

# Foundation Skills Assessment Grades 4 & 7

## Scoring Guide

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## Step-by-Step Guide to Scoring Written Responses

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### *Prior to Scoring:*

- Review the following guidelines for holistic scoring:
  1. Remember that this is **draft work** under time constraint. Score what is on the paper, not what you think the student might have done with more time to edit and refine. Focus on what students do well.
  2. Score holistically; give the paper a complete and careful read for a general impression and assign a score. Do not second guess yourself.
  3. Refrain from correcting the paper. Correcting errors makes the scorers overly attentive to the conventional elements rather than balancing all the criteria when scoring holistically.
  4. Refer to the rubrics (the quick scale as well as the extended scale) regularly to stay focused.
  5. Your professional judgment must be based on the scoring rubric in order to give each paper a fair and reliable reading. Be aware of your personal biases.

### *Training*

#### **Reading**

- Read the reading passages and the written-response question in the FSA Student Response Booklet.
- Review the list of Reading Sample Responses for the Reading written-response question and add additional responses to the list.

**TIP:** No matter how many possible responses you may add, there will be many more acceptable ones from various students. You may need to increase the sample response list as you score.

- Review the Reading Rubric.

**TIP: Highlight key words:** e.g.,

- at scale point 1: Response is mostly inaccurate
- at scale point 2: Response is partially accurate
- at scale point 3: Response is mostly accurate
- at scale point 4: Response is accurate, clear, complete and supported

- Score the training papers/exemplars for Reading Comprehension.

**TIP:** Score three or four training papers at a time.

- Compare your score with the pre-assigned score, and review the rationales for each paper. Discuss with your group or partner.

### Writing – Shorter and Longer Writing

- Review the Writing Rubrics and highlight the key words

**TIP: Highlight key words:**

e.g., in Grade 4 Short Writing Quick Scale,

- at scale point 1: Often disjointed or illogical
- at scale point 2: Some sense of organization and connection
- at scale point 3: Relevant, easy to follow ideas with some detail
- at scale point 4: Clear, focused, and developed with some elaboration and individuality

- Read the writing prompts in the FSA Student Response Booklet.
- Score the training papers/exemplars for writing.

**TIP: Score three or four training papers at a time.**

- Compare your score with the pre-assigned score, and review the rationales for each paper. Discuss with your group or partner.

### Numeracy

- Read the Numeracy written-response questions in the FSA Student Response Booklet.
- Review the Numeracy Rubric and the Numeracy Possible Solutions.
- Score the training papers/exemplars for Numeracy.

**TIP: Score three or four training papers at a time.**

- Compare your score with the pre-assigned score, and review the rationales for each paper. Discuss with your group or partner.

### *During Scoring:*

- Decide on scoring individually, in pairs or in groups.
- Make sure you have the following documents:
  - the student response booklets
  - Rubrics for Reading, Writing, and Numeracy
  - the list of Reading Sample Responses and Numeracy Possible Solutions
  - the provincial exemplars

- Read the reading passages and the written-response question in the Student Response Booklet.
- Review the list of sample responses for the reading written-response question and add additional responses to the list.
- Follow the guidelines for holistic scoring described above and score student papers.
- Use the Reading Rubric to score the reading question. Use the list of Reading Sample Responses to assist in scoring.
- Use the Shorter Writing Rubric to score the Shorter Writing piece.
- Use the Longer Writing Rubric to score the Longer Writing piece.
- Use the Numeracy Rubric to score the Numeracy questions. Use the Numeracy Possible Solutions to assist in scoring.
- Record score in the score box at the bottom of the page.
- Review the scoring rubric regularly to refresh and refocus.

***After Scoring:***

- Verify that all scores have been correctly copied on the cover of the Student Response Booklet.
- Return all Student Response Booklets to the district/principal's office for score entry.
- Refer to the FSA Administration Instructions booklet for score entry and printing of student results report.

Revised October 2009

# FSA Grade 4 Reading

## Scoring Rubric

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

**Note to teachers:**

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

Revised September 2008

## Grade 4: Focused Writing (Shorter)

### FSA Quick Scale: Grade 4 Impromptu Writing—Personal Response

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

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

**Code NR:** No response (answer page is blank)

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

## FSA Elaborated Scale: Grade 4 Impromptu Writing—Personal Response

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

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

## FSA Elaborated Scale: Grade 4 Impromptu Writing—Personal Response

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

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

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

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

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

**Code NR:** No response (answer page is blank)

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

## FSA Elaborated Scale: Grade 4 Impromptu Writing—Story

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

## FSA Elaborated Scale: Grade 4 Impromptu Writing—Story

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

Revised September 2008

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

# FSA Grade 7 Reading

## Scoring Rubric

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

**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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## Grade 7: Focused Writing (Shorter)

### FSA Quick Scale: Grade 7 Impromptu Writing—Persuasive Writing

	<b>1</b> <b>Not Yet Within Expectations</b>	<b>2</b> <b>Meets Expectations (Minimal to Moderate)</b>	<b>3</b> <b>Fully Meets Expectations</b>	<b>4</b> <b>Exceeds Expectations</b>
<b>Snapshot</b>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
<b>Meaning</b> • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ purpose or point-of-view unclear; little sense of audience</li> <li>◆ few relevant reactions and ideas; often very brief</li> <li>◆ ideas are not developed; may be misinterpreted</li> <li>◆ few relevant details and examples; information may be misinterpreted</li> </ul>	<ul style="list-style-type: none"> <li>◆ persuasive purpose is clear, but may seem unfocused; shows some sense of audience</li> <li>◆ some relevant reactions and ideas</li> <li>◆ straightforward and direct</li> <li>◆ uses details and examples; some may be irrelevant or misinterpreted</li> </ul>	<ul style="list-style-type: none"> <li>◆ focused around a clear persuasive purpose; shows awareness of audience</li> <li>◆ reactions and ideas with some insight</li> <li>◆ may speculate, generalize</li> <li>◆ some relevant details, examples; logical explanations to develop analyses or argument</li> </ul>	<ul style="list-style-type: none"> <li>◆ focused around a clearly defined persuasive purpose; shows clear awareness of audience</li> <li>◆ some insight and originality</li> <li>◆ often uses humour or comparison</li> <li>◆ well-chosen convincing details, examples, and explanations</li> </ul>
<b>Style</b> • clarity, variety and impact of language	<ul style="list-style-type: none"> <li>◆ inappropriate tone and level of formality</li> <li>◆ simple, repetitive language</li> <li>◆ short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>◆ sometimes demonstrates appropriate tone and level of formality; some lapses</li> <li>◆ some descriptive or expressive language</li> <li>◆ variety of sentence length; repeats simple pattern</li> </ul>	<ul style="list-style-type: none"> <li>◆ mostly matches tone and level of formality to purpose and audience</li> <li>◆ language is clear and varied</li> <li>◆ variety of sentence length and pattern</li> </ul>	<ul style="list-style-type: none"> <li>◆ consistently matches tone and level of formality to purpose and audience</li> <li>◆ language is varied; some precision</li> <li>◆ variety of effective sentence length and pattern; flows smoothly</li> </ul>
<b>Form</b> • opening organization and sequence conclusion	<ul style="list-style-type: none"> <li>◆ weak introduction</li> <li>◆ sequence may be confusing</li> <li>◆ simple connecting words</li> <li>◆ ending is abrupt, illogical or missing</li> </ul>	<ul style="list-style-type: none"> <li>◆ competent introduction</li> <li>◆ sequence is sometimes ineffective</li> <li>◆ variety of simple connecting words</li> <li>◆ ending is often weak</li> </ul>	<ul style="list-style-type: none"> <li>◆ strong introduction</li> <li>◆ sequence is logical and connected</li> <li>◆ variety of appropriate connecting words</li> <li>◆ ending provides closure; may often be predictable</li> </ul>	<ul style="list-style-type: none"> <li>◆ strong introduction that engages the reader</li> <li>◆ sequence is logical and effective</li> <li>◆ variety of connecting words; transitions natural and smooth</li> <li>◆ ending provides a concluding thought that has impact</li> </ul>
<b>Conventions</b> • spelling • grammar, usage	<ul style="list-style-type: none"> <li>◆ frequent errors in simple word structure</li> </ul>	<ul style="list-style-type: none"> <li>◆ some errors in sentences, spelling, punctuation and grammar that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ a few errors in complex language, but these do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ occasional errors in complex language but these do not reduce impact</li> </ul>

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

**Code NR:** No response (answer page is blank)

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

## FSA Elaborated Scale: Grade 7 Impromptu Writing—Persuasive Writing

	<b>1</b> <b>Not Yet Within Expectations</b>	<b>2</b> <b>Meets Expectations (Minimal to Moderate)</b>
<b>Snapshot</b>	<i>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.</i>	<i>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.</i>
<b>Meaning</b> • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ purpose or point-of view may be unclear or seem illogical; little sense of audience</li> <li>◆ few relevant reactions and ideas; often very brief</li> <li>◆ often relies on retelling an experience or listing events or ideas with no explanation or analysis</li> <li>◆ few relevant details and examples to develop argument; information may be misinterpreted</li> </ul>	<ul style="list-style-type: none"> <li>◆ persuasive purpose is clear, but may seem unfocused; shows some sense of audience</li> <li>◆ offers some relevant reactions and ideas; little insight or analysis</li> <li>◆ generally straightforward and direct; may be somewhat confusing or illogical in places</li> <li>◆ uses some relevant details and examples to develop argument; parts may be irrelevant or misinterpreted</li> </ul>
<b>Style</b> • clarity, variety and impact of language	<ul style="list-style-type: none"> <li>◆ tone and level of formality may be inappropriate for purpose and audience</li> <li>◆ simple, repetitive language; may include some description</li> <li>◆ relies on short, simple sentences that are often not connected</li> </ul>	<ul style="list-style-type: none"> <li>◆ may begin with appropriate tone and level of formality but does not sustain it (inconsistent)</li> <li>◆ language is simple and clear; may include some descriptive or expressive language</li> <li>◆ variety of sentence length; relies on two or three relatively simple patterns</li> </ul>
<b>Form</b> • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> <li>◆ weak introduction does not present the topic clearly</li> <li>◆ sequence may lapse, especially toward the end</li> <li>◆ sometimes connects ideas using simple words such as <i>then, but, and and</i></li> <li>◆ ending is often illogical or missing</li> </ul>	<ul style="list-style-type: none"> <li>◆ competent introduction that presents the topic</li> <li>◆ may have difficulty sequencing ideas in a clear and effective way—tends to be “stream of consciousness”</li> <li>◆ uses a variety of simple connecting words to link ideas; relationships may be unclear in places</li> <li>◆ ending is forced or weak</li> </ul>
<b>Conventions</b> • spelling, • grammar, usage	<ul style="list-style-type: none"> <li>◆ frequent errors in simple words and structures often interfere with meaning</li> <li>◆ no sense of control in sentence structure; often includes run-on sentences</li> <li>◆ frequent spelling errors in basic vocabulary</li> <li>◆ capitalization may be inconsistent</li> <li>◆ frequent errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)</li> </ul>	<ul style="list-style-type: none"> <li>◆ some errors but these do not interfere with meaning</li> <li>◆ most sentences are complete; may include some run-on sentences</li> <li>◆ most familiar words are spelled correctly</li> <li>◆ uses capitalization, and sentence-end punctuation correctly</li> <li>◆ may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)</li> </ul>

## FSA Elaborated Scale: Grade 7 Impromptu Writing—Persuasive Writing

	<b>3</b> <b>Fully Meets Expectations</b>	<b>4</b> <b>Exceeds Expectations</b>
<b>Snapshot</b>	<i>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.</i>	<i>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.</i>
<b>Meaning</b> • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ focused around a clear persuasive purpose; shows awareness of audience</li> <li>◆ offers reactions and views that show some insight and individuality</li> <li>◆ usually focuses on straightforward, concrete ideas; may include some speculation, generalization or humour</li> <li>◆ develops analysis or argument with some relevant details, examples; logical explanations</li> </ul>	<ul style="list-style-type: none"> <li>◆ focused around a clearly defined persuasive purpose; shows clear awareness of audience</li> <li>◆ offers personal views and opinions with insight and originality</li> <li>◆ tries to deal with complex or abstract ideas; often uses humour or comparisons</li> <li>◆ uses well-chosen details, examples, and explanations to develop analysis or arguments</li> </ul>
<b>Style</b> • clarity, variety and impact of language	<ul style="list-style-type: none"> <li>◆ tries to match tone and level of formality to purpose and audience</li> <li>◆ language is clear and varied; tries to fit the purpose</li> <li>◆ mostly uses a variety of sentence length and pattern</li> </ul>	<ul style="list-style-type: none"> <li>◆ tone and level of formality match purpose and audience</li> <li>◆ language is varied for effect; shows some precision; may use specialized language where appropriate</li> <li>◆ sentences flow easily, with a variety of complex sentence structures</li> </ul>
<b>Form</b> • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> <li>◆ strong introduction that effectively introduces the topic and the writer’s purpose</li> <li>◆ sequence is logical with related ideas grouped together</li> <li>◆ uses a variety of appropriate connecting words to link ideas and sentences</li> <li>◆ ending provides closure to the writing; may often be predictable</li> </ul>	<ul style="list-style-type: none"> <li>◆ strong introduction that engages the reader while introducing the topic and purpose</li> <li>◆ sequence is logical and effective; uses paragraphs effectively</li> <li>◆ uses a variety of connecting words to link ideas, making transitions natural and smooth</li> <li>◆ ending is clear, logical and explicit; provides a concluding thought that has impact</li> </ul>
<b>Conventions</b> • spelling, • grammar, usage	<ul style="list-style-type: none"> <li>◆ may include errors in complex language that do not interfere with meaning</li> <li>◆ most sentences are correctly constructed; may include some errors in longer or more complex sentences</li> <li>◆ most familiar words are spelled correctly</li> <li>◆ uses capitalization and sentence end punctuation correctly</li> <li>◆ generally grammatically correct; may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)</li> </ul>	<ul style="list-style-type: none"> <li>◆ may include occasional errors where the writer is taking risks with sophisticated language; these do not interfere with meaning</li> <li>◆ sentences are constructed correctly</li> <li>◆ spelling is correct</li> <li>◆ correct capitalization and punctuation; may experiment with more sophisticated punctuation (e.g., semicolon, dash)</li> <li>◆ may include minor errors in grammar or word choice, particularly in more complex structures (e.g., pronoun or verb agreement involving a collective noun)</li> </ul>

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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—Informal Essay**

	<b>1</b> <b>Not Yet Within Expectations</b>	<b>2</b> <b>Meets Expectations (Minimal to Moderate)</b>	<b>3</b> <b>Fully Meets Expectations</b>	<b>4</b> <b>Exceeds Expectations</b>
<b>Snapshot</b>	<i>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.</i>	<i>The writing is somewhat general but it does provide some detail and a viewpoint. The writing is a list of relevant ideas with limited development. The language is clear but with limited variety. May have some errors in common language.</i>	<i>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.</i>	<i>The writing is expressive and interesting; providing a convincing argument that shows some complexity. Ideas develop logically from an engaging opening to a conclusion that has some impact. The language is varied and smooth; with few errors.</i>
<b>Meaning</b> <ul style="list-style-type: none"> <li>• ideas</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>◆ unfocused; may be unclear or seem illogical; often very brief</li> <li>◆ minimal development; often retells or lists</li> <li>◆ few relevant details; may be inaccurate</li> <li>◆ little sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>◆ purpose is clear; some relevant reactions and ideas; little insight or analysis</li> <li>◆ straightforward and direct; may lapse in places</li> <li>◆ some relevant details and examples; parts may be irrelevant or misinterpreted</li> <li>◆ some sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>◆ offers reactions and views; some analysis and insight</li> <li>◆ clear and straightforward, often focused on concrete ideas; may include some complexity</li> <li>◆ relevant details, examples, and logical explanations to develop ideas and analysis</li> <li>◆ sense of audience; attempts to appeal to the reader</li> </ul>	<ul style="list-style-type: none"> <li>◆ explores topic with some depth, analysis, insight and originality</li> <li>◆ incorporates some complex or abstract ideas</li> <li>◆ interesting and well-chosen details, examples, and explanations</li> <li>◆ clear awareness of audience: chooses ideas and language to create an impact</li> </ul>
<b>Style</b> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>◆ inappropriate tone and level of formality</li> <li>◆ simple, repetitive language</li> <li>◆ short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>◆ begins with appropriate tone and level of formality; some lapses</li> <li>◆ some descriptive or expressive language</li> <li>◆ variety of sentence length; repeats simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>◆ tries to match tone and level of formality to purpose and audience</li> <li>◆ clear and varied language</li> <li>◆ variety of sentence length and pattern</li> </ul>	<ul style="list-style-type: none"> <li>◆ tone and level of formality match purpose and audience</li> <li>◆ language is varied for effect; some precision, risk-taking</li> <li>◆ varied sentences; flows smoothly</li> </ul>
<b>Form</b> <ul style="list-style-type: none"> <li>• opening</li> <li>• organization and sequence</li> <li>• conclusion</li> </ul>	<ul style="list-style-type: none"> <li>◆ weak introduction</li> <li>◆ sequence is mostly ineffective</li> <li>◆ simple connecting words</li> <li>◆ ending is often illogical or missing</li> </ul>	<ul style="list-style-type: none"> <li>◆ competent introduction</li> <li>◆ sequence may be ineffective; unfocused in places; may lack paragraphing</li> <li>◆ variety of simple connecting words</li> <li>◆ ending often seems forced</li> </ul>	<ul style="list-style-type: none"> <li>◆ strong introduction</li> <li>◆ sequence is logical, including several paragraphs with related ideas</li> <li>◆ variety of appropriate connecting words</li> <li>◆ ending is predictable; may be abrupt</li> </ul>	<ul style="list-style-type: none"> <li>◆ strong introduction that engages the reader</li> <li>◆ sequence is logical and purposeful, effective paragraphing (may have an unusual twist)</li> <li>◆ variety of connecting words; natural and smooth transitions</li> <li>◆ ending provides a sense of closure</li> </ul>
<b>Conventions</b> <ul style="list-style-type: none"> <li>• spelling</li> <li>• grammar, usage</li> </ul>	<ul style="list-style-type: none"> <li>◆ frequent errors in simple words and structures that interfere with meaning</li> <li>◆ no control of sentence structure; often includes run-ons</li> </ul>	<ul style="list-style-type: none"> <li>◆ some errors; these do not interfere with meaning</li> <li>◆ most sentences are complete; may include some run-ons</li> </ul>	<ul style="list-style-type: none"> <li>◆ a few errors in complex language, but these do not interfere with meaning</li> <li>◆ most sentences are correctly constructed</li> </ul>	<ul style="list-style-type: none"> <li>◆ occasional errors in complex language; these do not reduce impact</li> <li>◆ sentences are consistently constructed correctly</li> </ul>

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

**Code NR:** No response (answer page is blank)

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

## FSA Elaborated Scale: Grade 7 Impromptu Writing—Informal Essay

	<b>1</b> <b>Not Yet Within Expectations</b>	<b>2</b> <b>Meets Expectations (Minimal to Moderate)</b>
<b>Snapshot</b>	<i>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.</i>	<i>The writing is somewhat general but it does provide some detail and a viewpoint. The writing is a list of relevant ideas with limited development. The language is clear but with limited variety. May have some errors in common language.</i>
<b>Meaning</b> • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ unfocused; purpose or point of view may be unclear or seem illogical; often very brief</li> <li>◆ minimal development; often relies on retelling or listing without explanation or analysis</li> <li>◆ uses few relevant details or examples; may include inaccurate information</li> <li>◆ shows little sense of audience</li> </ul>	<ul style="list-style-type: none"> <li>◆ purpose is clear; offers some relevant reactions and ideas, but with little insight or analysis</li> <li>◆ some development, generally straightforward and direct; may be confusing or illogical in places</li> <li>◆ includes some relevant details and examples to develop ideas; parts may be irrelevant or misinterpreted</li> <li>◆ shows some sense of audience</li> </ul>
<b>Style</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>◆ inappropriate tone and level of formality</li> <li>◆ language is simple, repetitive; may include some description</li> <li>◆ relies on short, simple sentences that are often not connected</li> </ul>	<ul style="list-style-type: none"> <li>◆ begins with appropriate tone and level of formality; some lapses occur</li> <li>◆ language is generally simple but clear; may include some descriptive or expressive language</li> <li>◆ varies sentence length; relies on two or three relatively simple patterns</li> </ul>
<b>Form</b> • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> <li>◆ weak introduction does not engage the reader and may be vague or confusing</li> <li>◆ sequence is mostly ineffective, especially toward the end</li> <li>◆ connects ideas using simple words (e.g., <i>then, but, and</i>)</li> <li>◆ ending is often illogical or missing</li> </ul>	<ul style="list-style-type: none"> <li>◆ competent introduction that presents the topic</li> <li>◆ sequence may be ineffective; unfocused in places; may lack paragraphing (often seems unplanned; tends to be “stream of consciousness”)</li> <li>◆ generally uses a variety of simple connecting words to link ideas; relationships may be unclear in places</li> <li>◆ ending often seems forced</li> </ul>
<b>Conventions</b> • spelling • grammar, usage	<ul style="list-style-type: none"> <li>◆ frequent errors in simple words and structures often interfere with meaning</li> <li>◆ no sense of control in sentence structure; often includes run-on sentences</li> <li>◆ frequent spelling errors in basic vocabulary</li> <li>◆ capitalization may be inconsistent</li> <li>◆ frequent errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)</li> </ul>	<ul style="list-style-type: none"> <li>◆ includes some errors, but these do not interfere with meaning</li> <li>◆ most sentences are complete; may include some run-on sentences</li> <li>◆ most familiar words are spelled correctly</li> <li>◆ uses capitalization and sentence end punctuation correctly</li> <li>◆ may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)</li> </ul>

## FSA Elaborated Scale: Grade 7 Impromptu Writing—Informal Essay

	<b>3</b> <b>Fully Meets Expectations</b>	<b>4</b> <b>Exceeds Expectations</b>
<b>Snapshot</b>	<i>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.</i>	<i>The writing is expressive and interesting; providing a convincing argument that shows some complexity. Ideas develop logically from an engaging opening to a conclusion that has some impact. The language is varied and smooth; with few errors.</i>
<b>Meaning</b> • ideas • use of detail	<ul style="list-style-type: none"> <li>◆ offers reactions and views with some analysis and insight</li> <li>◆ development is generally clear and straightforward, often focused on concrete ideas; may include some speculation, generalizations, or attempts at more abstract ideas</li> <li>◆ writing develops ideas and analysis through relevant details, examples, and logical explanations</li> <li>◆ shows clear sense of audience; attempts to appeal to the reader</li> </ul>	<ul style="list-style-type: none"> <li>◆ writing explores the topic, offering analysis with some insight and originality</li> <li>◆ development tries to deal with more complex or abstract ideas; may incorporate humour, comparison, or imagery</li> <li>◆ writing develops ideas and analysis through interesting and well-chosen details, examples, and explanations</li> <li>◆ shows clear awareness of audience: chooses ideas and language to create an impact</li> </ul>
<b>Style</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>◆ tries to match tone and level of formality to purpose and audience</li> <li>◆ language is clear and varied; tries to fit the mood or purpose</li> <li>◆ uses a variety of sentence length and pattern</li> </ul>	<ul style="list-style-type: none"> <li>◆ tone and level of formality match purpose and audience</li> <li>◆ language is varied for effect; shows some precision and risk-taking; may use specialized language where appropriate</li> <li>◆ uses a variety of complex sentence structures; flow smoothly</li> </ul>
<b>Form</b> • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> <li>◆ strong introduction that effectively introduces the topic and the writer’s purpose</li> <li>◆ sequence is logical, including several paragraphs with related ideas grouped together</li> <li>◆ uses a variety of appropriate connecting words to link ideas and sentences</li> <li>◆ ending provides closure to the writing; may often be predictable</li> </ul>	<ul style="list-style-type: none"> <li>◆ strong introduction that engages the reader while introducing the topic and purpose</li> <li>◆ sequence is logical and purposeful; may attempt to heighten interest by adding an unusual twist to the development; use paragraphs effectively</li> <li>◆ uses a variety of connecting words to link ideas and sentences, making transitions natural and smooth</li> <li>◆ ending is logical and provides a sense of closure to the writing</li> </ul>
<b>Conventions</b> • spelling • grammar, usage	<ul style="list-style-type: none"> <li>◆ may include errors in complex language, but these do not interfere with meaning</li> <li>◆ most sentences are correctly constructed; may include some errors in longer or more complex sentences</li> <li>◆ most familiar words are spelled correctly</li> <li>◆ uses capitalization and punctuation correctly</li> <li>◆ generally correct grammar; may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form)</li> </ul>	<ul style="list-style-type: none"> <li>◆ may include occasional errors where the writer is taking risks with sophisticated language; these do not interfere with meaning</li> <li>◆ sentences are consistently constructed correctly</li> <li>◆ most spelling is correct</li> <li>◆ correct capitalization and punctuation; may experiment with more sophisticated punctuation (e.g., semicolon, dash)</li> <li>◆ may include minor errors in grammar or word choice, particularly in more complex structures (e.g., pronoun or verb agreement involving a compound subject)</li> </ul>

Revised September 2008

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

# FSA Numeracy

## Scoring Rubric

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

	1	2	3	4
<b>Snapshot</b>	<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>
<b>Concepts and Applications</b> <ul style="list-style-type: none"> <li>• recognizing mathematics</li> <li>• grade specific concepts and skills</li> </ul>	<ul style="list-style-type: none"> <li>◆ relevant concepts and skills are not applied appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ some relevant concepts and skills are applied appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ most relevant concepts and skills are applied appropriately</li> <li>◆ may have minor misunderstanding of part of the problem</li> <li>◆ a condition of the problem may have been ignored</li> </ul>	<ul style="list-style-type: none"> <li>◆ all relevant concepts and skills are applied appropriately</li> </ul>
<b>Strategies and approaches</b> <ul style="list-style-type: none"> <li>• procedures</li> </ul>	<ul style="list-style-type: none"> <li>◆ an inappropriate strategy is used</li> </ul>	<ul style="list-style-type: none"> <li>◆ an appropriate strategy is used, but is not carried out far enough or is implemented incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>◆ an appropriate strategy is generally implemented</li> </ul>	<ul style="list-style-type: none"> <li>◆ an appropriate strategy is fully implemented</li> </ul>
<b>Accuracy</b> <ul style="list-style-type: none"> <li>• recording and calculations</li> </ul>	<ul style="list-style-type: none"> <li>◆ incorrect solution</li> <li>◆ major errors in recording and/or calculations</li> <li>◆ work is inaccurate or incomplete</li> </ul>	<ul style="list-style-type: none"> <li>◆ a partially correct solution, or a correct solution with no work shown</li> <li>◆ some recording errors and/or calculation errors</li> </ul>	<ul style="list-style-type: none"> <li>◆ a correct solution, may have minor recording errors and calculation errors</li> <li>◆ solution may not be fully complete</li> </ul>	<ul style="list-style-type: none"> <li>◆ a correct solution</li> <li>◆ correct recording including units and labelling</li> <li>◆ accurate calculations</li> <li>◆ solution may have minor omissions</li> </ul>
<b>Representation and Communication</b> <ul style="list-style-type: none"> <li>• presenting work</li> </ul>	<ul style="list-style-type: none"> <li>◆ work is unclear or incomplete</li> <li>◆ a start beyond just copying data</li> </ul>	<ul style="list-style-type: none"> <li>◆ work is somewhat clear</li> <li>◆ some information is omitted</li> </ul>	<ul style="list-style-type: none"> <li>◆ work is generally clear and easy to follow</li> </ul>	<ul style="list-style-type: none"> <li>◆ work is clear, detailed and organized</li> </ul>
<b>Code 0</b> <ul style="list-style-type: none"> <li>• Data simply recopied from the question.</li> <li>• Picture, work or solution is not related to problem.</li> <li>• Incorrect solution with no work shown.</li> <li>• Inappropriate response (work contained profanity, inappropriate diagram or language)</li> <li>• Everything erased.</li> </ul>			<b>Code NR</b> <ul style="list-style-type: none"> <li>• No response (answer page is blank)</li> </ul>	

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