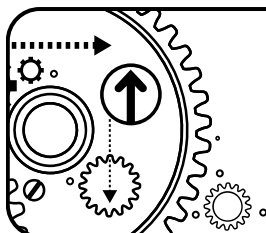


Foundation Skills Assessment

Grade 7 Web Samples

Literacy Sample Possible Solutions

POSSIBLE SOLUTIONS



The following possible solutions are to support the use of the FSA Grade 7 Literacy Comprehend and Connect Scoring Rubric. The suggestions are not complete, and **should not** be used as a checklist.

Theme 1: Motivation

Sekwan and Takwakin Trottier

1. Explain the influences different people have had on Sekwan.
Use information from the text, and your own ideas, to show your thinking.

People	Influence(s)
Her mother and father	<ul style="list-style-type: none"> • takes them on journeys in the wilderness to strengthen their body, mind, and soul; especially long canoe trips • time spent in nature leads to outdoor pursuits <ul style="list-style-type: none"> ○ canoe all summer ○ dog-sled racing and cross-country skiing in winter • presumably influenced by the same word she taught Clara Hughes: “ikwa” the Cree word for “now” (which her mother taught her when she had to “go hard”)
Clara Hughes	<ul style="list-style-type: none"> • like Clara, she is a competitive athlete <ul style="list-style-type: none"> ○ on the day that Clara won a bronze medal in speed-skating at the Olympics, Sekwan won two silver medals at the Saskatchewan Provincial Nordic Ski Championships • Clara and she emailed each other to provide updates on their training
Other athletes	<ul style="list-style-type: none"> • a source of inspiration and role models, such as Beckie Scott, Kendra Ohama, and Georgette Reid • high school team members – she trains with the high school students at the La Ronge Ski Club



Note: Other answers may be possible.

Running after Werezak

2. How does Werezak influence the narrator over the course of the story?

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

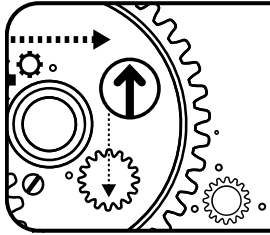
Specific text information/support may include, but is not restricted to the following:

	Werezak's Influence
At the beginning of the story	Motivation <ul style="list-style-type: none">• imagines he is running after Werezak and beats him• desire to beat Werezak makes him train harder than everyone else on the team• chants Werezak's name
During the races	Motivation <ul style="list-style-type: none">• wants to run his best during every race, he sticks on Werezak's shoulder 'like a bug'• pushes himself to run harder, ends up pushing Werezak also Approval/Validation <ul style="list-style-type: none">• Werezak's glance becomes his 'trophy ribbon' – validates him, makes him feel Werezak's equal, that he belongs as a runner
At the end of the story	Validation/Self-acceptance <ul style="list-style-type: none">• running after Werezak made him feel alive and powerful• learns that being in the race is what counts, not winning



Note: Other answers may be possible.

POSSIBLE SOLUTIONS



The following possible solutions are to support the use of the FSA Grade 7 Literacy Comprehend and Connect Scoring Rubric. The suggestions are not complete, and **should not** be used as a checklist.

Theme 2: Solving Problems

The Well

1. How do the experiences of Micah and his mother affect their attitude towards water?

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:

Character	Experiences	Attitudes Toward Water
Micah	<ul style="list-style-type: none"> • Used only 9 litres of water a day for drinking, cooking and washing • Chemical toilets didn't use water • Bathed with sponges & chemical shampoo • Couldn't have regular pets because they used too much water • Had to save one cup a day to have enough for fish aquarium • Illegal to capture water on your own • Desalination plants 	<ul style="list-style-type: none"> • After the Great Drought conservation of water was a fact of life • You had to conserve water in order to survive in current environment • Water should not be wasted on frivolous things such as baths and showers
His mother	<ul style="list-style-type: none"> • Used to have long showers and baths when she was younger • Flush toilets • Childhood spent in swimming pools 	<ul style="list-style-type: none"> • Water was plentiful and it was OK to use for personal enjoyment and cleanliness. • Conservation of water was not as important because she had grown up when there was plenty of water for cleaning, cooking and washing.



Note: Other answers may be possible.

Drinkable Puddles

2. Explain how Rachael finds a way to sanitize undrinkable water.
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:

Rachael	Evidence from the Text
Recognizes there is a need/problem	<ul style="list-style-type: none">• reads about the problem of unsafe drinking water in development countries and recognizes the harm it causes to millions of people.• Wants to help find a solution and decides on her science project, "Pasteurizing Water for the Third World."
Researches the project	<ul style="list-style-type: none">• Needs an approach that is simple, inexpensive and easy to construct so it will be useful and affordable to developing countries• Can water in the puddles be pasteurized using a solar puddle
Decides on a method to develop and test solution	<ul style="list-style-type: none">• Decides to test out the solar puddle method for decontaminating the water• Finds out the temperature needed to be raised to kill bacteria and changes her method• Uses three different tests for accuracy to determine whether her solar puddle has been successful in killing the bacteria in the water



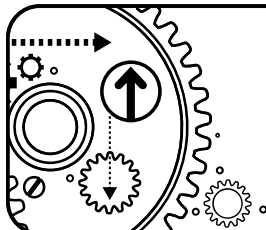
Note: Other answers may be possible.

Foundation Skills Assessment

Grade 7 Web Samples

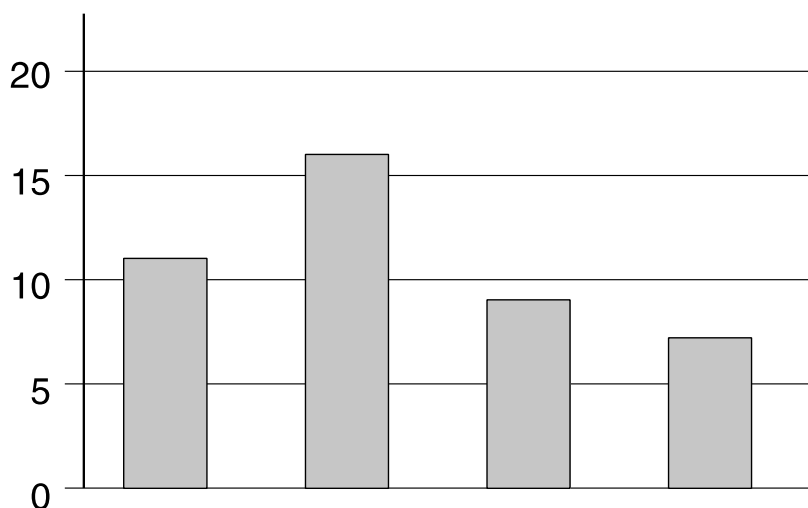
Numeracy Sample Possible Solutions

POSSIBLE SOLUTIONS



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. Students in Grade 7 are conducting surveys at school. The graph shows the results of a survey.



Part A: What survey question might have been asked in order to gather this data?

Possible Solutions:

How much time (in minutes) did Jason spend walking over four days?

OR

What are students' favourite fruits?



Note: Other solutions are possible.

Assessment:

Student has devised a survey question that goes with a bar graph. The numbers need to make sense in the context of the question and are reasonable.

Part B: Using your question from Part A, complete the graph.

Possible Solutions:

x-axis: Day (Monday, Tuesday, Wednesday, Thursday); y-axis: Time (minutes)

OR

x-axis: Fruit (Apple, Banana, Grape, Orange); y-axis: Number of Students



Note: Other solutions are possible.

Assessment:

Student has provided a title and labeled the x- and y-axes of the graph based on the question they provided in Part A. Category titles should be included on x-axis. Units should be provided on y-axis as appropriate.

Part C: Write two questions you could ask based on the information in the graph.

Possible Solutions:

What is the total time Jason walked this week?
How much more time did Jason walk on Tuesday than Thursday?

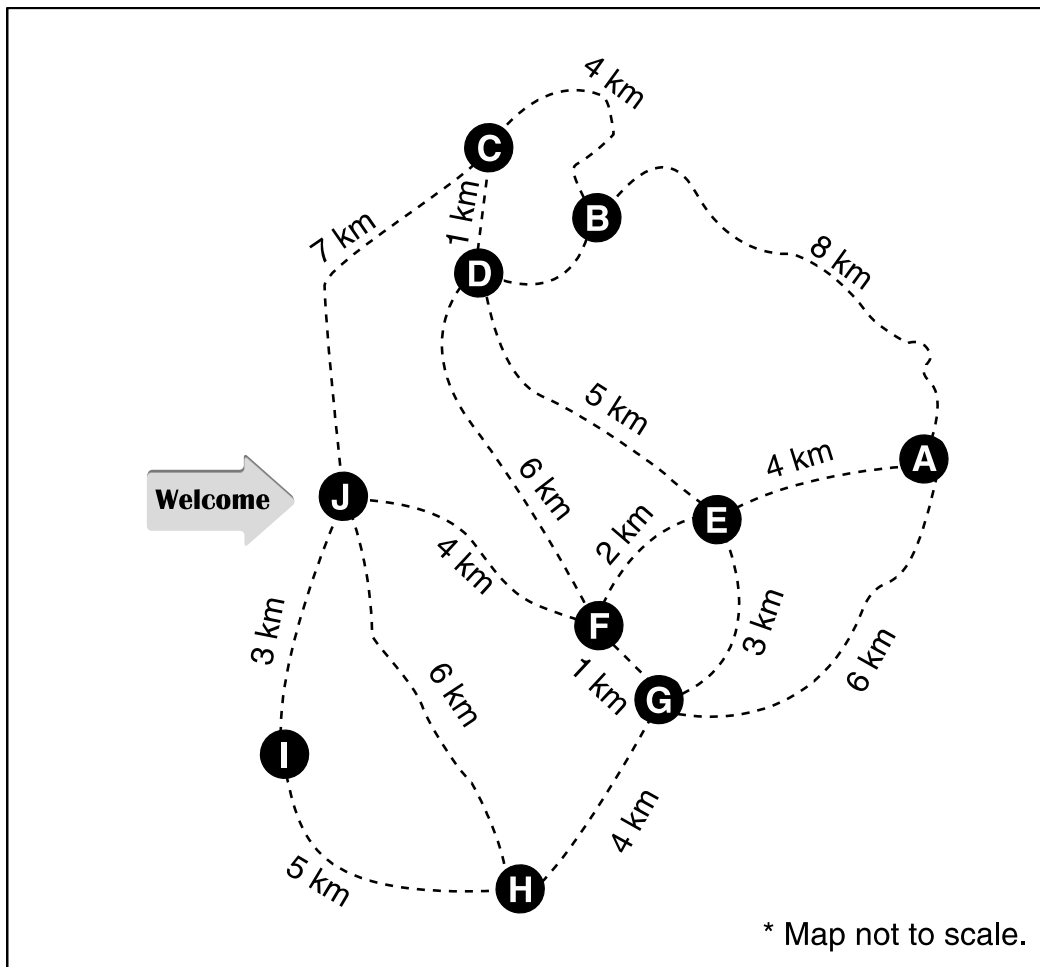
OR

Which fruit was the most popular in the class?
How many students preferred grapes or oranges?

Assessment:

Student has provided two appropriate questions based on the results presented in the graph.

2. The Grade 7 students are planning a day hike at the park.



Here is their proposed schedule.

Time	Activity
9:00 a.m.	arrive at park and start hiking
10:30 a.m.	snack break
10:45 a.m.	continue hiking
12:05 p.m.	lunch break
12:50 p.m.	continue hiking
2:00 p.m.	rest break
2:15 p.m.	continue hiking
3:30 p.m.	end hike and leave park

Part A: What is the total time the students will be hiking?

Possible Solutions:

Students will hike for a total time of 5.25 h (5 hours, 15 minutes).

Time between 9:00 a.m. and 3:30 p.m. = 6.50 h

Breaks at 10:30 a.m. (0.25 h), 12:05 p.m. (0.75 h) and 2:00 p.m. (0.25 h) = 1.25 h

Time hiking = 6.50 h – 1.25 h = 5.25 h (5 hours, 15 minutes)

OR

9:00 a.m. to 10:30 a.m. = 1.50 h (1 h 30 min)

10:45 a.m. to 12:05 p.m. = 1.33 h (1 h 20 min)

12:50 p.m. to 2:00 p.m. = 1.17 h (1 h 10 min)

2:15 p.m. to 3:30 p.m. = 1.25 h (1 h 15 min)

Time hiking = 1.50 h + 1.33 h + 1.17 h + 1.25 h = 5.25 h (5 hours, 15 minutes)

Assessment:

Students correctly determined the total time spent hiking.

Part B: If the students hike at a speed of 4 km/h, what is the total distance the students will hike?

Possible Solution:

$$5.25 \text{ h} \times 4 \text{ km/h} = 21 \text{ km}$$

Assessment:

Student correctly determined total distance using given speed and total time from Part A.

Part C: They plan to start and end their hike at the welcome sign at point **J**.
What is one possible route for the distance you found in Part B?

Possible Solutions:

J — 7 km — **C** — 1 km — **D** — 5 km — **E** — 3 km — **G** — 1 km — **F** — 4 km — **J** OR

J — 3 km — **I** — 5 km — **H** — 4 km — **G** — 3 km — **E** — 2 km — **F** — 4 km — **J** OR

J — 4 km — **F** — 2 km — **E** — 4 km — **A** — 6 km — **G** — 1 km — **F** — 4 km — **J** OR

J — 7 km — **C** — 4 km — **B** — 2 km — **D** — 1 km — **C** — 7 km — **J**

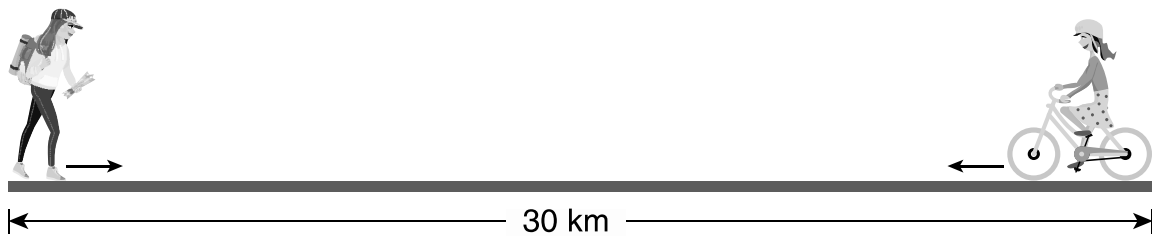


Note: Other solutions are possible.

Assessment:

Student has determined an appropriate route for hiking using the distance in Part B.

3. Selena and Amritha accept the Trail Challenge.



They start at opposite ends of the 30 km trail and move toward each other.

Selena walks the trail at a rate of 4 km/h.

Amritha bikes the trail at a rate of 6 km/h.

If they start at 10:00, what time will they meet on the trail?

Show all of your work.

Possible Solution:

Distances

Time	Selena (km)	Amritha (km)
10:00	0	30
11:00	4	24
12:00	8	18
13:00	12	12

OR

Selena travels 4 km, while Amritha travels 6 km in the opposite direction, so the distance between them decreases by 10 km every hour. After 3 hours, they would meet, which is 13:00.



Note: Other strategies are possible.

Assessment:

Student determined the time at which Selena and Amritha will meet along the trail using an appropriate strategy.
