Foundation Skills Assessment 4

SAMPLE

Student Response Booklet

Name of Student: _____

Student PEN: _____

School Name: _____

Theme:
**please check your choice

- ☐ **1 – How Things Work**
- ☐ **2 – Taking Care**

For Marker use only:

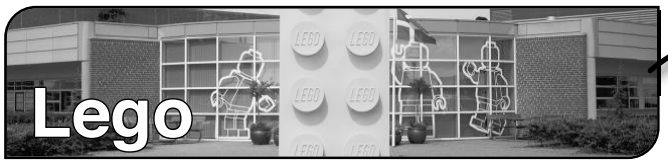
Literacy ☐ ☐ ☐

Numeracy ☐ ☐ ☐

BRITISH COLUMBIA | Ministry of Education

Themes

☐ How Things Work go to page 2



The beginnings of today's amazing Lego started in a small factory in Denmark. Its journey from a flat brick to today's design took many years.

An early spring afternoon and a pen—all the ingredients necessary for a little magic.

☐ Taking Care go to page 13

Ontario student Kathryn Savoie wonders if the rules for playing in the snow at school are fair.

Who knew a new lunch bag could be so exciting?

Theme 1

How Things Work

The beginnings of today's amazing Lego started in a small factory in Denmark. Its journey from a flat brick to today's design took many years.

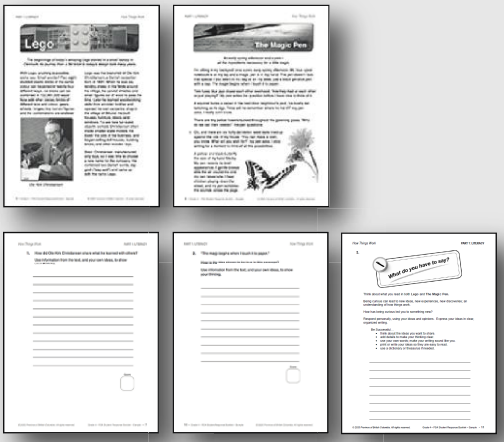
An early spring afternoon and a pen—all the ingredients necessary for a little magic.

PART 1: LITERACY

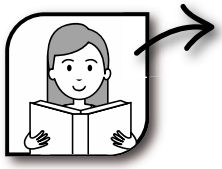
In this part of the booklet you will

- **read**
  - **one informational text**
  - **one fictional text**

- **complete three written questions**



Be successful…



- read the questions first, then the texts.
- make predictions as you read about what might happen next.
- make connections between what you are reading and what you already know, have seen, or have heard.

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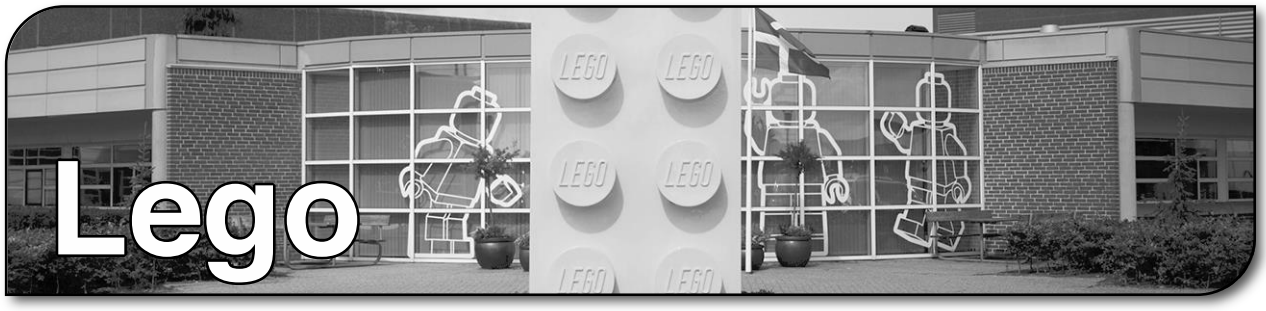
- show your thinking by using details from the text when answering the questions.

- print or write your ideas so they are easy to read.

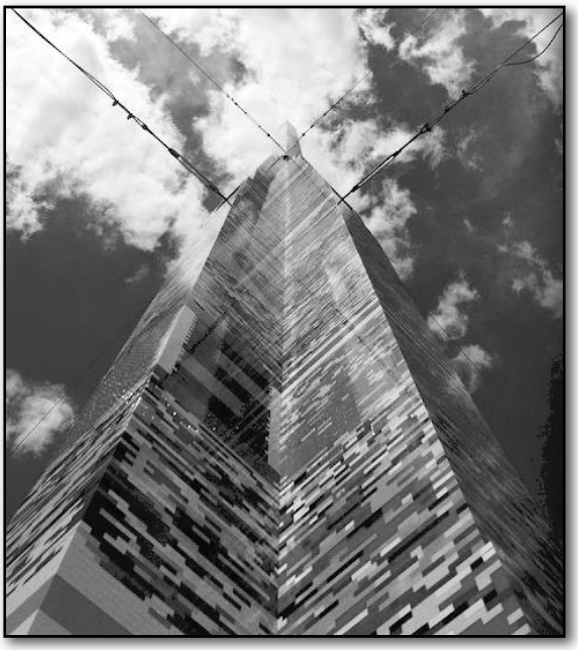


With Lego, anything is possible, some say. Small wonder! Two eight-studded plastic bricks of the same colour can be joined in twenty-four different ways; six bricks can be combined in 102,981,500 ways! Now add other pieces, bricks of different size and colour, gears, wheels, hinges, tiny human figures and the combinations are endless!

Ole Kirk Christiansen

Lego was the brainchild of Ole Kirk Christiansen, a Danish carpenter born in 1891. When he was six, tending sheep in the fields around his village, he carved whistles and small figures out of wood to pass the time. Later he learned woodworking skills from an older brother and opened his own carpentry shop in the village of Billund. He built houses, furniture, doors, and windows. To see how full-sized objects worked, Christiansen often made smaller scale models. He loved this side of his business, and began selling doll houses, building bricks, and other wooden toys.

Soon Christiansen manufactured only toys, so it was time to choose a new name for the company. He combined two Danish words, leg godt (“play well”) and came up with the name Lego.



World's Tallest Lego Structure

Christiansen had high standards. He wanted his toys to be sturdy and long lasting. Over and over he told his children, who helped in the shop, "Det bedste er ikke for godt," which means "Only the best is good enough." Once his son, Godtfred, thought he would save time and money by skipping a coat of paint on some toys. When Christiansen found out, he had Godtfred unpackage the toys and spend the night painting them again.

The company produced its first plastic bricks in 1949, but it wasn't until 1958 that Lego came out with its present stud-and-tube design. With this unique system, the tiny

LEGO FACTS

Lego is made of twelve colours, but the main ones are white, yellow, red, and blue.

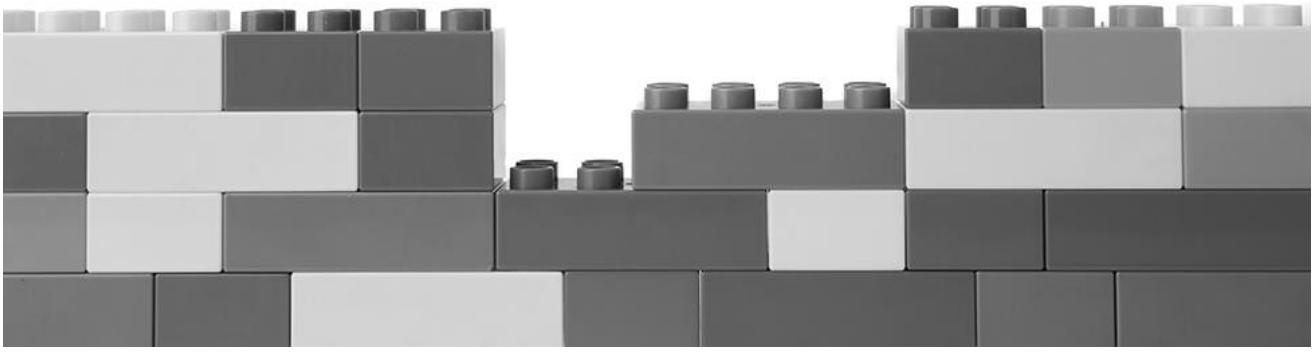
To make Lego, plastic granules are melted into a paste under strict conditions of heat and pressure. The paste is then injected into moulds to harden.

A theme park made from over 33 million pieces of Lego is one of Denmark's largest tourist attractions. Visitors can see copies of famous buildings and cities, roam through Lego-made gardens and streets, ride a 'merry-go-round' or stop at a play center to build their own Lego creations.

cylinders on one side of a building brick lock around the hollow tubes at the bottom of another. This enables the bricks to stay together, yet permits them to be taken apart with a simple tug and twist.

The new design proved so popular the company was flooded with orders. In 1969 a second line of bricks was introduced. Duplo bricks were larger, eight times the size of regular Lego. That made them easier and safer for younger children to use. Later, Lego Technic, a more advanced and complex line, was added for older children.

Although Christiansen died in 1958, Lego still remains a family company. First Godtfred took charge, then in 1979 his son, Kjeld Kirk Christiansen, took over. Today, Kjeld's own three children help out, learning like their father and grandfather the lesson taught by Ole Kirk Christiansen: Only the best is good enough.



"Lego" by Larry Verstraete.
Whose Bright Idea Was It? True Stories of Invention.
Scholastic Canada. Richmond Hill, ON. 1997.

1. How did Ole Kirk Christiansen share what he learned with others?

   Use information from the text, and your own ideas, to show your thinking.

Score

The Magic Pen

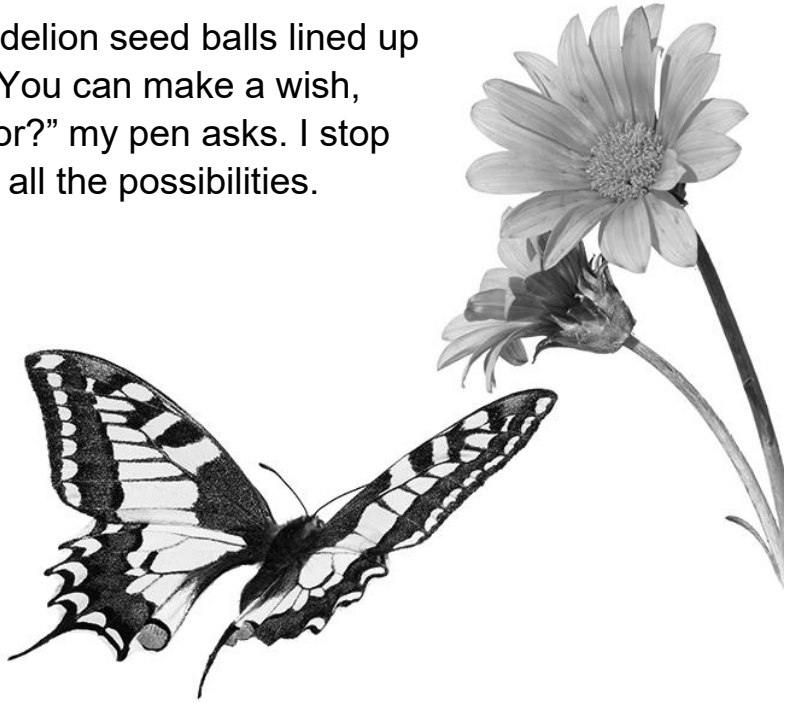
I'm sitting in my backyard on a sunny early spring afternoon. My blue spiral notebook is on my lap and a magic pen is in my hand. The pen doesn't look that special if you see it in my bag or on my desk, just a black gel stick pen with a cap. The magic begins when I touch it to paper.

Two fussy blue jays chase each other overhead. "Are they mad at each other or just playing?" My pen writes the question before I have time to think of it.

A squirrel buries a pecan in the next door neighbour's yard, his bushy tail twitching as he digs. "How will he remember where he hid it?" my pen asks. I really don't know.

There are tiny yellow flowers tucked throughout the greening grass. "Why do we call them weeds?" the pen questions.

Oh, and there are six fluffy dandelion seed balls lined up against the side of my house. "You can make a wish, you know. What will you wish for?" my pen asks. I stop writing for a moment to think of all the possibilities.



A yellow and black butterfly the size of my hand flits by. My pen records its brief appearance. A gentle breeze stirs the air around me and my pen takes note. I hear children playing down the street, and my pen scribbles the sounds across the page.

The sun goes behind a cloud, then peeks out again but I'm not looking at the sky. I know this because of the shadow of my pen that follows the in and out dance with the sun.

What good is all this magic from a pen on such a pleasant day, I think. I really don't know.

But my pen keeps writing. Taking word pictures of the world around me and the thoughts running through my head to be read to some child I don't even know before he or she goes to bed.

"They will be able to see the pictures and hear your thoughts," the pen explains.

Oh. Now that's magic.

"The Magic Pen" by Laura Flett.
http://www.bedtime.com/html/the_magic_pen.htm. © 2007.

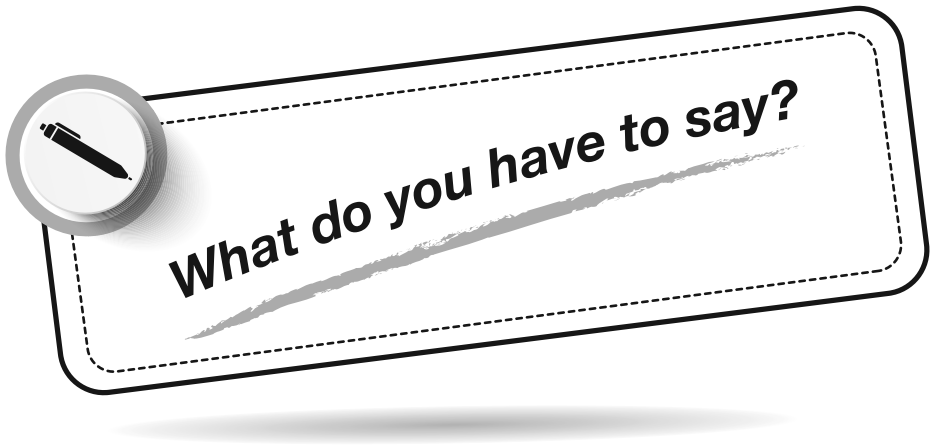
2. “The magic begins when I touch it to paper.”

   How is this idea shown to be true in this passage?

   Use information from the text, and your own ideas, to show your thinking.

Score

3.



Think about what you read in both **Lego** and **The Magic Pen.**

Being curious can lead to new ideas, new experiences, new discoveries; an understanding of how things work.

How has being curious led you to something new?

Respond personally, using your own ideas and opinions. Express your ideas in clear, organized writing.

Be **successful** …

- think about the ideas you want to share.
- add details to make your thinking clear.
- use your own words; make your writing sound like you.
- print or write your ideas so they are easy to read.
- use a dictionary or thesaurus if needed.

Score

End of Part 1

Wait until your teacher tells you to go ahead to the numeracy activity.

Theme 2

Taking Care

Ontario student Kathryn Savoie wonders if the rules for playing in the snow at school are fair.

Who knew a new lunch bag could be so exciting?

PART 1: LITERACY

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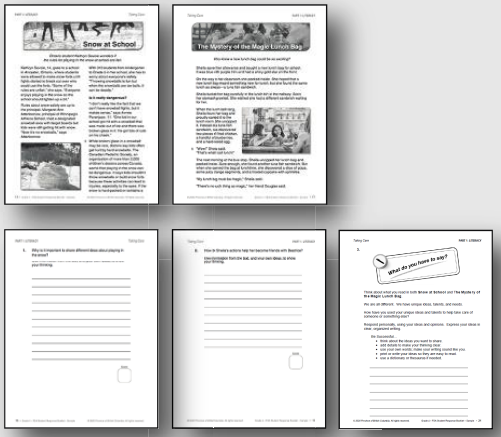

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Snow at School

Kathryn Savoie, 14, goes to a school in Ancaster, Ontario, where students were allowed to make snow forts until fights started to break out over who could use the forts. “Some of the rules are unfair,” she says. “Everyone enjoys playing in the snow so the school should lighten up a bit.”

Rules about snow safety are up to the principal. Margaret Ann Attenborrow, principal of Winnipeg’s Athlone School, tried a designated snowball area with target boards but kids were still getting hit with snow. “Now it’s no snowballs,” says Attenborrow.

With 310 students from kindergarten to Grade 5 in her school, she has to worry about everyone’s safety. “Throwing snowballs is fun but when the snowballs are ice balls, it can be deadly.”

Is it really dangerous?

“I don’t really like the fact that we can’t have snowball fights, but it makes sense,” says Avnee Paranjape, 11. “One kid in our school got hit with a snowball that was made out of ice and there was broken glass in it. He got lots of cuts on his cheek.”

While broken glass in a snowball may be rare, doctors say kids often get hurt by hard snowballs. The Canadian Pediatric Society, an organization of more than 2,000 children’s doctors across Canada, warns that playing in the snow can be dangerous. It says kids shouldn’t throw snowballs or build snow forts because these activities can lead to injuries, especially to the eyes. If the snow is hard-packed or contains a

rock or some other hard object, doctors say, a child can be seriously hurt.

A weighty issue

Laveena Sethia, an injury prevention expert with Safe Kids Canada, explains why snow rules seem to be getting tougher. “We know more about safety risks and how certain activities can cause brain damage,” she says. “We can do more now to keep kids safe.”

But some experts point out that the risk of injury isn’t the only health issue to consider. Kids need to keep active to stay healthy. Dr. John Philpott, a pediatrician who specializes in sports and runs a clinic for severely overweight kids, says limiting snow play could mean that kids have fewer ways to get exercise during the long Canadian winters.

“The fun factor of playing in the snow is no longer there,” says Philpott. “Did I throw snowballs as a kid? Yes. But there is always a risk that you could injure someone.”

On the other hand, says Dr. Philpott, throwing snowballs is exercise. “It’s great for hand-eye coordination and being outside. You’re away from the TV and the refrigerator,” he says. “But it should be seen as target practice and thrown against the wall.”

Safer options

So what are you supposed to do during a frosty recess? Despite the rules, schools are keeping winter fun by inventing new games like soccer in the snow or snowmen contests. At Athlone School, Attenborrow even allows kids to build forts without roofs.

While rules are never much fun, many kids say it’s important to follow them, especially at school. “The rule is ‘snow stays on the ground,’” says Jonas Cornelsen, 11, of Winnipeg. “The snow rules are pretty fair although sometimes not much fun.”

“Snow at School” from OWL: The Discovery Magazine for Kids.
pp. 10–11. December 2004

1. Why is it important to share different ideas about playing in the snow?

   Use information from the text, and your own ideas, to show your thinking.

Score

The Mystery of the Magic Lunch Bag

Sheila saved her allowance and bought a new lunch bag for school. It was blue with purple trim and had a shiny gold star on the front.

On the way to her classroom she peeked inside. She hoped that a new lunch bag meant something new for lunch, but she found the same lunch as always—a tuna fish sandwich.

Sheila tucked her bag carefully in the lunch bin in the hallway. Soon her stomach growled. She wished she had a different sandwich waiting for her.

When the lunch bell rang, Sheila found her bag and proudly carried it to the lunch room. She unzipped it. Instead of a tuna fish sandwich, she discovered two pieces of fried chicken, a handful of blueberries, and a hard-boiled egg.

“Wow!” Sheila said. “That’s what I call lunch!”

The next morning at the bus stop, Sheila unzipped her lunch bag and peeked inside. Sure enough, she found another tuna fish sandwich. But when she opened the bag at lunchtime, she discovered a slice of pizza, some juicy orange segments, and a frosted cupcake with sprinkles.

“My lunch bag must be magic,” Sheila said.

“There’s no such thing as magic,” her friend Douglas said.

"Sure, there is," Sheila said. "My mother always packs me a tuna fish sandwich. But ever since I got this new lunch bag, the sandwich changes into something I like."

"Maybe your mother's packing different things for a change."

"No," Sheila said. "I check in the morning. The sandwich changes during school."

Douglas rolled his eyes.

Sheila stood up and announced, "My lunch bag is magic!" Everyone in the lunch room looked at her. Sheila felt her face get warm as she sank back into her seat.

"You're not the only one with a magic lunch bag," Beatrice said, turning around from the table behind her. "I have one, too."

"You do?" said Sheila. "What does your magic lunch bag look like?"

"It has a gold star on it," Beatrice said. "A magic star."

"My bag has a magic star, too." Sheila thought for a moment. "What colour is your bag?"

"Blue and purple," Beatrice said. She held up her bag.

"Hey," Sheila said. "Our lunch bags are exactly alike."

"Mine's magic," said Beatrice. "Every day my dad packs leftovers, but at lunchtime I find a tuna fish sandwich—my favourite!"

Sheila started giggling. "What's so funny?" Beatrice said.

"That's the sandwich my mother packs," Sheila said. "We've been getting our lunch bags mixed up."

Sheila and Beatrice shared their lunches every day after that. Sheila loved making new discoveries each time she opened her lunch bag. But her best discovery was magically finding a new friend.

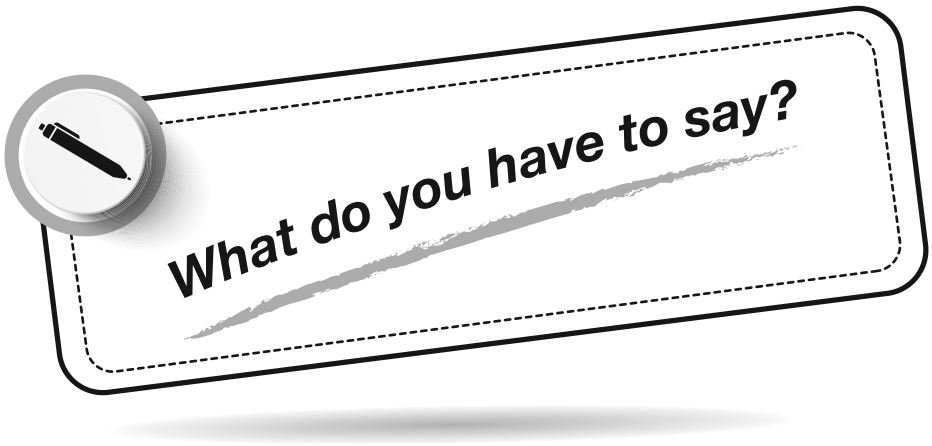
"The Mystery of the Magic Lunchbag" by Neal Levin.
Highlights: Fun with a Purpose. March 2008. www.highlightskids.com/audio-story/mystery-magic-lunch-bag

2. How do Sheila's actions help her become friends with Beatrice?

   Use information from the text, and your own ideas, to show your thinking.

Score

3.



Think about what you read in both **Snow at School** and T**he Myste ry of the Magic Lunch Bag**.

We are all different. We have unique ideas, talents, and needs.

How have you used your unique ideas and talents to help take care of someone or something else?

Respond personally, using your own ideas and opinions. Express your ideas in clear, organized writing.

Be **successful** …

- think about the ideas you want to share.
- add details to make your thinking clear.
- use your own words; make your writing sound like you.
- print or write your ideas so they are easy to read.
- use a dictionary or thesaurus if needed.

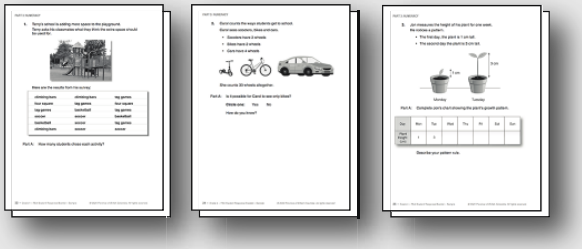
End of Part 1

Wait until your teacher tells you to go ahead to the numeracy activity.

PART 2: NUMERACY

In this part of the booklet you will

- **complete three numeracy questions.**



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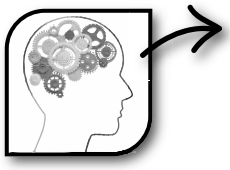
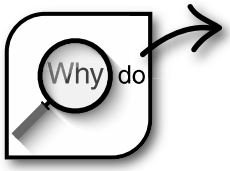
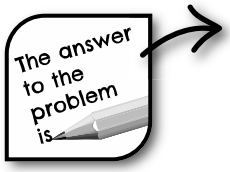


- read the question carefully to understand the problem.
- think about the strategy or strategies you need to solve the problem.



- find the information you will need to solve the problem.



- clearly show all your thinking.
- show all the steps leading to your solution.
- clearly show your solution.
- make sure your solution makes sense.

1. Terry's school is adding more space to the playground.
   Terry asks his classmates what they think the extra space should be used for.

Here are the results from his survey:

climbing bars	**climbing bars**	**tag games**
four square	**tag games**	**four square**
tag games	**basketball**	**tag games**
soccer	**soccer**	**basketball**
basketball	**soccer**	**tag games**
climbing bars	**soccer**	**soccer**

Part A: How many students chose each activity?

Part B: Graph the information from the survey.

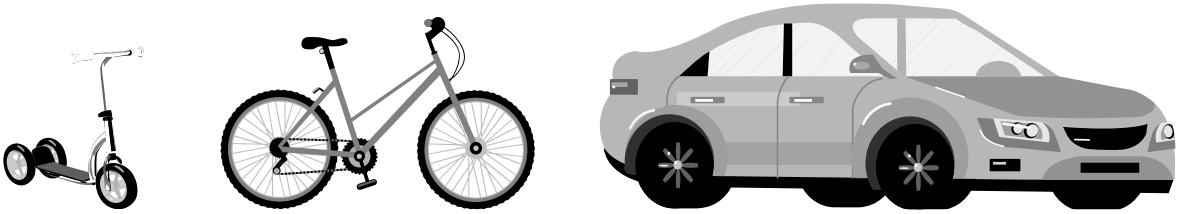
Title:

Part C: Using the information, what do you think Terry should recommend for the extra space? Why?

2. Carol counts the ways students get to school.

   Carol sees scooters, bikes and cars.

   - Scooters have 3 wheels
   - Bikes have 2 wheels
   - Cars have 4 wheels



She counts 33 wheels altogether.

Part A: Is it possible for Carol to see only bikes?

Circle one: Yes No

How do you know?

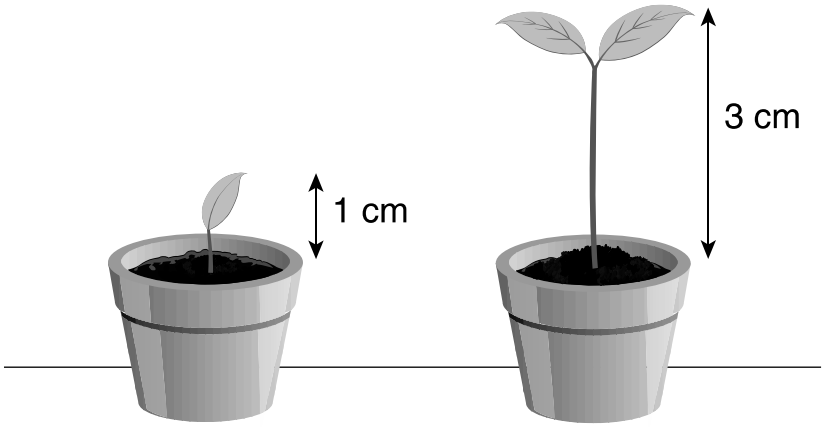
Part B: Show one possible combination of bikes, scooters and cars she might see.

Part C: If Carol did not see any cars, how many scooters and bikes might she see? Show one possible solution.

Score

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

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



Part A: Complete Jon's chart showing the plant's growth pattern.

Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Plant Height (cm)	1	3					

Describe your pattern rule.

Part B: Complete another chart showing a growth pattern that is different than Part A.

Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Plant Height (cm)	1	3					

Describe your pattern rule.

Score

Numeracy Checklist

Look back at your work...

Did you:

- ☐ write your answers in a way others will understand?
- ☐ clearly show all of your thinking?
- ☐ clearly show your solution?
- ☐ check to see if your answers make sense?

End of Part 2

Wait until your teacher tells you to go ahead to the reflection activity.

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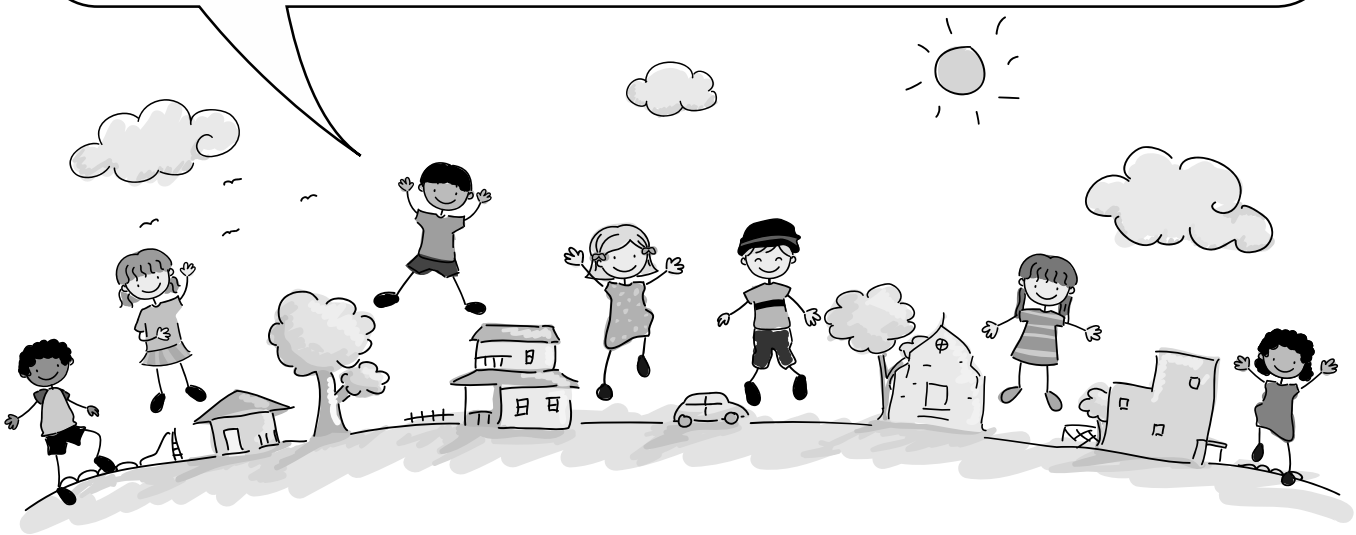
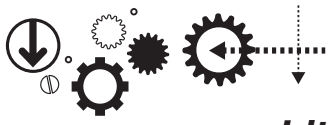
REFLECTION

Think about your experience working on the FSA.

What would you like to share about this experience?





FSA Grade 4 Scoring Rubrics

Literacy – Comprehend and Connect Questions

	1	2	3	4
Snapshot	*Demonstrates a limited understanding or misreading of the text(s) and or question; possibly a verbatim recall of information.*	*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.*	*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).*	*Demonstrates an in-depth understanding of the text(s) and question. The reader supports their thinking using accurate text based information; may be insightful.*
	NR No response (answer page is blank)	0 Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.		

Literacy – Personal Response Question

	1	2	3	4
Snapshot	*Response shows limited understanding of the purpose; brief and unorganized; ideas are unsupported; few or no personal connections; simple language.*	*Response shows some understanding of the purpose; some sense of organization; ideas may be unevenly developed; some personal connections; generally simple language.*	*Response shows clear understanding of the purpose; organized; ideas are developed; clear personal connections; language is clear and varied.*	*Response shows sophisticated understanding of the purpose; focused and organized; ideas are supported; multiple personal connections; language is sophisticated and varied.*
	NR No response (answer page is blank)	0 Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.		

Numeracy – Written Response Questions

	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 to some degree.*	*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 Data simply recopied from question Picture, work or solution is unrelated to problem Incorrect solution with no work shown Inappropriate response (work contains profanity, inappropriate diagram or language) Everything erased		