

Fall 2007 Pilot Grade 4 Scoring Guides

Reading Comprehension

Aspects	1	2	3	4
<i>Snapshot</i>	Response is mostly inaccurate and usually unsupported. Demonstrates limited understanding of the passage(s) and of the task.	Response is partially accurate, and may also be partially supported. Demonstrates an understanding of the gist of the passage(s) and of the task.	Response is mostly accurate, generally clear, complete, and has some supporting details. Demonstrates a general understanding of the passage(s) and of the task.	Response is accurate, clear, complete, and supported with text-based examples. Demonstrates a thorough understanding of the passage(s) and of the task.

Focused (Shorter) Writing — Personal Response

Aspects	1	2	3	4
<i>Snapshot</i>	Often disjointed or illogical. Includes some details; these may appear unrelated to the topic or purpose. Simple language with frequent errors.	Some sense of organization and connection between ideas and details. May include several errors. Generally simple language; little variety. May show some awareness of audience.	Relevant, easy to follow ideas with some detail and explanation. Shows growing control of written language; some errors. May consider audience reaction.	Clear, focused, and developed with some elaboration and individuality. Language flows smoothly and shows variety. Few errors. Shows sense of audience—tries to engage reader.

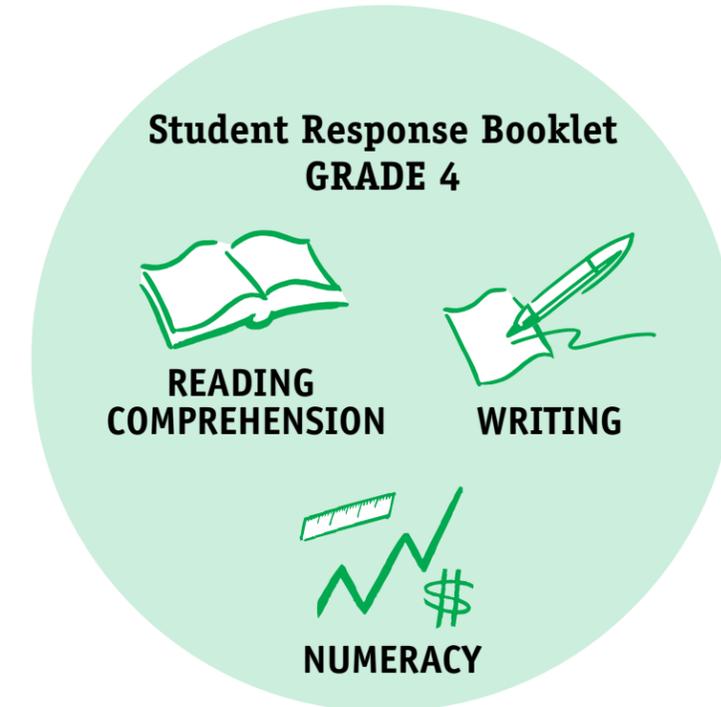
Extended (Longer) Writing — Story

Aspects	1	2	3	4
<i>Snapshot</i>	Little sense of story. Often disjointed or illogical. Includes some action and events, but these are often not logically sequenced. Simple language with frequent errors.	Some sense of story with limited development. There is a beginning, middle, but end is weak or omitted; sequence may be difficult to follow in places. May include several errors.	The story is complete and easy to follow, with some detail. Includes a logically sequenced beginning, middle, and end, although connections among events are not always clear. Shows growing control of written language; some errors.	The story is clear, focused, and developed with some elaboration and individuality. Includes a logically sequenced beginning, middle, and end. Language flows smoothly and shows variety. Few errors.

Numeracy

Aspects	1	2	3	4
<i>Snapshot</i>	The work is insufficient. The student is unable to meet the basic requirements of the task.	The work satisfies most basic requirements of the task, but is flawed or incomplete.	The work satisfies the basic requirements of the task.	The work shows complete understanding of the task, uses an appropriate strategy and is accurate.

FALL 2007 PILOT FOUNDATION SKILLS ASSESSMENT



Name of Student: _____
 Student PEN: _____
 School Name: _____
 Classroom: _____

For Teacher Use Only

	Score	OR	Absent	Excused	Not Enrolled
Reading	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (Shorter)	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (Longer)	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy 1	<input type="text"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy 2	<input type="text"/>				

READING COMPREHENSION

Part 2 (30 minutes)

Directions to the Student

Written-Response Question (4 marks)

There are two reading passages and one written-response question in this part of the booklet. You will need to use information from both the passage and the article to answer the question.

Read each passage and question carefully. If you have completed Part 1, you will have already read these two passages.

Remember to read the context statement at the top of each passage and footnotes at the bottom of the page, if any.

When you answer the questions:

1. Use a **pencil** or a **pen** with **blue or black ink**. If you use a pencil, press hard enough so that your writing is clear.
2. Write your answer clearly in the space provided in this booklet.
3. You will receive the highest possible score by giving a complete, correct, and clear answer using details from the passage.

Last year, Kamal Tahar and his family moved from Algeria to Canada. In the summer he went on a camping trip through the Rocky Mountains with his new friend Tony Tadman, Tony's sister Dina, and their father.

Kamal's Journal

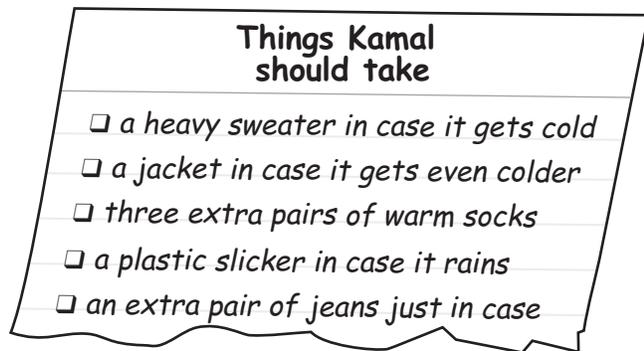
by Sharon Stewart

Day 1

This is the first day of my very first camping trip in Canada and I'm going to keep a journal about it, the way Kate did in "All Aboard!" Then I'll be able to remember everything about the trip to tell Yamina when I write to her.

I seemed to spend all day packing! Just when I thought I had packed everything I could possibly need, Mom made me add a lot more stuff.

Yamina will laugh when I tell her this. She knows what my mother is like.



After packing all my stuff, I went next door and helped Tony and Dina load their station wagon—sleeping bags, tent, camp stove, fishing rods. Mr. Tadman could barely see out the back window when we pulled out of the driveway!

Day 2

We stopped at Shuswap Lake to fish. I can't get used to how many lakes there are in this country—there's water lying around everywhere! Fishing is exciting. The canoe was so tippy that I fell in—twice. Lucky that Mr. Tadman made us wear our life jackets. Nobody caught any fish, though, so we had hamburgers for supper. I LOVE hamburgers!

Day 3

We are in Glacier Park now. I keep trying to think of ways to describe the Rockies, but I can't. We have high mountains in Algeria, too, but these are much higher. There's something about the way these Rockies make you feel—alone inside, even when you're with people. But it's a *nice* alone feeling. I must send Yamina a postcard of the park. She'll never believe how many trees there are!

Day 4

I have seen this sign at least ten times in the last two days.

Not if I can help it! I asked Tony if these bears are very fierce, and he just grinned.

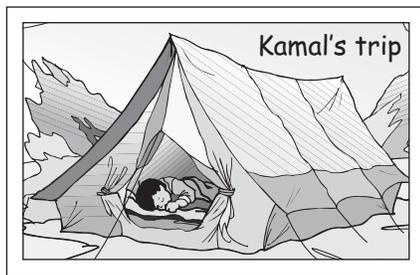


Day 6

Banff is terrific. We went swimming in the hot springs. It was just like taking a stinky hot bath! And I saw some real bears at last. There were three of them right by the road. They looked just like fat men in fur coats. I wasn't scared a bit. Then we went up in a gondola car that took us right to the top of the mountain. We could see mountains all around. Mr. Tadman said these mountains are something called the Continental Divide. That means it's like the peak of the roof of the whole country. On one side, all the rivers flow away toward the Pacific. On the other side, they all run north toward the Arctic Ocean or far away to the east. It gave me a very special feeling standing there on the roof of Canada.

Day 9

Tomorrow we'll be heading back to Vancouver. We won't stop to camp this time, so it'll just take us a couple of days. I can hardly wait to tell Mom and Dad all about the trip. But boy, will it ever make a long letter to Yamina. Maybe I'll send her a copy of my journal instead.



“Kamal’s Journal,” by Sharon Stewart. *Journeys, Springboards 4*. Ginn and Co. pp. 124–126.

Read the following article to learn how to respect and care for the environment while having fun camping.

Wilderness Camping Tips

The most important rule for campers to remember is to leave nothing behind but their footprints. By following the Camper's Code, we can reduce the damage done to the wilderness areas.



The Camper's Code

- Plan ahead and research the trip. Find out what the land is like and learn the camp regulations.
 - Make sure to take enough food for the whole trip, so you don't have to rely on the environment for emergency food. Wildlife depends on food such as wild berries.
 - Stay on existing wildlife trails. Don't cut a new trail just to take a short cut. Walk *through* puddles so that you don't make the trail wider and trample on delicate plants.
- Take proper equipment for shelter, clothing, and rain gear.
 - Wear running shoes instead of boots with deep ridges that destroy moss and other vegetation. Step lightly on the land.
 - Set up camp only in those areas assigned to campers. Pitch your tent where others have been. Use a tent with a floor, so that you do less damage to the ground underneath.
 - Don't pull up vegetation or dig trenches around your tent.
 - If you camp near water, set up no closer than 35 m to the shore so that your campsite doesn't spoil the look of the lake for other nature lovers.
 - Do your washing away from the water. Use only biodegradable soaps and dump soapy water at least 35 m from the shore where the ground can absorb it.
 - Rather than burning wood in a campfire, use a portable camping stove.



“Wilderness Camping Tips.”
Innovations in Science. Holt, Rinehart.
1991. pp. 240–241.

READING COMPREHENSION

Part 3 (30 minutes)

Focused (Shorter) Writing “Outdoor Experiences”

In this activity, you will write about outdoor experiences. The activity will take about 30 minutes to complete.

Overview

Suggested Time

<i>2 minutes</i>	Overview and Directions to the Student
<i>2 minutes</i>	Writing Topic and Student Questions
<i>1 minute</i>	Criteria
<i>5 minutes</i>	Planning
<i>15 minutes</i>	Written Work
<i>5 minutes</i>	Look Back on Your Writing

Directions to the Student

1. Use a **pencil** or a **pen** with **blue or black ink**. If you use a pencil, press hard enough so that your writing is clear.
2. Write on every other line (double-space) so that you have room to make changes and corrections.
3. You do not need to use all the space provided.
4. You may use a dictionary and a thesaurus.
5. You will be marked on Written Work pages only.

Writing Topic

“Outdoor Experiences”

What kind of outdoor experiences have you had? Perhaps you have played in a park, swam in a lake, snowboarded down a mountain, or climbed your favourite tree. Think about a memorable outdoor experience that you have had.

Write about your outdoor experience. What did you do? What did you think? How did it make you feel?

Your writing should be about **one** to **two** pages long. Remember to double-space.

Criteria

(Personal Response)

“Outdoor Experiences”

Check your work for the following:



- Are all my ideas about an outdoor experience?
- Are my ideas easy to follow?
- Did I explain my topic clearly?
- Did I use different kinds of sentences?
- Did I make corrections in spelling, punctuation, and use of words?

Planning Page

“Outdoor Experiences”

My purpose:

To write about my memorable outdoor experience.

My audience:

The teachers who will mark my writing.

My outdoor experience—what happened?
What did you do?
What did you think?
How did it make you feel?

This page will NOT be marked.

WRITING

Part 4

(60 minutes)

Extended (Longer) Writing “Island of Mystery”

In this activity, you will write a story.
This activity will take you about 60 minutes
to complete.

Overview

Suggested Time

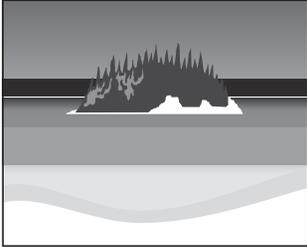
<i>2 minutes</i>	Overview and Directions to the Student
<i>3 minutes</i>	Writing Topic and Student Questions
<i>2 minutes</i>	Criteria
<i>8 minutes</i>	Planning
<i>40 minutes</i>	Written Work
<i>5 minutes</i>	Look Back on Your Writing

Directions to the Student

1. Use a **pencil** or a **pen** with **blue or black ink**. If you use a pencil, press hard enough so that your writing is clear.
2. Write on every other line (double-space) so that you have room to make changes and corrections.
3. You do not need to use all the space provided.
4. You may use a dictionary and a thesaurus.
5. You will be marked on Written Work pages only.

Writing Topic

“Island of Mystery”



“Land ho! Slightly before sunset we spotted an island. I have consulted my charts, but do not see it recorded. This is odd, since ships have sailed through these waters for years. Apparently they have all missed this small place. We are low on water and would be happy to find fresh fruit growing here. Tomorrow I will take some crew ashore and look about.”

The Wretched Stone by Chris Van Allsburg.
Houghton Mifflin, Co. 1991.

Imagine you are the ship’s captain and you and your crew are going to explore this island. Who might you meet? What exciting adventures might you have?

Write a story about your adventure on the “Island of Mystery.”

Your story should be about **two** to **four** pages long. Remember to double-space.

Criteria

(Story / Narrative)

“Island of Mystery”

Check your work for the following:



- Did I write about my adventure on the island?
- Does my story include details to make it interesting to the reader?
- Does my story have a beginning, middle, and end?
- Does my story have interesting characters?
- Did I choose words and ideas to make my reader feel something (happy, sad, surprised, excited)?
- Did I make corrections in spelling and punctuation?

Planning Page

“Island of Mystery”

My purpose:

To write an interesting story about my adventures on the island.

My audience:

The teachers who will mark my writing.

Who are the characters in your adventure?
Main event.
What happens in the beginning?
What happens in the middle?
What happens in the end?

This page will NOT be marked.

NUMERACY

Part 6

(30 minutes)

Directions to the Student

Written-Response Questions (4 marks each)

There are two Numeracy written-response questions in this part of the booklet.

Read each question carefully. You may use a calculator.

When you answer the questions:

1. Use a **pencil** to do **ALL** your work. Press hard so your answer is clear.
2. Include all calculations and explanations in the space provided in this booklet.
3. You get the highest score by showing **ALL** the steps in your solution and giving the answer based on the question.

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.

Score

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.

Score

Attach FSA Student Score Summary Here

Foundation Skills Assessment Background Information for Parents

About the Foundation Skills Assessment (FSA)

- The primary purpose of FSA is to help the schools, school planning councils, school districts and the province evaluate how well reading, writing, and numeracy are being addressed and make plans for improvement. The secondary purpose is to provide individual student information.
- FSA is intended to measure the basic reading, writing, and numeracy skills over school years to date, not just skills acquired in a single grade or course.
- FSA is only one measure of student learning. It complements regular classroom assessment by teachers. FSA results help focus home and school discussion on how to improve student learning.
- FSA results do not count towards the student's report card marks.

School, District and Provincial Results

- School, district and provincial results will be available before the end of the school year on the following Ministry of Education website: www.bced.gov.bc.ca/assessments/fsa/results.
- Questions about the school's or district's results should be directed to the school principal, the school planning council or the superintendent.
- To assist in monitoring FSA results over time, each year's assessments will be placed on comparable scales, using FSA 2008 as a new baseline.
- All schools should aim to improve student achievement over time. Ranking schools in comparison to each other may lead to misinterpretation.