

## Fall 2007 Pilot Grade 7 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 — Persuasive Writing

Aspects	1	2	3	4
<i>Snapshot</i>	The writing consists of loosely connected ideas. Often seems to be all “middle” with no sense of focus or purpose. Simple repetitive language with frequent errors.	The writing is somewhat general but does offer an opinion with some relevant reasons and supporting detail. Conclusion is often weak. Language is clear; limited variety. Some errors.	The writing reads smoothly and provides a logical argument with relevant reasons and supporting details that leads to a clear conclusion. Language is clear and varied; may include some errors, most often in complex language.	The writing is expressive and interesting to read; a convincing argument that shows some complexity. Develops logically from an engaging opening; ending has some impact. Language is varied and flows smoothly; few errors.

### Extended (Longer) Writing — Story / Narrative

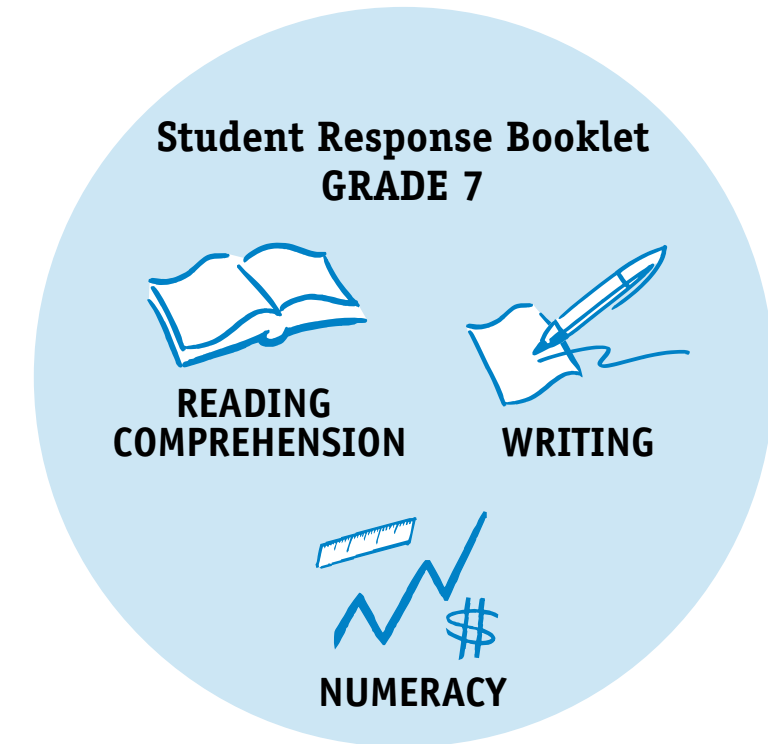
Aspects	1	2	3	4
<i>Snapshot</i>	The story or narrative consists of loosely connected ideas or events. Often seems to be all “middle” with no sense of focus or sequence. Simple, repetitive language with frequent errors.	Usually complete with some detail. The quality is often uneven. Presents a series of related events leading to a conclusion that is often forced or unlikely. Language is clear; limited variety. Some errors.	Clear, complete with some development and individuality. Events develop logically from a strong beginning to a conclusion. <sup>1</sup> Language is clear and varied; may include some errors, most often in complex language.	Expressive and interesting to read, with some emotional impact. Events develop logically from an engaging opening to an ending that has some impact. Language is varied and flows smoothly; 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.

<sup>1</sup>Note: Students who meet all other criteria, but do not have an ending to the story, can be rated at this level.

## 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"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (Shorter) <input type="text"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (Longer) <input type="text"/>	OR	<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"/>				



BRITISH COLUMBIA  
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Ministry of  
Education

# 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.

**Darrien Rattray belongs to the Tahltan Nation of northern BC. When the Aboriginal Youth Nation (AYN) caught up with Darrien, he had just completed his first-year of medical school at the University of Alberta. Read the following interview to learn more about Darrien and his experiences in medical school.**

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## **Becoming a Doctor: AYN Interviews An Aboriginal Med Student**

*by Kathy Walker, AYN Health Communications Officer*



**AYN: Tell us a bit about yourself.**

Darrien: I'm 22 years old and I come from the Tahltan nation in northern BC along the Stikine River. My Tahltan name is "Agouta." I grew up in the villages of Telegraph Creek and Dease Lake, so I'm as "small town" as they come.

**AYN: What attracted you to the study of medicine?**

Darrien: I remember growing up in a very small community where we regularly didn't have a physician available. This meant that people would have to be uprooted from their homes and flown to larger centres in order to receive medical attention. I felt that I'd like to try and remedy that problem by becoming a physician and working in a rural environment. My desire to become a doctor only grew as time went on and I still would like to work in a smaller community.

**AYN: How did you go about pursuing your goal of studying medicine?**

Darrien: Wow...big question. Getting into medicine is quite a process. I started off by taking a B.Sc. (Bachelor of Science) with honours in physiology at the University of Alberta, which took me four years. In that

time, I did other things that showed an interest in health care such as job-shadowing physicians, scientific research projects, and volunteer work. I also felt it was important to remain connected to my heritage, which is why I continued with traditional activities such as drum making, Tahltan dancing, and fish camp (a Tahltan tradition that goes back for centuries involving the salmon run, countless relatives, and a real good time!).

**AYN: What's the best part of medical school? Worst?**

Darrien: There are so many great things about medical school, it's hard to pick just one. I love getting into the hospital and doctor's offices to interact with patients. The whole problem-solving atmosphere in medical school is also very exciting. You get to be great friends with your fellow classmates, which provides you with a way of staying sane while you're studying away for the big exams. Speaking of big exams, that's probably the worst part of med-school...all the tests! Oh well, I guess it can't all be fun.

**AYN: Did you pick the University of Alberta (U of A) med school for any special reason?**

Darrien: There were actually a couple reasons I picked the U of A. The U of A has a great program in their Faculty of Medicine called Aboriginal Careers in Medicine, which enables Aboriginal students to actively pursue issues surrounding Native health care and really become involved in it. Edmonton is closer to where my family lives, so that's another perk.

Also, the other school that I was accepted to was UBC (University of BC) and I hate the rain so U of A it is!

**AYN: What surprised you about med school?**

Darrien: Probably how fast it goes by! It felt like yesterday that we were doing our “Introduction to Medicine” and now we’re done our first year.

**AYN: What type of medical doctor do you want to become? What other goals do you hope to accomplish in the area of medicine?**

Darrien: As of yet, I’m still undecided as to which area of medicine I want to pursue. Since I’d like to practice in a smaller community I’ll probably end up in family medicine, possibly with some extra training in emergency or OB/GYN<sup>1</sup> so I’ll be better equipped to handle the pressures of rural practice. However, I recently had some exposure to surgery and I quite liked it so I may look into some sort of surgery specialty. I’m only in my first year so I need a little more experience in the different fields before I can decide. Regardless of where I end up in the medical spectrum, I do know that I would like to continue my involvement in Aboriginal health by increasing awareness among fellow doctors and recruiting more Aboriginal physicians.

**AYN: What do you hope to accomplish in the area of medicine?**

Darrien: Wow...another hard question. All I can hope for is to be the best physician I can be. I’m hoping to be knowledgeable enough to properly diagnose and treat patients but at the same time, remaining sensitive enough to treat them as people. Also, as I mentioned earlier, I’m hoping to increase awareness surrounding Aboriginal health care among other physicians in an attempt to increase the quality of health care for Native people.

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<sup>1</sup>OB/GYN: the branch of medicine specializing in the woman’s reproductive system; a doctor who delivers babies.

**AYN: Do you have a special interest in serving Aboriginal people? Why or why not?**

Darrien: Yes, I would love to end up in a community where I can work with Aboriginal people. I don’t like seeing the split in quality of health care within our very own country. It’s one thing to say that there’s a problem in Native communities regarding health care but it’s quite another to do something about it. Besides, some of the Tahltan elders back in Dease Lake have been hinting around about my coming back to be their “Tahltan medicine man.”

**AYN: How do you think being Aboriginal makes you different from other aspiring doctors?**

Darrien: I believe that being Tahltan makes me a little more aware of some of the cultural differences that are unique to the Native patient/doctor interaction. Hopefully, in the future, this will allow me to better interact with Aboriginal patients and provide a better quality of health care for them. Additionally, I believe that since I grew up in a small Native community, it increases the likelihood of my returning to a small rural community.

**AYN: What are your views on traditional medicine?**

Darrien: I believe that traditional medicine and western medicine can complement one another very nicely in the treatment of a patient. Personally, I have used caribou weed (a Tahltan remedy) numerous times to sooth a sore throat. I believe very strongly in the effectiveness of some traditional medicines and think that if used in combination with western medicines, the best of both worlds can be utilized.

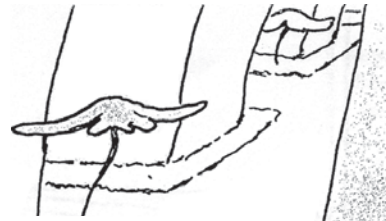
“Becoming a Doctor: AYN Interviews An Aboriginal Med Student.” May 2004. Site contents copyright 1995–2003. Aboriginal Youth Network with technical assistance from brainhum corporation. <http://www.ayn.ca/news/0405darrien.htm>

The following passage is taken from the poem "Oh, the places you'll go!" by Dr. Seuss. The message applies to readers of any age.

## Oh, the places you'll go!

by Dr. Seuss

You have brains in your head.  
You have feet in your shoes.  
You can steer yourself  
any direction you choose.



- 5 You're on your own. And you know what you know.  
And *YOU* are the guy who'll decide where to go.

- You'll look up and down streets. Look 'em over with care.  
About some you will say, "I don't choose to go there."  
With your head full of brains and your shoes full of feet,  
10 you're too smart to go down any not-so-good street.

And you may not find *any*  
you'll want to go down.  
In that case, of course,  
you'll head straight out of town.

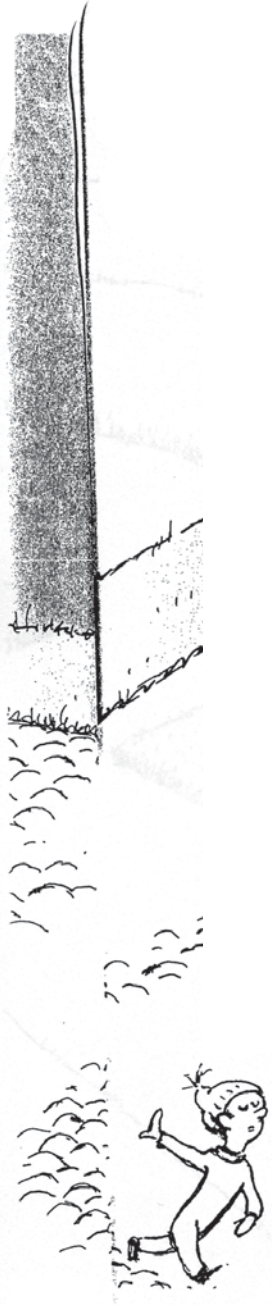
- 15 It's opener there  
in the wide open air.

- Out there things can happen  
and frequently do  
to people as brainy  
20 and footsy as you.

And when things start to happen,  
don't worry. Don't stew.  
Just go right along.  
*You'll* start happening too.

- 25 OH!  
THE PLACES YOU'LL GO!

"Oh, the places you'll go!" by Dr. Seuss.  
*Oh, the Places You'll Go!* Random House, Inc.  
©1990 by Dr. Seuss Enterprises, O.P.



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)**

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Score



**END OF PART 2**

Wait until your teacher tells you to go ahead.

# READING WRITING CONNECTIONS

## Part 3

(30 minutes)

### Focused (Shorter) Writing

#### “What Places Will You Go?”

In this activity, you will write a piece of **persuasive** writing. Persuasive writing tries to convince the reader of your point of view. The activity will take about 30 minutes to complete.

#### Overview

##### ***Suggested Time***

<i>1 minute</i>	Overview and Directions to the Student
<i>3 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. Write in **blue or black** ink.
2. Write on every other line (double-space) in the Writing Answer Booklet so that you have room to make changes and corrections.
3. If you use unacceptable language or content, you may be given a zero for your answer.
4. You do not need to use all the space provided.
5. You may use a dictionary and a thesaurus.
6. You will be marked on Written Work pages only.

## Writing Topic

### “What Places Will You Go?”

Think about what you do best and enjoy most. What special skills do you have to offer? Knowing your fundamental interests, strengths and talents often influences your career path.

Choose a career that interests you and would be beneficial to your future.

Write a **persuasive** letter to convince your parents/guardians or teacher that the career you have chosen uses your talents and would be beneficial to your future.

Your writing should be about **two** or **three** paragraphs.

### Criteria (Persuasive Writing)

#### “What Places Will You Go?”

Make sure your writing:	<input checked="" type="checkbox"/>
• clearly states your point of view and gives details to persuade your readers	<input type="checkbox"/>
• has clear language, descriptive words, and a variety of sentence lengths	<input type="checkbox"/>
• has a strong beginning, convincing reasons, and a clear conclusion	<input type="checkbox"/>
• has complete sentences and has correct spelling, punctuation, grammar, and paragraph structure	<input type="checkbox"/>
• is revised and edited	<input type="checkbox"/>



## Planning Page

### “What Places Will You Go?”

**My purpose:**

To produce a persuasive letter to convince my parents/guardians or teacher that the career I have chosen uses my talents and would be beneficial to my future.

**My audience:**

The teachers who will mark my writing.

**Career of my choice.**

**Convincing reasons to choose this career.**

**This page will NOT be marked.**





# WRITING

## Part 4

(60 minutes)

### Longer (Extended) Writing “The Discovery”

In this activity, you will write a story. The activity will take 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. Write in **blue or black** ink.
2. Write on every other line (double-space) in the Writing Answer Booklet so that you have room to make changes and corrections.
3. If you use unacceptable language or content, you may be given a zero for your answer.
4. You do not need to use all the space provided.
5. You may use a dictionary and a thesaurus.
6. You will be marked on Written Work pages only.

## Writing Topic

### “The Discovery”

Imagine you are wandering through the forest, along the beach, or searching through some long-forgotten part of your home or backyard. You discover an unusual object. What could it be?

It might be a letter, a photograph, a coin, a fossil, an artifact, a piece of jewellery, a journal, or a mysterious object whose function you do not know.

Write an interesting story featuring your object.

Your writing should be about **three** to **five** paragraphs.

### Criteria (Story / Narrative)

#### “The Discovery”

Make sure your writing:

- |                                                                                                  |                          |
|--------------------------------------------------------------------------------------------------|--------------------------|
|                                                                                                  | ✓                        |
| • develops effectively with a beginning, middle and end                                          | <input type="checkbox"/> |
| • uses supporting details and is told in an interesting way                                      | <input type="checkbox"/> |
| • uses clear language, descriptive words, and a variety of sentence lengths                      | <input type="checkbox"/> |
| • has complete sentences and has correct spelling, punctuation, grammar, and paragraph structure | <input type="checkbox"/> |
| • is revised and edited                                                                          | <input type="checkbox"/> |

# Planning Page

## “The Discovery”

**My purpose:**

To write a story about my interesting discovery.

**My audience:**

The teachers who will mark my writing.

<b>Item found</b>
<b>Introduce the readers to your story</b>
<b>Describe the problem, events, or actions</b>
<b>Explain how the story ends</b>

**This page will NOT be marked.**











# NUMERACY

## Part 6

(30 minutes)

### Directions to the Student

#### Written-Response Question (4 marks)

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 base on the question.

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**?

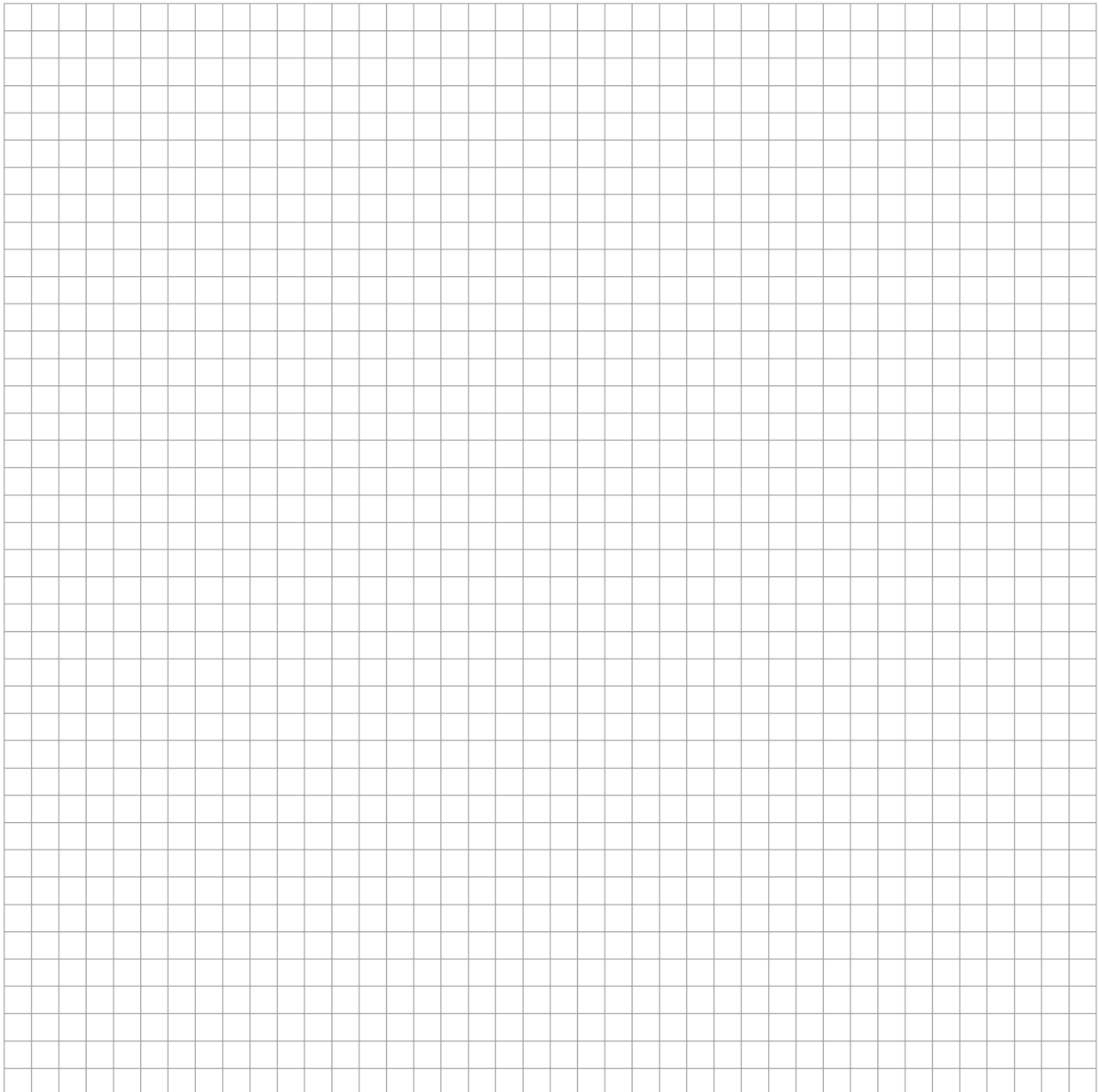
Show **ALL** your work.

Score

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.



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](http://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.