selected-response*</b>	<b>... in which students:</b>
Hot spot	select the desired spot on the screen
Labelling	drag and drop the correct labels to graphs, maps, or graphics
Sequencing	arrange ideas in logical sequence by dragging them into place
Multiple-choice	select radio buttons, from several choices, for either single or multiple correct responses
Images	select the appropriate picture or illustration
Matching	drag and drop elements into a desired position, such as into a table
Drop-down menu	select responses from drop-down menus
Numeric response	enter a number using a keyboard
Interactive graphing	complete a graph using interactive tools provided

*\*The selected-response question types are examples only; additional question types may be included in the FSA.*





## Student reflection

After completing the Student Booklet and Online components of the FSA, students reflect on and analyze their own experiences in the process and in the context of the tasks presented in the assessment. The core competencies of Thinking and Communication provide the focus for student reflection. This reflection offers an insightful lens into the students' thinking and communicating.

## Literacy



### Literacy

Literacy is the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.

## Key features

### ***Respecting the cross-curricular nature of literacy***

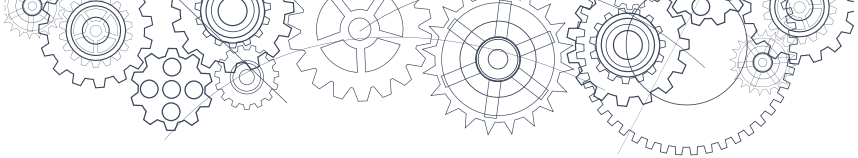
All curriculum is designed to support the development of educated citizens, which includes developing literacy skills. These skills may include such diverse tasks as analyzing graphs or data typically found in Social Studies or Science contexts, interpreting information presented in an infographic, or responding personally to texts. Texts for the FSA are selected from a broad range of curricular areas and students incorporate various areas of learning in their responses.

### ***Types of texts***

The texts selected for use in the FSA Literacy Assessment range in complexity, as they do in school and in life. Texts selected for assessments include newspaper and magazine articles, social media feeds, anecdotal testimonials, instructions, websites, brochures, maps, charts, graphs, tables, and infographics. Texts are both continuous and non-continuous in nature and include literary and informational texts. To respect the cross-curricular nature of literacy, the texts reflect broad areas of learning, such as Language Arts, Science, and Social Studies. Teachers from across the province representing different subject areas select texts according to pre-established guidelines. Assessments include texts written by and about First Peoples. Texts are screened by experts who analyze them for bias and other social considerations.

### ***Cognitive level***

The assessment includes questions written to and classified across three cognitive levels. The questions on Analyzing and Making Meaning from Texts (Comprehend) range from DOK levels 1 to 3; questions on Communicating and Understanding of Texts/Making Personal Connections (Comprehend, Connect and Communicate) are at cognitive level 3. Table 3 illustrates the types of questions found on the assessment across the three cognitive levels.



**Table 3: Types of literacy questions across three cognitive levels**

	<b>Level 1</b> The student is able to locate or retrieve information from the texts and record facts and ideas. (Student responses require literal understanding of text.)	<b>Level 2</b> The student shows initial comprehension, understands important concepts, begins to connect ideas using an organizational structure, and has some sense of purpose and context.	<b>Level 3</b> The student applies knowledge to go beyond the text to explain, generalize, and connect ideas to support thinking and make interpretations. Ideas are complex and demonstrate synthesis and analysis.
<b>Texts ⇨ Critically Analyzing/Making Meaning ⇨ Communicating</b>	<ul style="list-style-type: none"> <li>recall, recognize, or locate basic facts that are explicit in the texts</li> <li>define terms</li> <li>select appropriate words when intended meaning is clearly evident</li> <li>describe/explain who, what, when, where, how</li> <li>locate information in a graph</li> <li>identify specific information contained in graphic representation or text features</li> <li>order a sequence of events</li> <li>match instructional steps to a given diagram</li> <li>brainstorm ideas, concepts, problems, or perspectives related to a topic</li> </ul>	<ul style="list-style-type: none"> <li>make basic inferences and predictions</li> <li>summarize results, concepts, ideas</li> <li>specify, explain, show relationships (e.g., why, cause-effect)</li> <li>identify main ideas</li> <li>make accurate generalizations of texts</li> <li>interpret information from text features</li> <li>distinguish relevant/irrelevant information, fact/opinion</li> <li>apply organizational structures</li> <li>categorize elements of a plan</li> <li>make a recommendation based on the texts</li> <li>predict an outcome based on the texts</li> <li>organize, order, or interpret information from a simple graph</li> </ul>	<ul style="list-style-type: none"> <li>explain, generalize, connect ideas using supporting evidence</li> <li>make inferences about explicit or implicit themes</li> <li>apply a concept in a new context</li> <li>justify or critique conclusions</li> <li>analyze interrelationships among concepts, issues, problems</li> <li>use reason, planning, evidence to support inferences</li> <li>cite evidence; develop logical argument for conjectures</li> <li>integrate ideas and information to show understanding</li> <li>describe, compare, contrast solution</li> <li>synthesize information</li> <li>verify reasonableness of results; develop an alternative solution</li> <li>analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text</li> <li>determine the author's purpose and describe how it affects the interpretation of a reading selection</li> </ul>

(Adapted from Hess, 2009, and Webb, 2002)

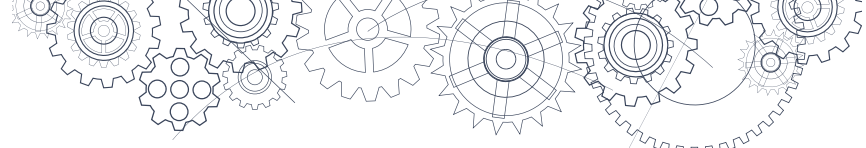
## Literacy tasks

The Student Booklet includes:



- a choice of themes
- open-ended questions to encourage cognitive rigor
- opportunities for students to show their thinking and respond personally to the theme
- questions structured to scaffold the connections between the big ideas within the texts





The online portion allows students to:

- read and respond to a variety of texts
- answer engaging questions
- answer questions that reflect a range of difficulty and complexity

## Numeracy

### **Numeracy**

Numeracy is the ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context.

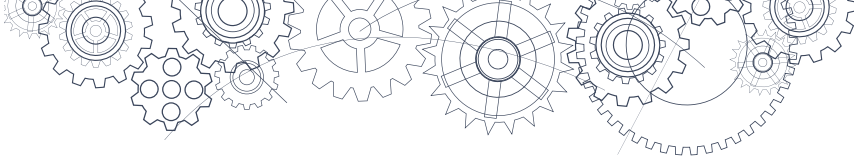
### Key features

The curriculum themes are found throughout the Mathematics curriculum (<https://curriculum.gov.bc.ca/curriculum/mathematics>). These themes are present throughout the Numeracy components of the FSA:

- and consist of the following concepts:
  - Number represents and describes quantity.
  - Developing computational fluency requires a strong sense of number.
  - Patterns are used to represent identified regularities and form generalizations.
  - Spatial relationships can be described, measured, and compared.
  - Analyzing data and chance enables us to compare and interpret.

**Table 4: Distribution of numeracy questions**

Curriculum	Approximate distribution
Number and Computational Fluency	35–45%
Patterns	20–25%
Geometry and Measurement	20–25%
Data and Probability	15–25%



## Numeracy contexts

FSA numeracy contains questions embedded in situational contexts (a scenario or open-ended challenge that connects mathematics with everyday life, either at school or in society).

## Question formats

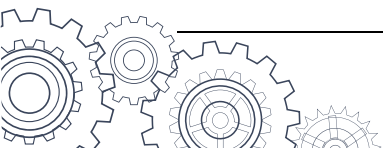
**Selected-response** questions require students to select a response from a provided set of options. Question types may include drop-down menu, drag-and-drop items, multiple choice, matching, scale, drawing, spatial/visual responses, and interactive graphing.

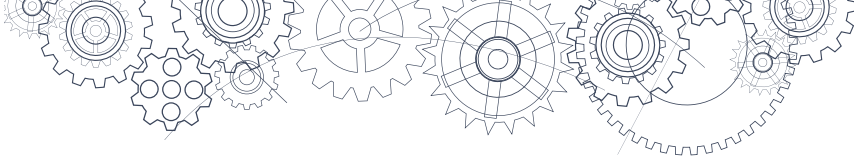
**Constructed-response** questions require students to provide a written response to problem solving tasks.

## Cognitive level

Cognitive level categorizes questions according to the complexity of thinking required to successfully complete the question. Student responses provide opportunities to evaluate the student's ability to demonstrate understanding at three cognitive levels.

The assessment includes questions written to Levels 1, 2, and 3, as shown in Table 5.

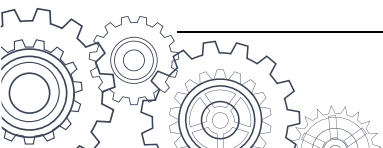


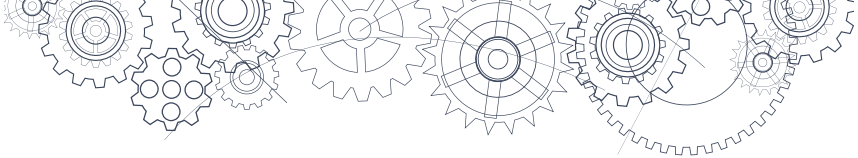


**Table 5: Types of numeracy questions across three cognitive levels**

	<b>Level 1 – RECALL</b> The student is able to recall or locate information such as a fact, definition, or term; use a procedure; or apply a formula.	<b>Level 2 – SKILLS AND CONCEPTS</b> The student is able to demonstrate conceptual understanding through models and explanations, and to make decisions on how to approach a problem or activity.	<b>Level 3 – STRATEGIC THINKING</b> The student is able to solve a problem and explain his or her thinking through reasoning, planning, and using evidence.
<b>Interpret ⇌ Apply ⇌ Solve ⇌ Analyze ⇌ Communicate</b>	<ul style="list-style-type: none"> <li>a. Recall, observe, and recognize facts, principles, and properties</li> <li>b. Recall/identify conversions among numbers and make conversions</li> <li>c. Evaluate an expression</li> <li>d. Locate points on a grid or numbers on a number line</li> <li>e. Solve a one-step problem</li> <li>f. Represent math relationships in words, pictures, or symbols</li> <li>g. Follow simple procedures (recipe-type directions)</li> <li>h. Calculate, measure, and apply a rule (e.g., rounding)</li> <li>i. Apply algorithm or formula (e.g., area, perimeter)</li> <li>j. Solve linear equations</li> <li>k. Retrieve and use information from a table or graph</li> <li>l. Identify a pattern/ trend</li> <li>m. Brainstorm ideas, concepts, or perspectives related to a topic</li> </ul>	<ul style="list-style-type: none"> <li>a. Specify and explain relationships (e.g., non-examples/examples; cause-effect)</li> <li>b. Make and record observations</li> <li>c. Explain steps followed</li> <li>d. Summarize results or concepts</li> <li>e. Make basic inferences or logical predictions from data/ observations</li> <li>f. Use models/diagrams to represent or explain concepts</li> <li>g. Make and explain estimates</li> <li>h. Select a procedure according to criteria and perform it</li> <li>i. Apply multiple concepts or decision points to solve problems</li> <li>j. Retrieve information from a table, graph, or figure and use it to solve a problem requiring multiple steps</li> <li>k. Translate between tables, graphs, words, and symbolic notations (e.g., make a graph from table of data)</li> <li>l. Construct models given criteria</li> <li>m. Classify materials, data, and figures based on characteristics</li> <li>n. Organize or order data</li> <li>o. Compare/contrast figures or data</li> <li>p. Select appropriate graph to display data</li> <li>q. Interpret data from a simple graph</li> <li>r. Extend a pattern</li> <li>s. Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>a. Explain, generalize, or connect ideas using supporting evidence</li> <li>b. Make and justify conjectures</li> <li>c. Explain thinking when more than one response is possible</li> <li>d. Design an approach for a specific purpose</li> <li>e. Perform a designed approach</li> <li>f. Use and show reasoning, planning, and evidence</li> <li>g. Compare information within or across data sets or texts</li> <li>h. Analyze and draw conclusions from data, citing evidence</li> <li>i. Generalize a pattern</li> <li>j. Interpret data from a complex graph</li> <li>k. Describe, compare, and contrast approaches and solutions</li> <li>l. Cite evidence and develop a logical argument for concepts or solutions</li> <li>m. Verify reasonableness of solutions</li> <li>n. Synthesize information within one data set, source, or text</li> <li>o. Formulate an original problem given a situational context</li> <li>p. Develop a model for a situational context</li> </ul>

(Adapted from Hess, 2009, and Webb, 2002)





## Assessment tasks

The Student Booklet includes:

- open-ended questions that encourage cognitive rigor
- questions built to scaffold numeracy concepts and provide opportunities for students to show their thinking

The online portion allows students to:

- respond to a variety of numeracy contexts
- answer engaging questions
- answer questions that reflect a range of difficulty and complexity



# Section 3:

## Specifications

Table 6: FSA structure

<b>Collaboration Activity</b>	<b>Explore 2 Themes</b> Students Choose 1 Theme	
	<b>Student Choice of Theme</b>	
<b>Student Booklet Constructed-Response Items</b>	<i>Literacy Theme 1</i> 2 reading passages 3 written-response questions	<i>Literacy Theme 2</i> 2 reading passages 3 written-response questions
	Numeracy 3 written-response questions	
	Self-Reflection 1 written-response question	
<b>Online Selected-Response Items</b>	Literacy 30 online questions	
	Self-Reflection 1 selected-response question, 1 written-response question	
	Numeracy 30 online questions	
	Self-Reflection 1 selected-response question, 1 written-response question	



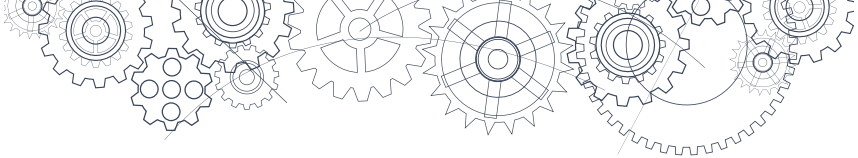
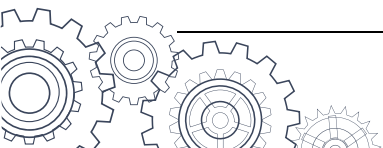


Table 7: FSA table of specifications

Collaborative Activity One 15-Minute Group Activity; Not Scored							
	Tasks		Cognitive Level			Score	Time
			Level 1 Recall	Level 2 Skills and Concepts	Level 3 Strategic Thinking		
<b>Student Booklet</b> (Constructed Response)	<b>Literacy</b>	<i>Analyzing and Making Meaning from Texts (Comprehend and Communicate)</i>	NA	NA	2 items	8	45 minutes
		<i>Making Personal Connections (Communicate)</i>	NA	NA	1 item	4	
	<b>Numeracy</b>	<i>Using Numeracy Skills to Solve Real-life Problems</i>	NA	NA	3 items	12	45 minutes
<b>Online</b> (Selected Response)	<b>Literacy</b>	<i>Analyzing and Making Meaning from Texts (Comprehend)</i>	Grade 4: 14 items  Grade 7: 12 items	Grade 4: 15 items  Grade 7: 15 items	Grade 4: 1 item  Grade 7: 3 items	30	60 minutes
		<b>Self-Reflection; Not Scored</b> 1 selected-response question; 1 written-response question					
	<b>Numeracy</b>	<i>Understanding and Application of Numeracy</i>	Grade 4: 16 items  Grade 7: 14 items	Grade 4: 14 items  Grade 7: 16 items	NA	30	60 minutes
	<b>Self-Reflection; Not Scored</b> 1 selected-response question; 1 written-response question						



# Section 4:

## Reporting results

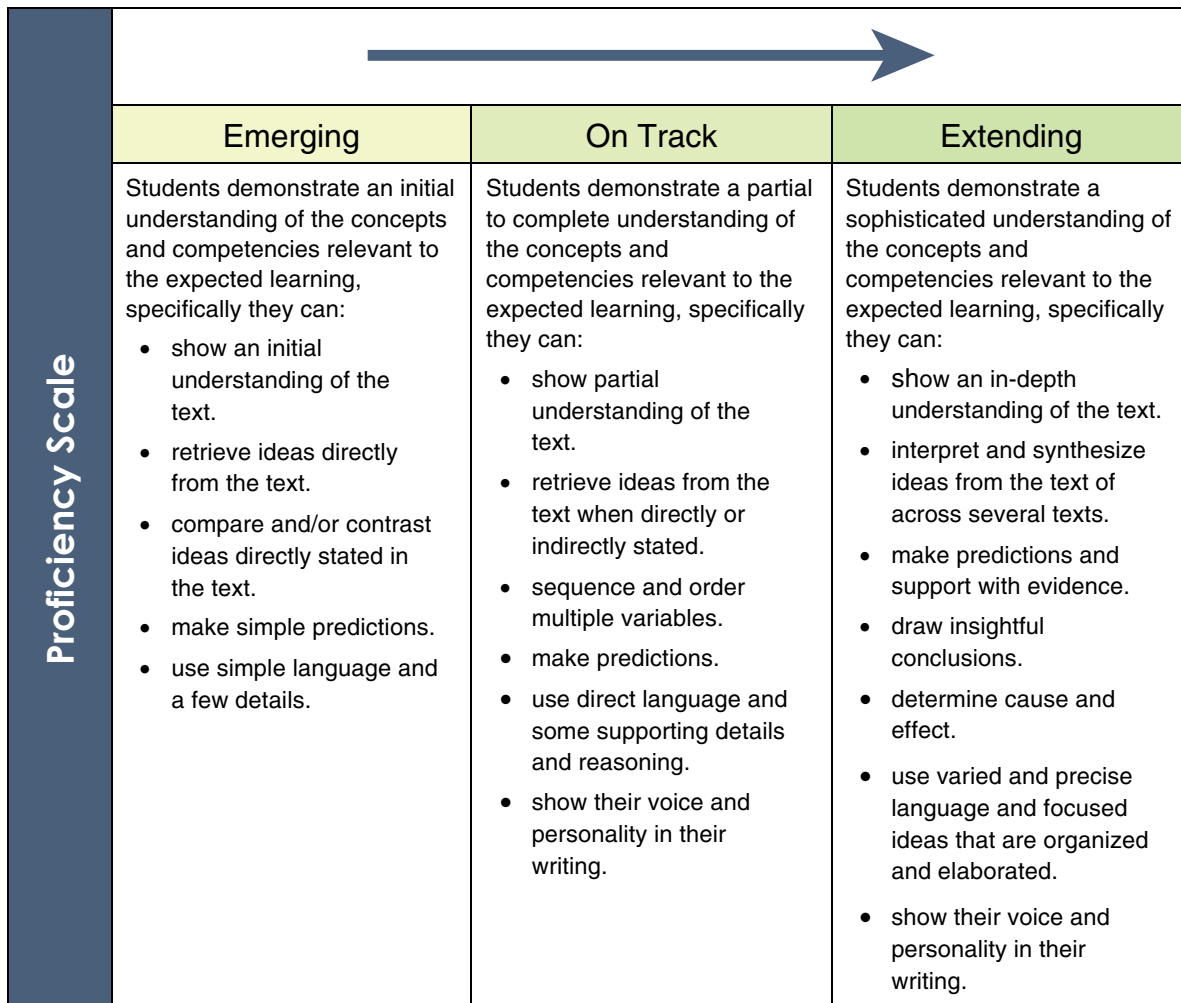
### Proficiency levels

The FSA uses three levels of proficiency to describe student performance. The levels are Emerging → On Track → Extending.

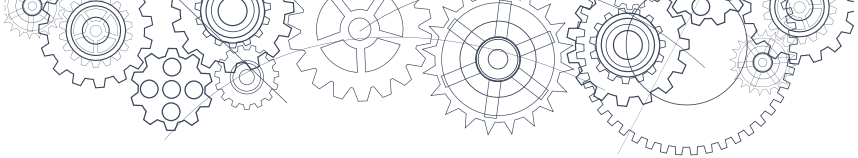
Proficiency levels in large-scale assessment classify student performance according to broad descriptive categories that are strength based and descriptive. They are used to explain what a score actually means and bring a descriptive picture to a score.

Students receive an overall score based on all of their responses and these results placed in one of three levels of the Proficiency Scale (Table 8 & 9). The standard (cut points) for the proficiency scale have been established through the professional judgment of educators and are set through detailed analysis of student responses by a standard-setting panel. The FSA results will not be reported on students' transcripts but are intended to be used in a formative way. District and school-based administrators will access results through the School Secure Web (SSW).

**Table 8: Literacy proficiency levels**



Proficiency Scale	Emerging	On Track	Extending
	<p>Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning, specifically they can:</p> <ul style="list-style-type: none"> <li>• show an initial understanding of the text.</li> <li>• retrieve ideas directly from the text.</li> <li>• compare and/or contrast ideas directly stated in the text.</li> <li>• make simple predictions.</li> <li>• use simple language and a few details.</li> </ul>	<p>Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning, specifically they can:</p> <ul style="list-style-type: none"> <li>• show partial understanding of the text.</li> <li>• retrieve ideas from the text when directly or indirectly stated.</li> <li>• sequence and order multiple variables.</li> <li>• make predictions.</li> <li>• use direct language and some supporting details and reasoning.</li> <li>• show their voice and personality in their writing.</li> </ul>	<p>Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning, specifically they can:</p> <ul style="list-style-type: none"> <li>• show an in-depth understanding of the text.</li> <li>• interpret and synthesize ideas from the text of across several texts.</li> <li>• make predictions and support with evidence.</li> <li>• draw insightful conclusions.</li> <li>• determine cause and effect.</li> <li>• use varied and precise language and focused ideas that are organized and elaborated.</li> <li>• show their voice and personality in their writing.</li> </ul>



**Table 9: Numeracy proficiency levels**

Proficiency Scale			
	Emerging	On Track	Extending
	Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning, specifically they can: <ul style="list-style-type: none"> <li>• make an attempt to solve the problem</li> <li>• rely on given information to solve a problem</li> <li>• sometimes use mathematical language (mathematical vocabulary, symbols and concepts)</li> </ul>	Students demonstrate a <b>partial to complete understanding</b> of the concepts and competencies relevant to the expected learning, specifically they can: <ul style="list-style-type: none"> <li>• solve the problem and demonstrate their solution</li> <li>• rely on given information and make some inferences to solve a problem</li> <li>• use mathematical language accurately (mathematical vocabulary, symbols and concepts)</li> </ul>	Students demonstrate a <b>sophisticated understanding</b> of the concepts and competencies relevant to the expected learning, specifically they can: <ul style="list-style-type: none"> <li>• solve the problem and arrive at a solution that demonstrates reasoning</li> <li>• rely on given information and make inferences to solve a problem</li> <li>• write with a clear sense of form</li> <li>• interpret and use mathematical language (mathematical vocabulary, symbols and concepts) to clearly communicate their thinking</li> </ul>

### **FSA reports**

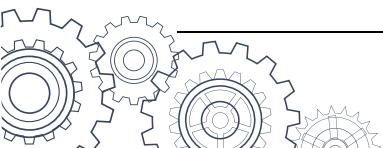
FSA student reports and school level data reports use student response data that has not yet been processed by the Ministry. These reports are based on the unprocessed scores from both the student booklet and online components of the FSA. These reports are available to schools and districts once score entry is completed, usually by November each year.

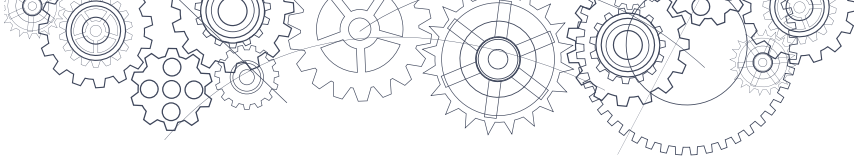
Summary reports are reports that use student response data that have been processed and analyzed by the Ministry. These reports are available to school districts by the end of January, following the assessment data analysis.

### **FSA scoring**

All written-response questions in the FSA Student Booklet will be scored at the school or district level. All online selected-response questions are machine scored.

The FSA scoring rubrics are shown below:

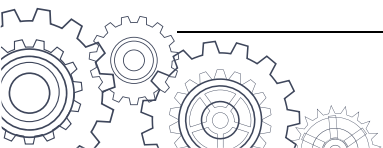


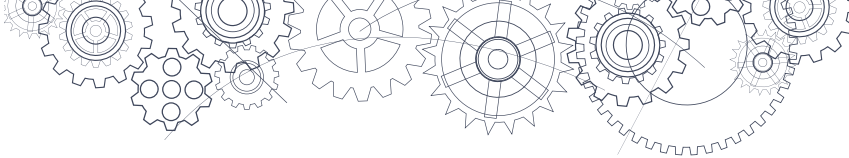


**Table 10: FSA Grade 4 Literacy—Comprehend and Communicate Scoring Rubric**

<b>Holistic Scoring</b>	<p><b>Score holistically, for the 'line of best fit'.</b> 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>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Snapshot</b>	<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>
	<p><b>NR</b> No response (answer page is blank)</p>	<p><b>0</b> Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.</p>		

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

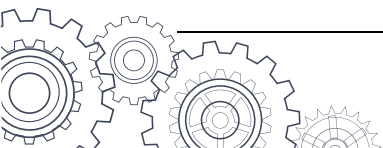


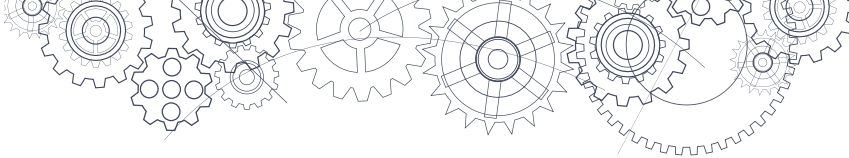


**Table 11: FSA Grade 7 Literacy—Comprehend and Communicate Scoring Rubric**

<b>Holistic Scoring</b>	<p><b>Score holistically, for the ‘line of best fit’.</b> 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>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Snapshot</b>	<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>
	<p><b>NR</b> No response (answer page is blank)</p>	<p><b>0</b> Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.</p>		

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

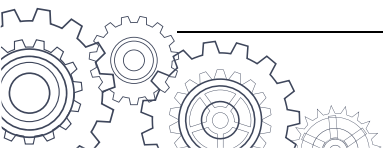


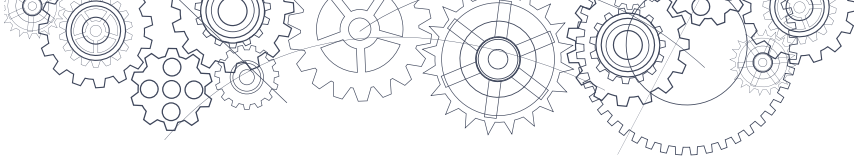


**Table 12: FSA Literacy—Making Personal Connections Scoring Rubric**

<b>Holistic Scoring</b>	<p><b>Score holistically, for the ‘line of best fit’.</b> 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>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Snapshot</b>	<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; detailed, thoughtful personal connections; strong sense of voice; language is sophisticated and varied.</i></p>
	<p><b>NR</b> No response (answer page is blank)</p>	<p><b>0</b> Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.</p>		

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

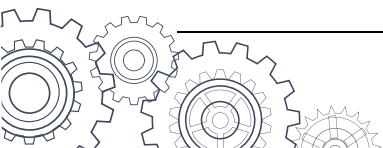


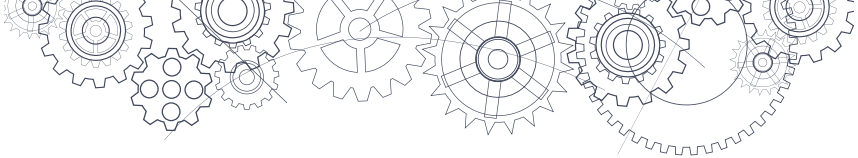


**Table 13: FSA Numeracy: Solving Real-Life Problems Scoring Rubric**

<b>Holistic Scoring</b>	<p><b>Score holistically, for the ‘line of best fit’.</b> 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>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Snapshot</b>	<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>
	<p><b>NR</b> No response (answer page is blank)</p>	<p><b>0</b> 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>		

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





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