The following possible solutions are to support the use of the FSA Grade 4 Reading Scoring Rubric. The suggestions are not complete, and *should not* be used as a checklist.

**Theme 1: How Things Work**

**Lego**

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.

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

<table>
<thead>
<tr>
<th>What he learned</th>
<th>How he shared his learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodworking skills</td>
<td>• opened a carpentry shop</td>
</tr>
<tr>
<td>High standards as a child carving</td>
<td>• made a quality product, Lego</td>
</tr>
<tr>
<td>To stand by his principles</td>
<td>• He modelled and communicated to his children his principle, “Only the best is good enough.” Once, Ole had his son Godtfred repaint Lego when Godtfred skipped a coat of paint</td>
</tr>
<tr>
<td>Perseverance</td>
<td>• over the years led to improved products (stud-and-tube design, Duplo)</td>
</tr>
<tr>
<td>Leadership</td>
<td>• his legacy continues through his children at the company</td>
</tr>
</tbody>
</table>

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*Note: Other answers may be possible.*
The Magic Pen

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.

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

- The pen “doesn’t look special” but is magic
- The pen writes questions before the author thinks of them. Are they (the blue jays) mad at each other or just playing? How will he (the squirrel) remember where he hid it?
- The pen records senses (wind, sounds of children)
- The pen takes “word pictures of the world around (me) and the thoughts running through my head to be read to some child…”
- The magic of the pen is shared with others “I don’t even know”… children read what the pen wrote before going to bed.

Note: Other answers may be possible.
3. Compare the ideas in Lego and The Magic Pen.

Use information from both texts, and your own ideas, to show your thinking.

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

Lego
- Ole mentored his family.
- This is a story about an invention.
- The story spans generations within a family.

The Magic Pen
- This is a story about a person writing.
- The story happens over a short period of time that the person is writing.

Both
- These are both analog types of toys/communication tools.
- Ole was creative when he was carving the original tools and so was the writer with the magic pen.
- Ole and the writer are both thoughtful and reflective. Ole thought about the quality of his tools and how they would be used; the writer thought about how the sounds and smells and sights translated into words on a page.

Note: Other answers may be possible.
POSSIBLE SOLUTIONS

The following possible solutions are to support the use of the FSA Grade 4 Reading Scoring Rubric. The suggestions are not complete, and should not be used as a checklist.

Theme 2: Taking Care
Snow at School

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.

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

• Teachers and students have to work together and it is important to understand different points of view
  – There may be good aspects of playing in the snow that are healthy for children
  – Students might have fun throwing snowballs but they may get hurt
• Teachers need to ensure students are safe and need to share with them why they made decisions….
• Students need to understand why teachers make decisions
• Consensus, and decisions that work for everyone sometimes happen when we share different perspectives (snow soccer, roofless forts)
• You will never get what you want if you don’t speak up (being able to play in the snow in a variety of ways)

Note: Other answers may be possible.
The Mystery of the 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.

Possible Responses:

• Sheila took a risk and shared this unique, personal experience, and her personality, with all the children in the lunch room. This risk led to communication and connection with Beatrice based on a shared experience. They discover similarities, laugh, eat lunch together from then on, and become friends.

Note: Other answers may be possible.
3. What would Sheila think and do after reading *Snow at School*?

Use information from both texts, and your own ideas, to show your thinking.

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

- Because she made a new friend, she invites her friend Beatrice to play in the snow at recess or build forts.
- Because in *Magic Lunch Bag* she made a new friend, she organizes a safe game to play outside in the snow with her friend Beatrice.
- Because she’s curious, she could question the research presented by the Canadian Pediatric Society.
- Because she’s curious, she might research the safety risks and how certain activities cause brain damage presented by *Safe Kids Canada*.
- Because she questioned her parents about her lunch, she asks her school principal what the snow rules are at her school.
- Sheila doesn’t take things too seriously; she might think the same about snow “rules.”
- Sheila is social, so would want to play with others and join in snow games with others.
- Sheila stood up to others, so might stand up for her beliefs about playing in the snow.

**Note: Other answers may be possible.**
The following possible solutions are to support the use of the FSA Numeracy Scoring Rubric. The suggestions are not complete, and *should not* be used as a checklist.

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:

<table>
<thead>
<tr>
<th>climbing bars</th>
<th>climbing bars</th>
<th>tag games</th>
</tr>
</thead>
<tbody>
<tr>
<td>four square</td>
<td>tag games</td>
<td>four square</td>
</tr>
<tr>
<td>tag games</td>
<td>basketball</td>
<td>tag games</td>
</tr>
<tr>
<td>soccer</td>
<td>soccer</td>
<td>basketball</td>
</tr>
<tr>
<td>basketball</td>
<td>soccer</td>
<td>tag games</td>
</tr>
<tr>
<td>climbing bars</td>
<td>soccer</td>
<td>soccer</td>
</tr>
</tbody>
</table>
Part A: How many students chose each activity?

Possible Solution:
- Climbing Bars: 3
- Four Square: 2
- Tag Games: 5
- Soccer: 5
- Basketball: 3

Assessment:
Students use some type of organizational system to show how many times each activity was mentioned. The data are accurately counted and correctly sorted.
Part B: Graph the information from the survey.

Solution:

Assessment:

The graph contains a relevant title, for example, “Playground Ideas”, “Student Vote”, “Survey Results”, “Terry’s Survey”, etc.

Axes are labelled, with scale values along the axes (i.e., not within the boxes in the graph).

There is a one-to-one correspondence of values, and an appropriate scale is used.

Note: the graph does not need to be a bar graph; information may be represented in a variety of ways.
Part C: Using the information, what do you think Terry should recommend for the extra space? Why?

Possible Solution:
Tag and soccer were tied as the most popular activities. Terry could recommend dividing the space between tag and soccer.

OR
Tag and soccer were tied as the most popular activities. Terry could recommend that the space be used for tag sometimes, and soccer other times.

OR
Tag and soccer were tied. Another survey should be done to see if the results change.

Note: Other solutions are possible.

Notes: The votes need to follow this tally so that the top two voted activities were tied:
- Climbing Bars: 3
- Four Square: 2
- Tag Games: 5
- Soccer: 5
- Basketball: 3

Assessment:
The solution is clearly explained and supported by the student's results.
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?

Possible Solution:

No, because 2 is not a factor of 33. The number would need to be even for Carol to see only bikes.

Note: Other solutions are possible.

Assessment:
Student has explained that 33 is an odd number, and only bikes result in an even number. Work shown includes visual representation or calculation to support the given solution (e.g., addition of bike wheels).
Part B: Show one possible combination of bikes, scooters and cars she might see.

Possible Solutions:

5 cars, 5 bikes, 1 scooter

OR

4 cars, 7 bikes, 1 scooter

Note: Other solutions are possible.

Assessment:
Correctly shows a combination that has 33 wheels and includes at least one of each vehicle.

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

Possible Solutions:

Many possibilities:
15 bikes, 1 scooter OR
9 scooters, 3 bikes OR
12 bikes, 3 scooters OR
9 bikes, 5 scooters

Note: Other solutions are possible.

Assessment:
Correctly shows one combination that has 33 wheels with scooters and bikes but no cars included.
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.

<table>
<thead>
<tr>
<th>Day</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant Height (cm)</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe your pattern rule.
Possible Solution:

<table>
<thead>
<tr>
<th>Day</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant Height (cm)</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>

The rule is +2 cm each day.

Note: Other solutions are possible.

Assessment:
Chart is completed with a pattern. The pattern rule accurately describes what the student indicated in the chart.
Part B: Complete another chart showing a growth pattern that is different than Part A.

Describe your pattern rule.

Possible Solution:

<table>
<thead>
<tr>
<th>Day</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant Height (cm)</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>15</td>
<td>21</td>
<td>28</td>
</tr>
</tbody>
</table>

The rule is increasing height by 1 cm over the growth in the previous day (+2, +3, +4, etc.)

Note: Other solutions are possible. (e.g., ×3, or ×2, +1)

Assessment:
Chart is completed using a different pattern than the one in Part A. The pattern rule accurately describes what the student indicated in the chart.