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 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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1. Do you think that Darrien Rattray has applied the message of the poem "Oh, the places you'll go!"? Check one:

❏ Yes   ❏ No

Support your choice with examples from **both** passages.   **(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 should not be used as a checklist.

Response may include, but is not restricted to the following:

YES	NO
• **Darrien has followed his dream.** • **He made his own choices.** • **He is smart ("brains in your head").** • **He did have to go out of town for training (even if he came back later).** • **He is persistent in pursuing his goal (e.g., entrance to medical school) — "Just go right along/You'll start happening too."**	• **Darrien was influenced by his:** **– culture** **– family** **– friends** **– home life** **more than his own personal life.** • **Darrien did not "leave his town" in the long run. He holds onto his roots, his past.** • **Darrien is helped by others; he does not just choose everything on his own.**

Note: Other answers are possible.

Grade 7: Focused Writing (Shorter)

FSA Quick Scale: Grade 7 Impromptu Writing—Persuasive Writing

	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 an opinion. The writing is a series of relevant ideas, but poorly developed—it may often resemble a list. The language is clear but with limited variety. 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 task is accomplished in an effective and interesting manner. Ideas develop logically from an engaging opening to a conclusion that has some impact. The language is varied, smooth, and expressive, with few errors.*
Meaning • ideas • use of detail	◆ purpose or point-of-view unclear; little sense of audience ◆ few relevant reactions and ideas; often very brief ◆ ideas are not developed; may be misinterpreted ◆ few relevant details and examples; information may be misinterpreted	◆ persuasive purpose is clear, but may seem unfocused; shows some sense of audience ◆ some relevant reactions and ideas ◆ straightforward and direct ◆ uses details and examples; some may be irrelevant or misinterpreted	◆ focused around a clear persuasive purpose; shows awareness of audience ◆ reactions and ideas with some insight ◆ may speculate, generalize ◆ some relevant details, examples; logical explanations to develop analyses or argument	◆ focused around a clearly defined persuasive purpose; shows clear awareness of audience ◆ some insight and originality ◆ often uses humour or comparison ◆ well-chosen convincing details, examples, and explanations
Style • clarity, variety and impact of language	◆ inappropriate tone and level of formality ◆ simple, repetitive language ◆ short, simple sentences	◆ sometimes demonstrates appropriate tone and level of formality; some lapses ◆ some descriptive or expressive language ◆ variety of sentence length; repeats simple pattern	◆ mostly matches tone and level of formality to purpose and audience ◆ language is clear and varied ◆ variety of sentence length and pattern	◆ consistently matches tone and level of formality to purpose and audience ◆ language is varied; some precision ◆ variety of effective sentence length and pattern; flows smoothly
Form • opening organization and sequence conclusion	◆ weak introduction ◆ sequence may be confusing ◆ simple connecting words ◆ ending is abrupt, illogical or missing	◆ competent introduction ◆ sequence is sometimes ineffective ◆ variety of simple connecting words ◆ ending is often weak	◆ strong introduction ◆ sequence is logical and connected ◆ variety of appropriate connecting words ◆ ending provides closure; may often be predictable	◆ strong introduction that engages the reader ◆ sequence is logical and effective ◆ variety of connecting words; transitions natural and smooth ◆ ending provides a concluding thought that has impact
Conventions • sentences, spelling, capitals • punctuation • grammar, usage	◆ frequent errors in simple word structure	◆ some errors in sentences, spelling, punctuation and grammar that do not interfere with meaning	◆ a few errors in complex language, but these do not interfere with meaning	◆ occasional errors in complex language but these do not reduce impact

Adapted from B.C. Performance Standards Grade 7 Impromptu Writing Scale

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FSA Elaborated Scale: Grade 7 Impromptu Writing—Persuasive Writing

	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 an opinion. The writing is a series of relevant ideas, but poorly developed—it may often resemble a list. The language is clear but with limited variety; may have some errors in common language.*
Meaning • ideas • use of detail	◆ purpose or point-of view may be unclear or seem illogical; little sense of audience ◆ few relevant reactions and ideas; often very brief ◆ often relies on retelling an experience or listing events or ideas with no explanation or analysis ◆ few relevant details and examples to develop argument; information may be misinterpreted	◆ persuasive purpose is clear, but may seem unfocused; shows some sense of audience ◆ offers some relevant reactions and ideas; little insight or analysis ◆ generally straightforward and direct; may be somewhat confusing or illogical in places ◆ uses some relevant details and examples to develop argument; parts may be irrelevant or misinterpreted
Style • clarity, variety and impact of language	◆ tone and level of formality may be inappropriate for purpose and audience ◆ simple, repetitive language; may include some description ◆ relies on short, simple sentences that are often not connected	◆ may begin with appropriate tone and level of formality but does not sustain it (inconsistent) ◆ language is simple and clear; may include some descriptive or expressive language ◆ variety of sentence length; relies on two or three relatively simple patterns
Form • opening • organization and sequence • conclusion	◆ weak introduction does not present the topic clearly ◆ sequence may lapse, especially toward the end ◆ sometimes connects ideas using simple words such as *then*, *but*, and *and* ◆ ending is often illogical or missing	◆ competent introduction that presents the topic ◆ may have difficulty sequencing ideas in a clear and effective way—tends to be "stream of consciousness" ◆ uses a variety of simple connecting words to link ideas; relationships may be unclear in places ◆ ending is forced or weak
Conventions • sentences • spelling, capitals, punctuation • 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)	◆ 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)

Adapted from B.C. Performance Standards Grade 7 Impromptu Writing Scale

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FSA Elaborated Scale: Grade 7 Impromptu Writing—Persuasive Writing

	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 task is accomplished in an effective and interesting manner. Ideas develop logically from an engaging opening to a conclusion that has some impact. The language is varied, smooth, and expressive, with few errors.*
Meaning • ideas • use of detail	◆ focused around a clear persuasive purpose; shows awareness of audience ◆ offers reactions and views that show some insight and individuality ◆ usually focuses on straightforward, concrete ideas; may include some speculation, generalization or humour ◆ develops analysis or argument with some relevant details, examples; logical explanations	◆ focused around a clearly defined persuasive purpose; shows clear awareness of audience ◆ offers personal views and opinions with insight and originality ◆ tries to deal with complex or abstract ideas; often uses humour or comparisons ◆ uses well-chosen details, examples, and explanations to develop analysis or arguments
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 purpose ◆ mostly 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; may use specialized language where appropriate ◆ sentences flow easily, with a variety of complex sentence structures
Form • opening • organization and sequence • conclusion	◆ strong introduction that effectively introduces the topic and the writer's purpose ◆ sequence is logical 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 effective; uses paragraphs effectively ◆ uses a variety of connecting words to link ideas, making transitions natural and smooth ◆ ending is clear, logical and explicit; provides a concluding thought that has impact
Conventions • sentences • spelling, capitals, punctuation • grammar, usage	◆ may include errors in complex language that 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 sentence end punctuation correctly ◆ generally grammatically correct; 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 constructed correctly ◆ 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 collective noun)

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Adapted from B.C. Performance Standards Grade 7 Impromptu Writing Scale

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Grade 7: Extended Writing (Longer)

FSA Quick Scale: Grade 7 Impromptu Writing—Story/Narrative

	1 Not Yet Within Expectations	2 Meets Expectations (Minimal to Moderate)	3 Fully Meets Expectations	4 Exceeds Expectations
Snapshot	*The story is simple with minimal development. The story is constructed from an unfocused series of related events leading to an often illogical or abrupt conclusion. Language is simple and repetitive, with frequent errors.*	*The story is predictable and straightforward with some development. The story is constructed from a series of related events leading to an often forced or unlikely conclusion. Language is clear but with limited variety. May have some errors in common language.*	*The story is straightforward with some development and individuality. Events develop deliberately from a strong beginning to an often predictable conclusion. Language is clear and varied, though it may include some errors, most often in complex language.*	*The story is original, creative, and well-developed. Events develop deliberately from a strong, engaging beginning to a conclusion with some impact. Language is varied, smooth, and expressive, with few errors.*
Meaning • ideas • use of detail	◆ story is very simple, sometimes illogical ◆ few details and description ◆ little sense of audience	◆ story is predictable and straightforward ◆ some details and description ◆ some sense of audience	◆ story is straightforward with some individuality or originality ◆ relevant supporting details and description to develop events, characters, images ◆ sense of audience; tries to create an impact	◆ story is original and creative ◆ detail and description to "show" events, characters, images ◆ clear awareness of audience: chooses ideas and images to create an impact
Style • clarity, variety, and impact of language	◆ simple, repetitive language ◆ no sensory detail or figurative language ◆ short, simple sentences	◆ language is generally simple but clear ◆ little sensory detail and figurative language ◆ some variety in sentence length and pattern	◆ language is clear and varied ◆ some sensory detail and figurative language ◆ variety of sentence length and pattern	◆ language is varied for effect ◆ features sensory detail and figurative language ◆ variety of effective sentence length and pattern; flows smoothly
Form • opening • organization and sequence • conclusion	◆ weak beginning ◆ series of related events without clear focus ◆ focuses on action; may seem a retelling ◆ characters are rarely developed ◆ dialogue is often confusing ◆ ending is illogical or missing	◆ competent beginning ◆ series of related events; sequence may be ineffective and focus may wander ◆ focuses on action and events; story elements are weak ◆ characters are somewhat developed, often through direct description of physical qualities ◆ dialogue may sound unnatural or confusing ◆ ending seems forced or unlikely	◆ strong, beginning ◆ events develop logically from beginning to end ◆ focuses on plot; some story elements are well developed ◆ characters are developed through a combination of techniques; may be somewhat flat or stereotypical ◆ dialogue is clear and easy to follow ◆ ending is logical; somewhat predictable	◆ engaging beginning ◆ develops through believable, often unpredictable events ◆ story elements well developed; may include deliberate attention to literary devices ◆ characters strongly developed through a variety of techniques ◆ dialogue adds interest and contributes to understanding of character ◆ ending is meaningful; has some impact
Conventions • sentences, spelling, capitals • punctuation • grammar, usage	◆ frequent errors in simple words and structures, interfering with meaning ◆ no control of sentence structures; often includes run-ons	◆ some errors in simple language, but does not interfere with meaning ◆ most sentences are complete; may include some run-ons	◆ some errors in more complex language, but does not interfere with meaning ◆ most sentences are correctly constructed	◆ occasional errors in complex language, but does not interfere with meaning ◆ sentences are consistently constructed correctly

Adapted from B.C. Performance Standards Grade 7 Impromptu Writing Scale

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FSA Elaborated Scale: Grade 7 Impromptu Writing—Story/Narrative

	1 **Not Yet Within Expectations**	**2** **Meets Expectations (Minimal to Moderate)**
Snapshot	*The story is simple with minimal development. The story is constructed from an unfocused series of related events leading to an often illogical or abrupt conclusion. The language is simple and repetitive, with frequent errors.*	*The story is predictable and straightforward with some development. The story is constructed from a series of related events leading to an often forced or unlikely conclusion. The language is clear but with limited variety. May have some errors in common language.*
Meaning • ideas • use of detail	◆ story is very simple, sometimes illogical ◆ few details and description to develop events, characters, or images ◆ shows little sense of audience	◆ story is predictable and straightforward ◆ uses some details and description to develop events, characters or images ◆ shows some sense of audience
Style • clarity, variety, and impact of language	◆ simple repetitive language ◆ no sensory detail or figurative language ◆ relies on short, simple sentences that are often not connected	◆ language is generally simple but clear ◆ little sensory detail and figurative language ◆ some variety of sentence length and pattern; relies on two or three relatively simple patterns
Form • opening • organization and sequence • conclusion	◆ weak beginning that dos not engage the reader ◆ series of related events without a clear focus; may appear to be all "middle" ◆ focuses on action; may seem a retelling (e.g., television program, video game, movie) ◆ characters are rarely developed ◆ when used, dialogue is often confusing ◆ ending is illogical or missing	◆ competent beginning that attempts to engage the reader ◆ series of related events; sequence may be ineffective and focus may wander ◆ focuses on action and events; story elements (e.g., character, setting) are weak ◆ characters are somewhat developed, often through direct description of physical qualities ◆ when used, dialogue may sound unnatural or confusing ◆ ending seems forced or unlikely
Conventions • sentences, spelling, capitals • punctuation • 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)

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FSA Elaborated Scale: Grade 7 Impromptu Writing—Story/Narrative

	3 **Fully Meets Expectations**	**4** **Exceeds Expectations**
Snapshot	*The story is straightforward with some development and individuality. Events develop deliberately from a strong beginning to an often predictable conclusion. The language is clear and varied, though it may include some errors, most often in complex language.*	*The story is original, creative, and well-developed. Events develop deliberately from a strong, engaging beginning to a conclusion with some impact. Language is varied, smooth, and expressive, with few errors.*
Meaning • ideas • use of detail	◆ story is straightforward with some individuality or originality ◆ use relevant supporting details and description to develop events, characters, or images ◆ shows sense of audience; tries to choose ideas and images that will create an impact	◆ story is original and creative ◆ uses detail and description to "show" rather than tell about events, characters, or images ◆ shows clear awareness of audience: chooses ideas and images to create an impact
Style • clarity, variety, and impact of language	◆ language is clear and varied; tries to select language to fit the mood or purpose ◆ some sensory detail and figurative language ◆ mostly uses a variety of sentence length and pattern	◆ language is varied for effect; shows some precision ◆ features sensory detail and figurative language ◆ uses a variety of effective sentence length and pattern; flows smoothly
Form • opening • organization and sequence • conclusion	◆ strong, engaging beginning: effectively introduces the situation and main characters ◆ events develop logically from beginning to end ◆ tends to focus on plot; some story elements (e.g., character, setting) are well developed ◆ characters are developed through a combination of techniques; may be somewhat flat or stereotypical ◆ when used, dialogue is clear and easy to follow ◆ ending is logical; somewhat predictable	◆ strong, engaging beginning: reveals rather than tells the situation and introduces main characters, may develop mood or atmosphere ◆ develops through believable, often unpredictable events ◆ story elements are well developed; may include deliberate attention to literary devices (e.g., suspense, mood) ◆ characters are strongly developed with individuality through a variety of techniques ◆ when used, dialogue adds interest and contributes to understanding of character ◆ ending is meaningful and has some impact; may be surprising or humorous
Conventions • sentences, spelling, capitals • punctuation • 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 word choice, particularly in more complex structures (e.g., pronoun or verb agreement involving a compound subject)

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Adapted from B.C. Performance Standards Grade 7 Impromptu Writing Scale

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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	*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 ◆ work is inaccurate or incomplete	◆ most relevant concepts and skills are applied appropriately ◆ some errors or omissions	◆ 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	◆ relevant concepts and skills are applied accurately
Strategies and approaches • procedures	◆ an inappropriate strategy is used that does not lead to a correct solution	◆ 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 correctly implemented
Accuracy • recording and calculations	◆ incorrect solution ◆ major errors in recording and/or calculations	◆ a partially correct solution, or a correct solution with no work shown ◆ some recording errors and 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
Representation and Communication • presenting work	◆ a start beyond just copying data ◆ work is unclear or incomplete	◆ much of the work is 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.
- No response (answer page is blank)

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1. At the Lucky Cube game, a red cube and a blue cube with numbers 1 to 6 on them are rolled.

What is the probability of getting a total **greater than 9**?

Show **ALL** your work.

SOLUTION 1:

	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	⑩
5	6	7	8	9	⑩	⑪
6	7	8	9	⑩	⑪	⑫

SOLUTION 2:

1
  1
  2
  3
  4
  5
  6

2
  1
  2
  3
  4
  5
  6

3
  1
  2
  3
  4
  5
  6

6 outcomes out of
36 possible outcomes

4
  1
  2
  3
  4
  5
  ⑥   → 4 + 6 = 10

5
  1
  2
  3
  4
  ⑤   → 5 + 5 = 10
  ⑥   → 6 + 5 = 11

6
  1
  2
  3
  ④   → 6 + 4 = 10
  ⑤   → 6 + 5 = 11
  ⑥   → 6 + 6 = 12
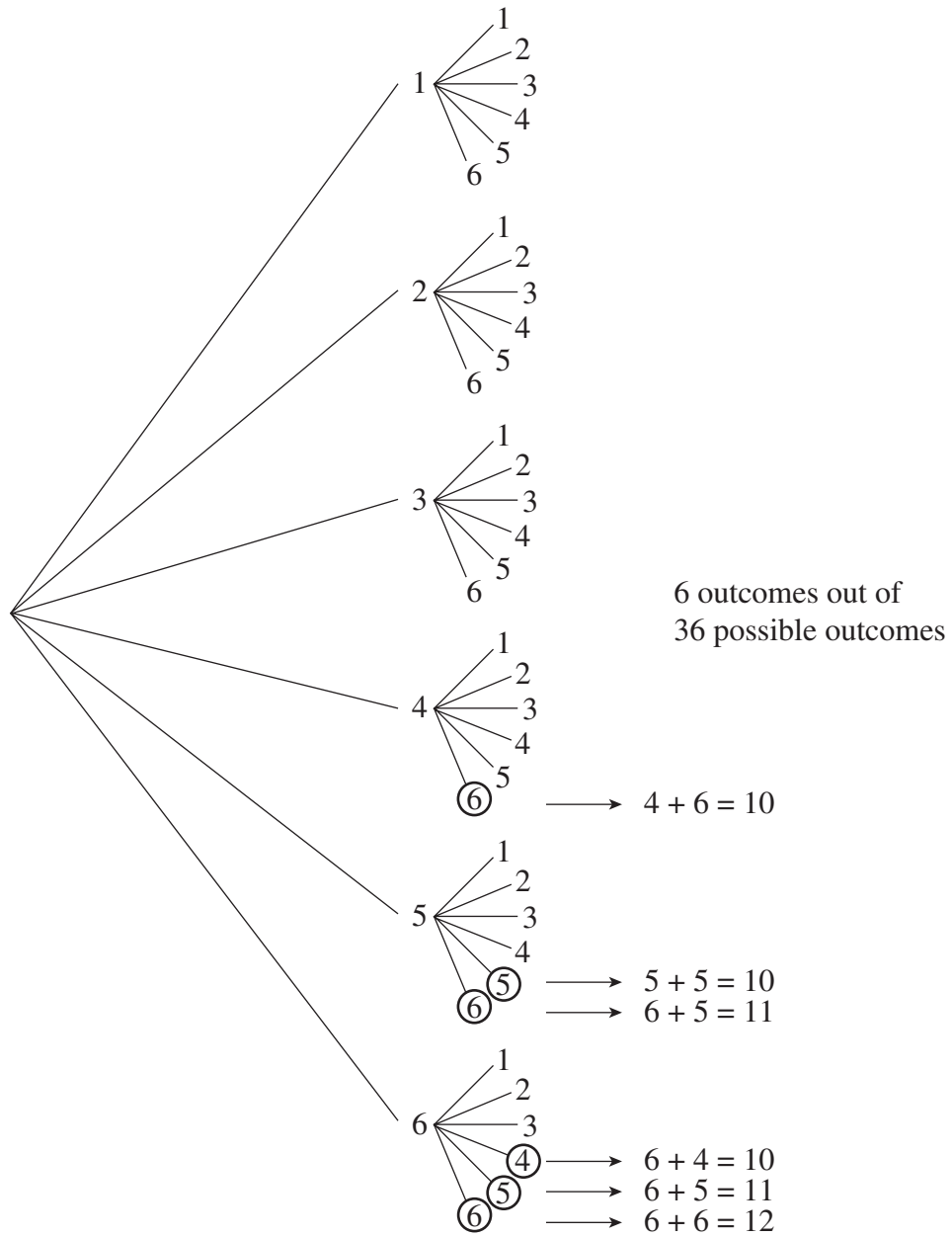
2. The tables in the ski lodge were square with dimensions 1 m by 1 m. Brian and Erin want to push 36 tables together to make one large **rectangular** surface.

Neatly draw and label all the possible rectangular arrangements they can make. Give the perimeter of each rectangular arrangement.

Show **ALL** your work.

SOLUTION:

1	2	3	4	6
P=74	P=40	P=30	P=26	P=24