BRITISH COLUMBIA | **Ministry of Education**

Foundation Skills Assessment (FSA)
Grade 7

Sample Scoring Rubrics
Sample Response/Solutions

FSA Grade 7 Reading
Scoring Rubric

	1 **Not Yet Within Expectations**	2 **Meets Expectations (Minimal to Moderate)**	3 **Fully Meets Expectations**	4 **Exceeds Expectations**
Snapshot	*Response is generally inaccurate or insufficient support. Demonstrates limited understanding or a misreading of the passage(s) and/or the task.*	*Response is partially accurate; may lack support; may be incomplete. Demonstrates an understanding of the gist of the passage(s) and task.*	*Response is mostly accurate with some supporting details (explicit or implicit) that are closely linked to the central idea of the task. Demonstrates a clear understanding of the passage(s) and task.*	*Response is accurate, complete and supported with text-based information; may be insightful. Demonstrates a thorough understanding of the passage(s).*
	◆ limited comprehension of the passage(s) and/or task (may be an inaccurate interpretation)	◆ some comprehension of the passage(s) and/or task is evident	◆ comprehension of the passage(s) and task is clearly evident	◆ insightful comprehension of the passage(s) and task
	◆ brief and/or simple; no elaboration of ideas	◆ includes some details; minimal relevant elaboration	◆ includes details with some elaboration	◆ clear, detailed, and elaborated
	◆ may be incomplete or a rewording of the task	◆ may be partially complete	◆ generally complete	◆ complete
	◆ purpose may be difficult to discern	◆ purpose may not be clearly conveyed	◆ generally purposeful and coherent	◆ purposeful, thoughtful, effective, and coherent
	◆ no integration of ideas, information or supporting evidence from the passage(s)	◆ little integration of ideas, information or supporting evidence from the passage(s)	◆ some integration of ideas, information or supporting evidence from the passage(s)	◆ successfully integrates specific, relevant details from passage(s) in response to the task
	◆ may include a great deal of irrelevant material	◆ may include some irrelevant material	◆ includes mostly relevant material; may attempt to incorporate experiences or make personal connections	◆ consistently includes relevant material; may incorporate experiences or make personal connections
	◆ no evidence of interpretation or relevant insight	◆ may include interpretation or insight in a simplistic way or make simplistic inferences	◆ may show some interpretation or insight, or make some inferences	◆ may show interpretation or insight; or make meaningful inferences

Code 0
- *Response does not relate to the passage(s) or task in any way.*
- *Response contains very inappropriate language.*
- *All work is erased or crossed out.*

Code NR
- *No Response (answer page is blank).*

Note to teachers:
This rubric is designed for use with written-response questions to a given reading passage, not for the assessment of writing.

Revised September 2008

Grade 7

Reading Comprehension Sample Responses

Grassoline and Running on Thin Air

1. Consider the alternative fuel concepts presented in "Grassoline" and "Running on Thin Air." Would Guy Nègre from "Running on Thin Air" appreciate the concepts presented in the "Grassoline" comic strip?

   Support your opinion using information from **both** the article and the comic strip.

   (4 marks)

SAMPLE RESPONSES

> **The following sample responses are listed to support the use of the Grade 7 Reading Scoring Rubric. The suggestions are not complete, and they <u>should not</u> be used as a checklist. Students may refer to both passages explicitly or one passage explicitly and the other implicitly.**

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

YES

- **alternate fuel technology**
- **renewable fuel source**
- **marketing clean air vehicles**
- **automobile pollution reduction**
- **humorous presentation of ideas similar to "Running on Thin Air"**
- **cleaner air – no emissions from operating the vehicle**

NO

- **ideas presented are not practical**
- **grass not always easily accessible**
- **although not shown – probably has to be some sort of emission from using the grass**

Note: Other answers may be possible.

FSA Grade 7 Focused Writing (Shorter)

FSA Quick Scale: Grade 7 Impromptu Writing—Personal Response

	1 **Not Yet Within Expectations**	2 **Meets Expectations (Minimal to Moderate)**	3 **Fully Meets Expectations**	4 **Exceeds Expectations**
Snapshot	*The writing is not completed. The writing is a series of loosely connected ideas with no sense of development or purpose. The language is simple and repetitive with frequent errors.*	*The writing is somewhat general but provides a personal reaction. The writing is generally straightforward with little development. The language is generally clear but with limited variety. May contain some errors that do not interfere with meaning.*	*The writing is smooth and accomplishes the task with clarity. The writing is a collection of straightforward, concrete ideas. Language is generally clear and uses a variety of sentence lengths and patterns. May contain occasional errors in complex language.*	*The writing is expressive and interesting to read. The writing flows easily and uses a variety of complex sentence structures. Language is precise and varied. Occasional errors; may be due to risk-taking.*
Meaning • ideas and information • use of detail	◆ purpose or point of view may be unclear ◆ ideas not developed ◆ ideas may be unrelated to the topic ◆ lacks relevant detail	◆ some relevant personal reaction ◆ generally straightforward; may be confusing in places; relies on retelling or listing ◆ ideas may be misinterpreted or irrelevant ◆ some relevant details	◆ personal reactions may show insight and individuality ◆ straightforward, concrete ideas ◆ may include some speculation, generalizations or humour ◆ relevant details, examples and logical explanations	◆ personal views and opinions show insight and originality ◆ tries to deal with complex or abstract ideas ◆ may use humour or draw comparisons ◆ use engaging details, reasons, and explanations, often with some emotional impact
Style • clarity, variety, and impact of language	◆ simple, repetitive language ◆ sentences are short, simple; may not be connected	◆ generally clear language; may include some descriptive or expressive language ◆ use little variety of sentences; relies on simple patterns	◆ language is clear and varied; tries to select language to fit mood or purpose ◆ uses a variety of sentence lengths and patterns	◆ language is precise and varied for effect; may use specialized language where appropriate ◆ flows easily, variety of complex sentence structures
Form • introduction • organization and sequence • ending	◆ introduction not engaging ◆ little development; sequence may be confusing ◆ uses a few simple connecting words repeatedly (e.g., then, but, and) ◆ ending is missing or abrupt	◆ may have an effective introduction ◆ "stream of consciousness"; sequence not clear or effective ◆ uses variety of simple connecting words ◆ ending is weak	◆ starts strong; develops in predictable ways ◆ logical sequence with related ideas grouped together ◆ ideas linked by appropriate connecting words ◆ ending tends to be predictable	◆ engaging beginning; sets stage for developing ideas ◆ logically sequenced; uses paragraphing effectively ◆ transitions are natural and smooth ◆ well defined ending provides sense of closure
Conventions • sentences structure • spelling • capitalization • punctuation • grammar/usage	◆ frequent errors ◆ no control of sentence structure	◆ some errors in spelling, punctuation and grammar; does not interfere with meaning ◆ some errors in sentence structure	◆ may include errors in complex language; does not interfere with meaning ◆ most sentences are correct	◆ may include a few errors in complex language due to risk-taking ◆ sentences are correctly structured ◆ correct spelling, capitalization and punctuation

Code 0: Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.

Code NR: No response (answer page is blank)

FSA Grade 7 Focused Writing (Shorter)

FSA Elaborated Scale: Grade 7 Impromptu Writing—Personal Response

	1 Not Yet Within Expectations	2 Meets Expectations (Minimal to Moderate)
Snapshot	*The writing is not completed. The writing is a series of loosely connected ideas with no sense of development or purpose. The language is simple and repetitive, with frequent errors.*	*Writing is somewhat general but provides a personal reaction. The writing is generally straightforward with little development. The language is generally clear but with limited variety. May contain some errors that do not interfere with meaning.*
Meaning • ideas and information • use of detail	◆ purpose or point of view may seem illogical or unclear ◆ ideas are not developed and may be unrelated to the topic; relies on retelling or listing ◆ lacks relevant details and examples; information may be copied or misinterpreted	◆ some relevant personal reaction; little insight or analysis ◆ generally straightforward and direct; may be confusing or illogical in places ◆ ideas may be misinterpreted or irrelevant ◆ some relevant details and examples; parts may be misinterpreted or irrelevant
Style • clarity, variety, and impact of language	◆ simple repetitive language; may include some description ◆ sentences are short, simple; may not be connected	◆ generally clear language; may include some descriptive or expressive language ◆ uses little variety of sentences; relies on two or three simple patterns
Form • introduction • organization and sequence • ending	◆ introduction does not engage the reader and may be confusing ◆ little development; sequence may be confusing especially towards the end ◆ uses a few simple connecting words repeatedly (e.g., then, but, and) ◆ ending is missing or abrupt	◆ may have an effective introduction; middle and end less developed ◆ "stream of consciousness"; sequence not clear or effective ◆ uses variety of simple connecting words to link ideas ◆ ending is weak
Conventions • sentence structure, spelling, capitalization, punctuation, grammar/ usage	◆ frequent errors in simple words and structures often interfere with meaning ◆ no control of sentence structure; often includes run-on sentences	◆ some errors in spelling, punctuation and grammar; does not interfere with meaning ◆ most sentences are complete; may include some run-on sentences

FSA Elaborated Scale: Grade 7 Impromptu Writing—Personal Response

	3 **Fully Meets Expectations**	4 **Exceeds Expectations**
Snapshot	*The writing is smooth and accomplishes the task with clarity. The writing is a collection of straightforward, concrete ideas. The language is generally clear and uses a variety of sentence lengths and patterns, may contain occasional errors in complex language.*	*The writing is expressive and interesting to read. The writing flows easily and uses a variety of complex sentence structures. The language is precise and varied; occasional errors may be due to risk-taking.*
Meaning • ideas • use of detail	◆ personal reactions and views that show some insight and individuality ◆ straightforward, concrete ideas; may include some speculation, generalizations or humour ◆ ideas and analysis are developed through relevant details, examples and logical explanations	◆ personal views and reactions show insight and originality ◆ tries to deal with complex or abstract ideas ◆ may use humour or draw comparisons ◆ uses engaging details, reasons, and explanations, often with some emotional impact
Style • clarity, variety, and impact of language	◆ language is clear and varied; tries to select language to fit mood or purpose ◆ uses a variety of sentence lengths and patterns	◆ language is precise and varied for effort; may use specialized language where appropriate ◆ flows easily, variety of complex sentence structures
Form • opening • organization and sequence • conclusion	◆ starts strong and draws the reader in; develops in predictable ways ◆ logical sequence; related ideas grouped together ◆ ideas linked by appropriate connecting words ◆ ending tends to be predictable	◆ engaging beginning; sets stage for developing ideas ◆ logically sequenced, uses paragraphing effectively ◆ transitions are natural and smooth; uses connecting words to make relationships between ideas clear ◆ well defined ending, provides sense of closure
Conventions • spelling • grammar, usage	◆ may include errors in complex language; does not interfere with meaning ◆ most sentences are correctly structured; may be some errors in longer, more complex sentences ◆ most familiar words spelled correctly ◆ uses capitalization and punctuation correctly	◆ may include a few errors in complex language due to risk-taking ◆ sentences are correctly structured ◆ correct spelling, capitalization and punctuation; may experiment with more sophisticated punctuation (e.g., ";", ":", etc.)

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Grade 7: Extended Writing (Longer)
FSA Quick Scale: Grade 7 Impromptu Writing—Informal Essay

	1 Not Yet Within Expectations	2 Meets Expectations (Minimal to Moderate)	3 Fully Meets Expectations	4 Exceeds Expectations
Snapshot	*The writing is not completed. The writing is a series of loosely-connected ideas with no sense of development or purpose. The language is simple and repetitive, with frequent errors.*	*The writing is somewhat general but it does provide some detail and a viewpoint. The writing is a list of relevant ideas with limited development. The language is clear but with limited variety. May have some errors in common language.*	*The writing accomplishes the task clearly. Provides a logical argument with relevant reasons and supporting detail. Ideas develop logically from an effective introduction to a reasonable conclusion. The language is clear and varied, though it may include some errors, most often in complex language.*	*The writing is expressive and interesting; providing a convincing argument that shows some complexity. Ideas develop logically from an engaging opening to a conclusion that has some impact. The language is varied and smooth; with few errors.*
Meaning • ideas • use of detail	◆ unfocussed; may be unclear or seem illogical; often very brief ◆ minimal development; often retells or lists ◆ few relevant details; may be inaccurate ◆ little sense of audience	◆ purpose is clear; some relevant reactions and ideas; little insight or analysis ◆ straightforward and direct; may lapse in places ◆ some relevant details and examples; parts may be irrelevant or misinterpreted ◆ some sense of audience	◆ offers reactions and views; some analysis and insight ◆ clear and straightforward, often focused on concrete ideas; may include some complexity ◆ relevant details, examples, and logical explanations to develop ideas and analysis ◆ sense of audience; attempts to appeal to the reader	◆ explores topic with some depth, analysis, insight and originality ◆ incorporates some complex or abstract ideas ◆ interesting and well-chosen details, examples, and explanations ◆ clear awareness of audience: chooses ideas and language to create an impact
Style • clarity, variety, and impact of language	◆ inappropriate tone and level of formality ◆ simple, repetitive language ◆ short, simple sentences	◆ begins with appropriate tone and level of formality; some lapses ◆ some descriptive or expressive language ◆ variety of sentence length; repeats simple patterns	◆ tries to match tone and level of formality to purpose and audience ◆ clear and varied language ◆ variety of sentence length and pattern	◆ tone and level of formality match purpose and audience ◆ language is varied for effect; some precision, risk-taking ◆ varied sentences; flows smoothly
Form • opening • organization and sequence • conclusion	◆ weak introduction ◆ sequence is mostly ineffective ◆ simple connecting words ◆ ending is often illogical or missing	◆ competent introduction ◆ sequence may be ineffective; unfocused in places; may lack paragraphing ◆ variety of simple connecting words ◆ ending often seems forced	◆ strong introduction ◆ sequence is logical, including several paragraphs with related ideas ◆ variety of appropriate connecting words ◆ ending is predictable; may be abrupt	◆ strong introduction that engages the reader ◆ sequence is logical and purposeful, effective paragraphing (may have an unusual twist) ◆ variety of connecting words; natural and smooth transitions ◆ ending provides a sense of closure
Conventions • spelling • grammar, usage	◆ frequent errors in simple words and structures that interfere with meaning ◆ no control of sentence structure; often includes run-ons	◆ some errors; these do not interfere with meaning ◆ most sentences are complete; may include some run-ons	◆ a few errors in complex language, but these do not interfere with meaning ◆ most sentences are correctly constructed	◆ occasional errors in complex language; these do not reduce impact ◆ sentences are consistently constructed correctly

Code 0: Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.

Code NR: No response (answer page is blank)

	1 **Not Yet Within Expectations**	**2** **Meets Expectations (Minimal to Moderate)**
Snapshot	*The writing is not completed. The writing is a series of loosely-connected ideas with no sense of development or purpose. The language is simple and repetitive, with frequent errors.*	*The writing is somewhat general but it does provide some detail and a viewpoint. The writing is a list of relevant ideas with limited development. The language is clear but with limited variety. May have some errors in common language.*
Meaning • ideas • use of detail	◆ unfocused; purpose or point of view may be unclear or seem illogical; often very brief ◆ minimal development; often relies on retelling or listing without explanation or analysis ◆ uses few relevant details or examples; may include inaccurate information ◆ shows little sense of audience	◆ purpose is clear; offers some relevant reactions and ideas, but with little insight or analysis ◆ some development, generally straightforward and direct; may be confusing or illogical in places ◆ includes some relevant details and examples to develop ideas; parts may be irrelevant or misinterpreted ◆ shows some sense of audience
Style • clarity, variety, and impact of language	◆ inappropriate tone and level of formality ◆ language is simple, repetitive; may include some description ◆ relies on short, simple sentences that are often not connected	◆ begins with appropriate tone and level of formality; some lapses occur ◆ language is generally simple but clear; may include some descriptive or expressive language ◆ varies sentence length; relies on two or three relatively simple patterns
Form • opening • organization and sequence • conclusion	◆ weak introduction does not engage the reader and may be vague or confusing ◆ sequence is mostly ineffective, especially toward the end ◆ connects ideas using simple words (e.g., *then, but, and*) ◆ ending is often illogical or missing	◆ competent introduction that presents the topic ◆ sequence may be ineffective; unfocused in places; may lack paragraphing (often seems unplanned; tends to be "stream of consciousness") ◆ generally uses a variety of simple connecting words to link ideas; relationships may be unclear in places ◆ ending often seems forced
Conventions • spelling • grammar, usage	◆ frequent errors in simple words and structures often interfere with meaning ◆ no sense of control in sentence structure; often includes run-on sentences ◆ frequent spelling errors in basic vocabulary ◆ capitalization may be inconsistent ◆ frequent errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)	◆ includes some errors, but these do not interfere with meaning ◆ most sentences are complete; may include some run-on sentences ◆ most familiar words are spelled correctly ◆ uses capitalization and sentence end punctuation correctly ◆ may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)

FSA Elaborated Scale: Grade 7 Impromptu Writing—Informal Essay

	3 Fully Meets Expectations	4 Exceeds Expectations
Snapshot	*The writing accomplishes the task clearly. Provides a logical argument with relevant reasons and supporting detail. Ideas develop logically from an effective introduction to a reasonable conclusion. The language is clear and varied, though it may include some errors, most often in complex language.*	*The writing is expressive and interesting; providing a convincing argument that shows some complexity. Ideas develop logically from an engaging opening to a conclusion that has some impact. The language is varied and smooth; with few errors.*
Meaning • ideas • use of detail	◆ offers reactions and views with some analysis and insight ◆ development is generally clear and straightforward, often focused on concrete ideas; may include some speculation, generalizations, or attempts at more abstract ideas ◆ writing develops ideas and analysis through relevant details, examples, and logical explanations ◆ shows clear sense of audience; attempts to appeal to the reader	◆ writing explores the topic, offering analysis with some insight and originality ◆ development tries to deal with more complex or abstract ideas; may incorporate humour, comparison, or imagery ◆ writing develops ideas and analysis through interesting and well-chosen details, examples, and explanations ◆ shows clear awareness of audience: chooses ideas and language to create an impact
Style • clarity, variety, and impact of language	◆ tries to match tone and level of formality to purpose and audience ◆ language is clear and varied; tries to fit the mood or purpose ◆ uses a variety of sentence length and pattern	◆ tone and level of formality match purpose and audience ◆ language is varied for effect; shows some precision and risk-taking; may use specialized language where appropriate ◆ uses a variety of complex sentence structures; flow smoothly
Form • opening • organization and sequence • conclusion	◆ strong introduction that effectively introduces the topic and the writer's purpose ◆ sequence is logical, including several paragraphs with related ideas grouped together ◆ uses a variety of appropriate connecting words to link ideas and sentences ◆ ending provides closure to the writing; may often be predictable	◆ strong introduction that engages the reader while introducing the topic and purpose ◆ sequence is logical and purposeful; may attempt to heighten interest by adding an unusual twist to the development; use paragraphs effectively ◆ uses a variety of connecting words to link ideas and sentences, making transitions natural and smooth ◆ ending is logical and provides a sense of closure to the writing
Conventions • spelling • grammar, usage	◆ may include errors in complex language, but these do not interfere with meaning ◆ most sentences are correctly constructed; may include some errors in longer or more complex sentences ◆ most familiar words are spelled correctly ◆ uses capitalization and punctuation correctly ◆ generally correct grammar; may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)	◆ may include occasional errors where the writer is taking risks with sophisticated language; these do not interfere with meaning ◆ sentences are consistently constructed correctly ◆ most spelling is correct ◆ correct capitalization and punctuation; may experiment with more sophisticated punctuation (e.g., semicolon, dash) ◆ may include minor errors in grammar or word choice, particularly in more complex structures (e.g., pronoun or verb agreement involving a compound subject)

Revised September 2008

FSA Numeracy
Scoring Rubric

> **Numeracy is about using mathematical knowledge and skills to solve problems.
> Numeracy is more than knowing about numbers and number operations.**

	1	2	3	4
Snapshot	*The work shows little understanding of the problem; unable to use an appropriate strategy.*	*The work shows some understanding of the problem; the solution or strategy may be incorrect or incomplete.*	*The work shows general understanding of the problem; appropriate strategy, but may have a partial solution.*	*The work shows complete understanding of the problem; appropriate strategy used and accurate solution.*
Concepts and Applications • recognizing mathematics • grade specific concepts and skills	◆ relevant concepts and skills are not applied appropriately	◆ some relevant concepts and skills are applied appropriately	◆ most relevant concepts and skills are applied appropriately ◆ may have minor misunderstanding of part of the problem ◆ a condition of the problem may have been ignored	◆ all relevant concepts and skills are applied appropriately
Strategies and approaches • procedures	◆ an inappropriate strategy is used	◆ an appropriate strategy is used, but is not carried out far enough or is implemented incorrectly	◆ an appropriate strategy is generally implemented	◆ an appropriate strategy is fully implemented
Accuracy • recording and calculations	◆ incorrect solution ◆ major errors in recording and/or calculations ◆ work is inaccurate or incomplete	◆ a partially correct solution, or a correct solution with no work shown ◆ some recording errors and/or calculation errors	◆ a correct solution, may have minor recording errors and calculation errors ◆ solution may not be fully complete	◆ a correct solution ◆ correct recording including units and labelling ◆ accurate calculations ◆ solution may have minor omissions
Representation and Communication • presenting work	◆ work is unclear or incomplete ◆ a start beyond just copying data	◆ work is somewhat clear ◆ some information is omitted	◆ work is generally clear and easy to follow	◆ work is clear, detailed and organized

Code 0

• Data simply recopied from the question.
• Picture, work or solution is not related to problem.
• Incorrect solution with no work shown.
• Inappropriate response (work contained profanity, inappropriate diagram or language)
• Everything erased.

Code NR

• No response (answer page is blank)

Revised September 2008
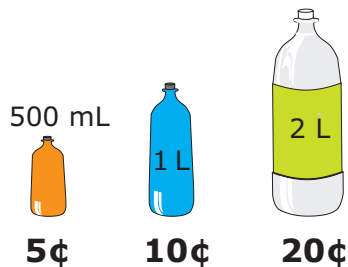
1. Paul received exactly 65¢ for the bottles he returned.

   He had **at least one of each** type of bottle.

   Find all of the different combinations of bottles that Paul could have returned.

   500 mL   1 L   2 L

   5¢   **10¢**   **20¢**

   Show **ALL** your work.   (4 marks)

SCORING RATIONALES

Concept: There are several different ways to combine amounts to make the same total.

Strategies: An appropriate strategy allows the child to find all combinations and knows when to stop.

Accuracy: There are 6 ways to do this.

Representation Communication: The marker should easily be able to follow the child's thinking.

Solution 1:

2 L (20¢)	1 L (10¢)	500 mL (5¢)
1 (20¢)	2 (20¢)	5 (25¢)
1 (20¢)	3 (30¢)	3 (15¢)
1 (20¢)	4 (40¢)	1 (5¢)
1 (20¢)	1 (10¢)	7 (35¢)
2 (40¢)	1 (10¢)	3 (15¢)
2 (40¢)	2 (20¢)	1 (5¢)

There are six ways.

Solution 2:

$20+20+10+10+5$

$20+20+10+5+5+5$

$20+10+10+10+10+5$

$20+10+10+10+5+5+5$

$20+10+10+5+5+5+5+5$

$20+10+5+5+5+5+5+5+5$

Solution 3:

20×2 20×2

10×2 10×1

$\underline{5\times1}$ $\underline{5\times3}$

20×1 20×1 20×1 20×1

10×4 10×3 10×2 10×1

$\underline{5\times1}$ $\underline{5\times3}$ $\underline{5\times5}$ $\underline{5\times7}$

2. In January, the intermediate classes spent every day raising money for the Food Bank.

Day	Money Raised Each Day
1	$20.00
2	$25.00
3	$30.00
4	$35.00
• • •	• • •
31	?
Total for month	$ _____

They will count all the money on January 31.

If the pattern continues, what will be the **total amount of money raised** during the 31 days?

Show **ALL** your work.   (4 marks)

SCORING RATIONALES

Concept:	To be able to identify and extend a pattern, to find the sum of a series of numbers.
Strategies:	An appropriate strategy allows the child to find the pattern, extend it and find the total sum.
Accuracy:	The total amount raised is $2945.
Representation Communication:	The marker should be able to easily follow the child's thinking.

Solution 1:

Day	1	2	3	4	5	…	16	…	27	28	29	30	31
Amount	20	25	30	35	40		95		150	155	160	165	170

$5n+15 \rightarrow 5(n+3)$ $n =$ day number

Day 1— $5(n+3) \rightarrow 5(1+3) \Rightarrow 5(4) = 20$

Day 2— $5(n+3) \rightarrow 5(2+3) \Rightarrow 5(5) = 25$

Day 3— $5(n+3) \rightarrow 5(3+3) \Rightarrow 5(6) = 30$

-
-
-

Day 31— $5(n+3) \rightarrow 5(31+3) \Rightarrow 5(34)$

$15 \times 190 = 2850$

$$\begin{array}{r} + \ 95 \\ \hline 2945 \end{array}$$

A total of $2945 was raised.

Solution 2:

8—20, 25, 30, 35, 40, 45, 50, 55

8—60, 65, 70, 75, 80, 85, 90, 95

8—100, 105, 110, 115, 120, 125, 130, 135

7—140, 145, 150, 155, 160, 165, 170

Row 1 $75 \times 4 = \ 300$
Row 2 $155 \times 4 = \ 620$
Row 3 $235 \times 4 = \ 940$
Row 4 $3 \times 310 = \ 930$

$$\begin{array}{r} + \ 155 \\ \hline 2945 \end{array}$$

A total of $2945 was raised.

Solution 3:

$$20 \times 31 = 620$$

$$5 + 10 + 15 + 20 + 25$$
$$+ 30 + 35 + 40 + 45 + 50$$
$$+ 55 + 60 + 65 + 70 + 75$$
$$+ 80 + 85 + 90 + 95 + 100$$
$$+ 105 + 110 + 115 + 120 + 125$$
$$+ 130 + 135 + 140 + 145 + 150$$

$$150 + 5 = 155 \qquad \therefore 155 \times 15 = 2325$$
$$145 + 10 = 155$$
$$\vdots$$
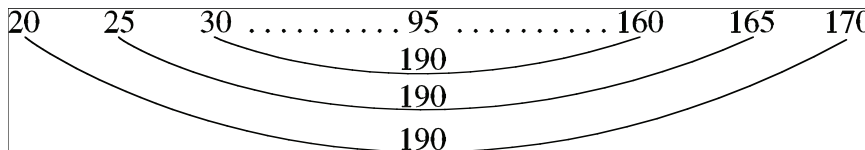$$80 + 75 = 155$$
$$620 + 2325 = 2945$$

A total of $2945 was raised.

Solution 4:

1	2	3	4	5	6	7	8	9	10	11	12	13	14
$20	$25	$30	$35	$40	$45	$50	$55	$60	$65	$70	$75	$80	$85

15	16	17	18	19	20	21	22	23	24	25	26	27	28
$90	$95	$100	$105	$110	$115	$120	$125	$130	$135	$140	$145	$150	$155

29	30	31
$160	$165	$170

20   25   30 . . . . 95 160   165   170
190
190
190

$$
\begin{array}{r}
90 \\
\times 15 \\
\hline
950 \\
+1900 \\
\hline
2850 \\
+95 \\
\hline
2945
\end{array}
$$

A total of $2945 was raised.