

Rubrics and Sample Responses

FSA Grade 4 Reading

Scoring Rubric

	1 Not Yet Within Expectations	2 Meets Expectations (Minimal to Moderate)	3 Fully Meets Expectations	4 Exceeds Expectations
Snapshot	<i>Response is generally inaccurate or insufficient support. Demonstrates limited understanding or a misreading of the passage(s) and/or the task.</i>	<i>Response is partially accurate; may lack support; may be incomplete. Demonstrates an understanding of the gist of the passage(s) and task.</i>	<i>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.</i>	<i>Response is accurate, complete and supported with text-based information; may be insightful. Demonstrates a thorough understanding of the passage(s).</i>
	<ul style="list-style-type: none"> ◆ limited comprehension of the passage(s) and/or task (may be an inaccurate interpretation) ◆ brief and/or simple; no elaboration of ideas ◆ may be incomplete or a rewording of the task ◆ purpose may be difficult to discern ◆ no integration of ideas, information or supporting evidence from the passage(s) ◆ may include a great deal of irrelevant material ◆ no evidence of interpretation or relevant insight 	<ul style="list-style-type: none"> ◆ some comprehension of the passage(s) and/or task is evident ◆ includes some details; minimal relevant elaboration ◆ may be partially complete ◆ purpose may not be clearly conveyed ◆ little integration of ideas, information or supporting evidence from the passage(s) ◆ may include some irrelevant material ◆ may include interpretation or insight in a simplistic way 	<ul style="list-style-type: none"> ◆ comprehension of the passage(s) and task is clearly evident ◆ includes details with some elaboration ◆ generally complete ◆ generally purposeful and coherent ◆ some integration of ideas, information or supporting evidence from the passage(s) ◆ includes mostly relevant material ◆ may show some interpretation or insight 	<ul style="list-style-type: none"> ◆ insightful comprehension of the passage(s) and task ◆ clear, detailed, and elaborated ◆ complete ◆ purposeful, thoughtful, effective, and coherent ◆ integrates specific, relevant details from passage(s) in response to the task ◆ may incorporate experiences or make personal connections ◆ may show interpretation or insight; or make inferences
<p>Code 0</p> <ul style="list-style-type: none"> • Response does not relate to the passage(s) or task in any way. • Response contains inappropriate language. • All work is erased. • 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.

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- A. Do you think the “Wilderness Camping Tips” would have been useful to Kamal, based on what you know about him and where he went on his trip?

Yes

No

Use information from both “Kamal’s Journal” **and** “Wilderness Camping Tips” to explain why you made this choice. **(4 marks)**

SAMPLE RESPONSES

The following sample responses are listed to support the use of the Grade 4 Reading Scoring Rubric. The suggestions are not complete, and they should not be used as a checklist.

Responses may include, but are not restricted to the following:

Tip: Plan ahead

- “I seemed to spend all day packing!”
- “Things Kamal should take” list
- helped Tadman family load up car with relevant items
- took lifejackets

Tip: Learn the camp regulations

- “I have seen this sign “Don’t Feed the Bears” at least ten times in the last two days.”

Tip: Bring enough food so you don’t deplete resources from environment

- might have benefited from this info—went fishing but “nobody caught any fish, though, so we had hamburgers for supper”

Tip: Take proper equipment for shelter, clothing and rain gear

- “Things Kamal should take” list (clothing and raingear)
- Tadman’s pack relevant items like sleeping bags, tent, camp stove, fishing rods

Tip: Set up camp only in those areas assigned to campers...use a tent with a floor

- went with an “experienced” family who might be familiar with procedures/campground expectations
- clip art picture used shows a tent with a floor

continued...

Tip: Camping near water? Don't set up so close that you ruin the view for others. Use only biodegradable soap and dump water further away from the shore

- might have benefited from this info—they camped near Shuswap Lake and cooked hamburgers

Tip: Use a portable camping stove

- Tadman's did pack a camping stove

Note: Other answers may be possible.

Grade 4: Focused Writing (Shorter)

FSA Quick Scale: Grade 4 Impromptu Writing—Personal Response

	1 Not Yet Within Expectations	2 Meets Expectations (Minimal to Moderate)	3 Fully Meets Expectations	4 Exceeds Expectations
Snapshot	<i>Writing is brief, unorganized with few relevant details; poorly addresses the task. Simple language and weak sentence structure; ideas not clearly developed; often disjointed or illogical. Errors frequently interfere with meaning.</i>	<i>Writing attempts to address the task; some sense of organization; few details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like. Errors sometimes interfere with meaning.</i>	<i>Writing shows a sense of purpose; ideas are organized and developed with relevant details or support. Shows growing control of written language; attempts sentence variety; may consider audience reaction. Occasional errors do not interfere with meaning.</i>	<i>Writing addresses the task with a clear purpose; ideas are focused, organized, and elaborated. Language flows smoothly and shows variety; some attempt to engage the reader with a sense of originality or individuality. Few errors which do not interfere with meaning.</i>
Meaning • ideas • use of detail	<ul style="list-style-type: none"> ◆ purpose or topic may be unclear ◆ ideas are not developed ◆ relevant details largely absent ◆ ideas may be copied or unrelated to the topic 	<ul style="list-style-type: none"> ◆ some evidence showing a link to the topic ◆ ideas are partially developed ◆ few relevant details ◆ often retells a personal experience with limited description or reaction 	<ul style="list-style-type: none"> ◆ writing shows a clear link to the topic ◆ ideas are mostly developed ◆ some supporting details, reasons, explanations ◆ attempts to include a sense of voice using some engaging language 	<ul style="list-style-type: none"> ◆ sustains a clear focus about the topic ◆ ideas are fully developed and supported ◆ use engaging details, reasons, and explanations, often with some emotional impact ◆ description and/or reaction has a strong sense of voice and a sustained use of engaging language
Style • clarity • sentence variety • impact of language	<ul style="list-style-type: none"> ◆ simple language with limited vocabulary; may include frequent errors in word choice ◆ sentences are poorly constructed, with little variety or control 	<ul style="list-style-type: none"> ◆ generally basic language with little variety; errors may affect clarity ◆ use little variety of sentences; relies on simple and compound sentences 	<ul style="list-style-type: none"> ◆ generally relies on direct language with some variety ◆ uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> ◆ language is varied and increasingly precise; often experiments with new words or expressions ◆ effectively uses a variety of sentence lengths and patterns
Form • beginning, middle, ending • connecting words • focus	<ul style="list-style-type: none"> ◆ lacks organization, often disjointed or illogical ◆ little development; may be confusing ◆ may overuse a few simple connecting words or omit them entirely ◆ unfocused beginning, middle, ending is often omitted 	<ul style="list-style-type: none"> ◆ some sense of organization ◆ unevenly developed or list-like ◆ repeats simple connecting words and beginning words ◆ a somewhat focused beginning and middle, ending may be omitted 	<ul style="list-style-type: none"> ◆ generally organized and logically sequenced ◆ generally developed ◆ uses a variety of connecting words and beginning words ◆ generally includes a focused beginning and middle; ending may be omitted 	<ul style="list-style-type: none"> ◆ organized, logically sequenced, and flows smoothly ◆ fully developed and supported ◆ transitions are smooth; uses a range of transitional words ◆ includes a focused beginning, middle, and ending
Conventions • sentences • spelling • capitals • punctuation • grammar/usage	<ul style="list-style-type: none"> ◆ frequent errors may make the writing difficult to understand 	<ul style="list-style-type: none"> ◆ errors may make some sentences difficult to understand 	<ul style="list-style-type: none"> ◆ errors generally do not affect meaning 	<ul style="list-style-type: none"> ◆ few errors which do not interfere with meaning; usually caused by taking risk with complex language

Adapted from B.C. Performance Standards Grade 4 Impromptu Writing Scale



FSA Elaborated Scale: Grade 4 Impromptu Writing—Personal Response

	1 Not Yet Within Expectations	2 Meets Expectations (Minimal to Moderate)
Snapshot	<i>Writing is brief, unorganized with few relevant details; poorly addresses the task. Simple language and weak sentence structure; ideas not clearly developed; often disjointed or illogical. Errors frequently interfere with meaning.</i>	<i>Writing attempts to address the task; some sense of organization; few details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like. Errors sometimes interfere with meaning.</i>
Meaning • ideas • use of detail	<ul style="list-style-type: none"> ◆ purpose or topic may be unclear ◆ ideas are not developed ◆ relevant details are largely absent ◆ ideas may be copied or unrelated to the topic 	<ul style="list-style-type: none"> ◆ purpose or topic is somewhat focused ◆ ideas are partially developed; uses some general description ◆ few relevant details ◆ often retells a personal experience with some general description or reaction
Style • clarity • sentence variety • impact of language	<ul style="list-style-type: none"> ◆ simple language with limited vocabulary; may include frequent errors in word choice ◆ sentences are poorly constructed, with little variety or control 	<ul style="list-style-type: none"> ◆ generally basic language with little variety; errors may affect clarity ◆ relies on simple and compound sentences; little variety
Form • beginning, middle, ending • connecting words • focus	<ul style="list-style-type: none"> ◆ lacks organization, often disjointed or illogical ◆ little development; may be confusing ◆ may overuse a few simple connecting words (e.g., <i>and</i>, <i>then</i>) or omit them entirely ◆ unfocused beginning and middle; ending is often omitted 	<ul style="list-style-type: none"> ◆ some sense of organization; usually identifies the topic and a title or first sentence ◆ unevenly developed or list-like; middle is often a list of events, features or objects ◆ repeats simple connecting words (e.g., <i>next</i>, <i>then</i>, <i>so</i>, <i>because</i>, <i>after</i>, <i>when</i>, <i>but</i>), or beginning words (e.g., <i>I</i>, <i>We</i>, <i>The</i>, <i>So</i>) ◆ a somewhat focused beginning and middle, ending may be omitted (writing may just stop)
Conventions • sentences • spelling • capitals • punctuation • grammar/usage	<ul style="list-style-type: none"> ◆ frequent errors may make the writing difficult to understand ◆ commonly used words are often spelled incorrectly; word endings may be omitted or formed incorrectly ◆ standard conventions (e.g., capitals, periods) may be misused or missing altogether ◆ frequent grammatical errors (over-use of pronouns, noun-pronoun agreement, subject-verb agreement, tense) 	<ul style="list-style-type: none"> ◆ errors may make some sentences difficult to understand; most simple sentences are correct; may include some incomplete or run-on sentences ◆ commonly used words are generally spelled correctly; unfamiliar words are spelled phonetically ◆ standard punctuation is attempted; commas and quotation marks may be inconsistent ◆ grammatical errors may make some parts confusing (overuse of pronouns, noun-pronoun agreement, incorrect form, subject-verb agreement; tense)

FSA Elaborated Scale: Grade 4 Impromptu Writing—Personal Response

	3 Fully Meets Expectations	4 Exceeds Expectations
Snapshot	<i>Writing shows a sense of purpose; ideas are organized and developed with relevant details or support. Shows growing control of written language; attempts sentence variety; may consider audience reaction. Occasional errors do not interfere with meaning.</i>	<i>Writing addresses the task with a clear purpose; ideas are focused, organized, and elaborated. Language flows smoothly and shows variety; some attempt to engage the reader with a sense of originality or individuality. Few errors which do not interfere with meaning.</i>
Meaning • ideas • use of detail	<ul style="list-style-type: none"> ◆ purpose and topic are focused ◆ ideas are mostly developed and supported; offers relevant description ◆ elaborates on main idea(s) with some supporting details, reasons, explanations ◆ attempts to include a sense of voice using some engaging language connected to retelling an experience 	<ul style="list-style-type: none"> ◆ sustains a clear focus on the topic ◆ ideas are fully developed and supported ◆ elaborates on main idea(s) with some engaging details, reasons, and explanations; often with some emotional impact ◆ description and/or reaction has a strong sense of voice and a sustained use of engaging language
Style • clarity • sentence variety • impact of language	<ul style="list-style-type: none"> ◆ generally relies on direct language with some variety (e.g., adjectives, interesting verbs) ◆ uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> ◆ language is varied and increasingly precise, clear and easy to follow; often experiments with figurative language, new words or expressions ◆ effectively uses a variety of sentence lengths and patterns
Form • beginning, middle, ending • connecting words • focus	<ul style="list-style-type: none"> ◆ generally organized and logically sequenced; introduces the topic and sticks to it, easy to follow ◆ largely developed; includes related reason, examples and details ◆ uses a variety of connecting words (e.g., next, then, so, because, after, when, but) and beginning words ◆ generally includes a focused beginning and middle; ending may be abrupt (i.e., ends, but does not conclude) 	<ul style="list-style-type: none"> ◆ organized, logically sequenced, and flows smoothly; introduces the topic in a clear and often engaging way ◆ fully developed and supported; selects relevant and appropriate details ◆ transitions are smooth; uses a range of transitional words to make connections among ideas ◆ includes a focused beginning, middle and ending
Conventions • sentences • spelling • capitals • punctuation • grammar/usage	<ul style="list-style-type: none"> ◆ errors generally do not affect meaning; growing control of sentence structure ◆ most familiar words are spelled correctly, including use of capitals ◆ standard punctuation is used with few errors (errors in use of commas may occur as they try to write longer, more complex sentences) ◆ most sentences are grammatically correct; most pronouns and verbs are correct; errors may occur in subject-verb agreement, especially where there are compound subjects, and in pronoun form 	<ul style="list-style-type: none"> ◆ few errors which do not interfere with meaning, usually caused by taking risks with newly acquired or complex language ◆ conventional spelling is used consistently with few errors; may include errors in complex, specialized, or technical words ◆ standard punctuation is used consistently with few errors, including commas and quotation marks ◆ sentences are grammatically correct; pronouns and verbs are correct, occasional errors are usually caused by taking risks with complex sentences

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Adapted from B.C. Performance Standards Grade 4 Impromptu Writing Scale



Grade 4: Extended Writing (Longer)
FSA Quick Scale: Grade 4 Impromptu Writing—Story

	1 Not Yet Within Expectations	2 Meets Expectations (Minimal to Moderate)	3 Fully Meets Expectations	4 Exceeds Expectations
Snapshot	<i>Little sense of story; generally brief with few relevant details. Simple language and weak sentence structure; ideas not clearly developed; often disjointed or illogical. Frequent errors.</i>	<i>Some sense of story; offers loosely connected event with few details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like. Errors sometimes interfere with meaning; parts may be confusing.</i>	<i>Story is complete and easy to follow; ideas are organized and developed with some details. Shows growing control of written language; attempts sentence variety; may consider audience reaction. Occasional errors do not interfere with meaning.</i>	<i>Story is clear, focused and developed with some originality; ideas are organized and elaborated. Language flows smoothly and shows variety; some attempt to engage the reader. Few errors and those do not distract or interfere with meaning.</i>
Meaning <ul style="list-style-type: none"> • sense of story • ideas • use of detail 	<ul style="list-style-type: none"> ◆ little sense of story ◆ ideas are not developed; may be illogical in places ◆ relevant detail may be absent; may be very brief 	<ul style="list-style-type: none"> ◆ some sense of story ◆ ideas are not clearly developed ◆ some detail may be irrelevant 	<ul style="list-style-type: none"> ◆ develops a concrete, direct story, may attempt some individuality or originality ◆ ideas are generally developed ◆ elaborates on main idea(s) with some supporting details, reasons, explanations 	<ul style="list-style-type: none"> ◆ engaging story with a clear focus; has a sense of individuality or originality ◆ ideas are fully developed and supported with some engaging details ◆ elaboration on main idea(s) includes support, details, reasons, and/or explanations
Style <ul style="list-style-type: none"> • variety • impact of language 	<ul style="list-style-type: none"> ◆ simple language with limited vocabulary; may include simple errors in word choice ◆ sentences are poorly constructed 	<ul style="list-style-type: none"> ◆ generally simple language with little variety; errors may affect clarity ◆ sentence structure is simple with little variety 	<ul style="list-style-type: none"> ◆ generally uses clear and direct language with some variety ◆ uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> ◆ language is varied and increasingly precise; clear and easy to follow ◆ effectively uses a variety of sentence lengths and patterns
Form <ul style="list-style-type: none"> • sequencing • beginning, middle, ending • character development • dialogue • connecting words 	<ul style="list-style-type: none"> ◆ writing lacks organization, often disjointed or illogical ◆ no evidence of a clear beginning, middle or ending ◆ little development and/or connection among events; may be confusing ◆ characters may be identified or named, but not described ◆ generally little or no dialogue ◆ may overuse a few simple connecting words or omit them entirely 	<ul style="list-style-type: none"> ◆ some sense of organization ◆ some evidence of a beginning and middle; ending may be weak or omitted altogether ◆ unevenly developed or list-like; may include irrelevant material ◆ characters are usually identified or named, but not developed ◆ conversational dialogue, if included, may sound unnatural ◆ tends to repeat simple connecting words 	<ul style="list-style-type: none"> ◆ generally organized and logically sequenced ◆ includes a beginning and middle; ending may be abrupt ◆ generally developed ◆ characters are described, with some development ◆ dialogue, if included, is clear and easy to follow ◆ uses a variety of connecting words 	<ul style="list-style-type: none"> ◆ organized, logically sequenced, and flows smoothly ◆ includes a beginning, middle and ending; ending provides closure to problem or situation ◆ fully developed and clearly focused ◆ characters often have “personality” ◆ dialogue, if included, is generally clear and natural ◆ transitions are smooth; uses a range of transitional words
Conventions <ul style="list-style-type: none"> • sentences • spelling • capitals • punctuation • grammar/usage 	<ul style="list-style-type: none"> ◆ frequent errors in conventions may make the writing difficult to understand 	<ul style="list-style-type: none"> ◆ errors in conventions may make some part of writing difficult to understand 	<ul style="list-style-type: none"> ◆ errors in conventions generally do not affect meaning 	<ul style="list-style-type: none"> ◆ few errors in conventions; these are usually caused by taking risks with complex language

FSA Elaborated Scale: Grade 4 Impromptu Writing—Story

	1 Not Yet Within Expectations	2 Meets Expectations (Minimal to Moderate)
Snapshot	<i>Little sense of story; generally brief with few relevant details. Simple language and weak sentence structure; ideas not clearly developed; often disjointed or illogical. Frequent errors.</i>	<i>Some sense of story; offers loosely connected events with few details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like. Errors sometimes interfere with meaning; parts may be confusing.</i>
Meaning <ul style="list-style-type: none"> • sense of story • ideas • use of detail 	<ul style="list-style-type: none"> ◆ little sense of story ◆ ideas are not developed; may be illogical in places ◆ relevant details may be absent; may be very brief 	<ul style="list-style-type: none"> ◆ some sense of story; may rely on ideas discussed in class or from another source (e.g., another story, TV show, video, etc.) ◆ ideas are not strongly developed ◆ some detail may be irrelevant; often retells a personal experience with limited description or reaction
Style <ul style="list-style-type: none"> • variety • impact of language 	<ul style="list-style-type: none"> ◆ simple language with limited vocabulary; may include frequent errors in word choice ◆ sentences are poorly constructed, with little variety or control 	<ul style="list-style-type: none"> ◆ generally simple language with little variety; errors may affect clarity in places ◆ sentence structure is simple with little variety
Form <ul style="list-style-type: none"> • sequencing • beginning, middle, ending • character development • dialogue • connecting words 	<ul style="list-style-type: none"> ◆ writing lacks organization, often disjointed or illogical, little development ◆ confusing beginning, middle or ending ◆ little development and/or connection among events; may be short or unfocused ◆ characters may be identified or named, but not described ◆ generally little or no dialogue; if included, dialogue is generally confusing ◆ may overuse a few simple connecting words (e.g., <i>and</i>, <i>then</i>) or omit them entirely 	<ul style="list-style-type: none"> ◆ some sense of organization; sequence may be hard to follow in places ◆ some evidence of a beginning and middle; ending may be weak or omitted altogether; writing may just stop ◆ unevenly developed or list-like; middle is often a list of loosely related events, features or objects; may include irrelevant material ◆ characters are usually identified or named, but not developed (e.g., no mention of their feelings) ◆ conversational dialogue, if included, may sound unnatural; often confusing in parts ◆ tends to repeat simple connecting words (e.g., <i>next</i>, <i>then</i>, <i>so</i>, <i>because</i>, <i>after</i>, <i>when</i>, <i>but</i>)
Conventions <ul style="list-style-type: none"> • sentences • spelling • capitals • punctuation • grammar/usage 	<ul style="list-style-type: none"> ◆ frequent errors in conventions may make the writing difficult to understand ◆ may contain incomplete or run-on sentences ◆ commonly used words are often spelled incorrectly; word endings may be omitted or formed incorrectly ◆ standard punctuation (e.g., capitals, periods) may be misused or missing altogether ◆ frequent grammatical errors (over-use of pronouns, noun-pronoun agreement, subject-verb agreement, tense) 	<ul style="list-style-type: none"> ◆ errors in conventions may make some sentences difficult to understand ◆ most simple sentences are correct; may include some incomplete or run-on sentences ◆ commonly used words are generally spelled correctly; more difficult words are spelled phonetically ◆ standard punctuation is attempted; commas and quotation marks may be inconsistent ◆ may include several grammatical errors making some parts confusing (overuse of pronouns, noun-pronoun agreement, incorrect form, subject-verb agreement; tense)

FSA Elaborated Scale: Grade 4 Impromptu Writing—Story

	3 Fully Meets Expectations	4 Exceeds Expectations
Snapshot	<i>Story is complete and easy to follow; ideas are organized and developed with some details. Shows growing control of written language; attempts sentence variety; may consider audience reaction. Occasional errors do not interfere with meaning.</i>	<i>Story is clear, focused and developed with some originality; ideas are organized and elaborated. Language flows smoothly and shows variety; some attempt to engage the reader, may attempt to add humour. Few errors and those do not distract or interfere with meaning.</i>
Meaning <ul style="list-style-type: none"> • sense of story • ideas • use of detail 	<ul style="list-style-type: none"> ◆ develops a concrete, direct story; draws on ideas from other sources; may attempt some individuality or originality ◆ ideas are generally developed ◆ elaborates on main idea(s) with some supporting details, reasons, explanations; details add to the clarity of the events or images 	<ul style="list-style-type: none"> ◆ engaging story with a clear focus; has a sense of individuality or originality although events may be predictable ◆ ideas are fully developed and supported with some engaging details ◆ elaboration on main idea(s) includes support, details, reasons, and/or explanations; details are used to add emotional impact or create a reaction (e.g., surprise or humour)
Style <ul style="list-style-type: none"> • variety • impact of language 	<ul style="list-style-type: none"> ◆ generally relies on clear, direct language with some variety (e.g., adjectives, interesting verbs) ◆ uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> ◆ language is varied and increasingly precise; clear and easy to follow; often experiments with figurative language, new words or expressions ◆ effectively uses a variety of sentence lengths and patterns
Form <ul style="list-style-type: none"> • sequencing • beginning, middle, ending • character development • dialogue • connecting words 	<ul style="list-style-type: none"> ◆ generally organized and logically sequenced ◆ includes a beginning and middle; ending may be abrupt and loosely related to the story ◆ generally developed; includes related reasons, examples and details ◆ characters are described, with some development ◆ dialogue, if included, is clear and easy to follow ◆ uses a variety of connecting words (e.g., <i>next, then, so, because, after, when, but</i>) 	<ul style="list-style-type: none"> ◆ organized, logically sequenced, and flows smoothly ◆ includes a beginning, middle, and ending; ending provides closure to the problem or situation ◆ fully developed and clearly focused; problem or situation is dealt with logically ◆ characters often have a “personality”, evidenced in their actions and words ◆ dialogue, if included, is generally clear and natural; may be used to reveal personality of the speaker ◆ transitions are smooth; uses a range of transitional words to make connections among ideas
Conventions <ul style="list-style-type: none"> • sentences • spelling • capitals • punctuation • grammar/usage 	<ul style="list-style-type: none"> ◆ errors in conventions generally do not affect meaning ◆ most sentences are complete ◆ most familiar words are spelled correctly, including use of capitals and apostrophes ◆ standard punctuation is used with few errors (errors in use of commas may occur as they try to write longer, more complex sentences) ◆ most sentences are grammatically correct; most pronouns and verbs are correct; errors may occur in subject-verb agreement, especially where there are compound subjects, and in pronoun form) 	<ul style="list-style-type: none"> ◆ few errors in conventions which do not interfere with meaning, usually caused by taking risks with newly acquired or complex language ◆ sentences are complete although longer sentences may include some errors ◆ conventional spelling is used consistently with few errors; may include errors in complex, specialized, or technical words ◆ standard punctuation is used consistently with few errors, including commas and quotation marks ◆ sentences are grammatically correct; pronouns and verbs are correct, occasional errors are usually caused by taking risks with complex sentences

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FSA Numeracy

Scoring Rubric

	1 Not Yet Within Expectations	2 Meets Expectations (Minimal to Moderate)	3 Fully Meets Expectations	4 Exceeds Expectations
Snapshot	<i>The work shows little understanding of the problem; unable to use an appropriate strategy.</i>	<i>The work shows some understanding of the problem; the solution or strategy may be incorrect or incomplete.</i>	<i>The work shows general understanding of the problem; appropriate strategy, but may have a partial solution.</i>	<i>The work shows complete understanding of the problem; appropriate strategy used and accurate solution.</i>
Concepts and Applications <ul style="list-style-type: none"> • recognizing mathematics • grade specific concepts and skills 	<ul style="list-style-type: none"> ◆ relevant concepts and skills are not applied appropriately ◆ work is inaccurate or incomplete 	<ul style="list-style-type: none"> ◆ most relevant concepts and skills are applied appropriately ◆ some errors or omissions 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ relevant concepts and skills are applied accurately
Strategies and approaches <ul style="list-style-type: none"> • procedures 	<ul style="list-style-type: none"> ◆ an inappropriate strategy is used that does not lead to a correct solution 	<ul style="list-style-type: none"> ◆ an appropriate strategy is used, but is not carried out far enough or is implemented incorrectly 	<ul style="list-style-type: none"> ◆ an appropriate strategy is generally implemented 	<ul style="list-style-type: none"> ◆ an appropriate strategy is correctly implemented
Accuracy <ul style="list-style-type: none"> • recording and calculations 	<ul style="list-style-type: none"> ◆ incorrect solution ◆ major errors in recording and/or calculations 	<ul style="list-style-type: none"> ◆ a partially correct solution, or a correct solution with no work shown ◆ some recording errors and calculation errors 	<ul style="list-style-type: none"> ◆ a correct solution, may have minor recording errors and calculation errors ◆ solution may not be fully complete 	<ul style="list-style-type: none"> ◆ a correct solution ◆ correct recording including units and labelling ◆ accurate calculations
Representation and Communication <ul style="list-style-type: none"> • presenting work 	<ul style="list-style-type: none"> ◆ a start beyond just copying data ◆ work is unclear or incomplete 	<ul style="list-style-type: none"> ◆ much of the work is clear ◆ some information is omitted 	<ul style="list-style-type: none"> ◆ work is generally clear and easy to follow 	<ul style="list-style-type: none"> ◆ 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.
- No response (answer page is blank)

1. A store at the Nature Park sold the following items.

Milk	\$1.25	Whistle	\$0.85
Granola Bar	\$0.90	Postcard	\$0.70
Candy	\$0.55	Pencil	\$0.65



Jenna bought a granola bar and a postcard with a two-dollar coin.

Show **ALL** the ways she could get her change if she received no pennies.

SOLUTION:

$$\begin{array}{r} 0.90 \\ + 0.70 \\ \hline \$1.60 \end{array} \qquad \begin{array}{r} 2.00 \\ - 1.60 \\ \hline \$0.40 \end{array}$$

\$0; 40.....

25¢	10¢	5¢
1	1	1
1	0	3
0	4	0
0	3	2
0	2	4
0	1	6
0	0	8

= 7 ways to get her change

2. At the bowling booth there are red pins, yellow pins and blue pins.

You receive:

- 2 points for hitting a red pin
- 5 points for hitting a yellow pin
- 7 points for hitting a blue pin

If Jin hits two pins, find all the scores she could have received.

Show **ALL** your work.

SOLUTION:

$$4 \quad (r + r)$$

$$7 \quad (r + y)$$

$$9 \quad (r + b)$$

$$10 \quad (y + y)$$

$$12 \quad (y + b)$$

$$14 \quad (b + b)$$

6 scores possible