

Foundation Skills Assessment

7



Student Response Booklet

Name of Student: _____

Student PEN: _____

School Name: _____

Theme:

**please check your choice

- 1 – Motivation
 2 – Solving Problems

For Marker use only:

Reading

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Writing

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Numeracy

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Themes

Motivation go to page 3



Cross-country skiing silver medalist, Sekwan Trottier, lives in northern Saskatchewan with her sister Takwakin and her brother Keewetin. As challenging as living in the north can be, it also has its rewards.



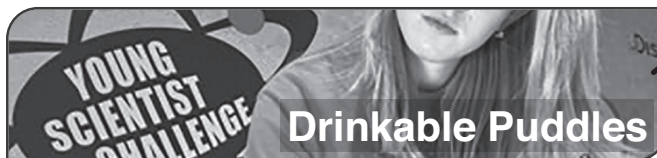
Becoming a part of the Grantham Gator's running team was a small triumph. In the locker room, all the team could talk about is beating a local rival, Ken Werezak.

or

Solving Problems go to page 13



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While researching a project for science class, fourteen-year-old Rachael Charles was drawn to the pressing problem of undrinkable water in many parts of the world.

Theme 1

Motivation



→ Cross-country skiing silver medalist, Sekwan Trottier, lives in northern Saskatchewan with her sister Takwakin and her brother Keewetin. As challenging as living in the north can be, it also has its rewards.



→ Becoming a part of the Grantham Gator's running team was a small triumph. In the locker room, all the team could talk about is beating a local rival, Ken Werezak.

PART 1: READING

You have 2 texts to read and 3 questions to answer in this part of the booklet.

To help me be successful, I need to...



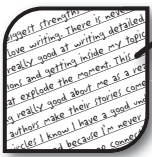
- read the texts and questions carefully, looking for important words and ideas to help me understand what I am reading.



- make predictions in my head.
 - “What will happen next?”
- make connections.
 - “Does this remind me of something I already know, something I have done or seen or heard?”



- use information and details from the text to show my thinking.



- print or write my ideas so they are easy to read and understand.

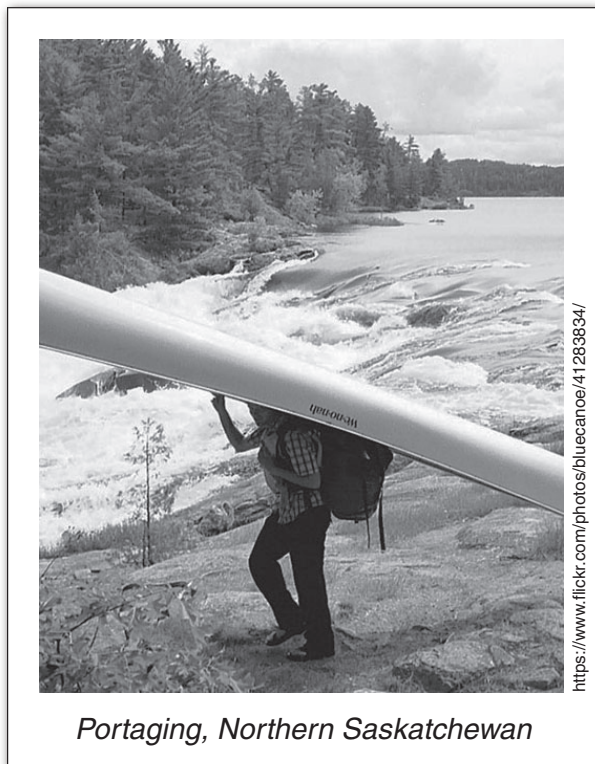


Sekwan and Takwakin Trottier

Cross-country skiing silver medalist, Sekwan Trottier, lives in northern Saskatchewan with her sister Takwakin and her brother Keewetin. As challenging as living in the north can be, it also has its rewards.

Sekwan Trottier's first big trip in her mom's canoe was 160 kilometres long. In 1997 she was five years old, and according to her mom, she sat down on one of the portages, put her head in her hands, and cried, "How many more suffering portages do we have to do?"

But today Sekwan remembers only good things from that trip that went from Deception Lake to Lac la Ronge in Saskatchewan.



Portaging, Northern Saskatchewan

Canoeing is in the bones and blood of the Hamilton-Trottier family. Sekwan's mother, Bonnie Hamilton, was born and raised on her parents' trap-line, approximately 500 kilometres north of Saskatoon, Saskatchewan. If her family needed to get around, they used canoes, or snowshoes, or dog sled, or they walked.

In the summer of 2002 the family paddled really far to a northern trap-line. "It took at least nine days to get back," Sekwan moans. "It was so hot out there, and I had to take care of all the bags. I was the bag person."

- 5 Even though Sekwan complains, her mom, and her dad, Tim, believe she'll be a better person if she has a strong body, mind, and soul, and there's nothing like a journey through the wilderness to strengthen all three. Children can learn their place on the Earth, Bonnie says, when they are being a part of the natural world, not living separately from it. Learning to be physical should not involve being in a car and driving somewhere in order to do a little hike. The family lives 400 kilometres north of Saskatoon, outside the town of La Ronge. Kids who grow up in the North, like Sekwan, her sister Takwakin, and

their older brother, Keewetin, live in a peaceful, quiet world where they are a part of the natural order of things. Sekwan, whose name means “Springtime” in Cree (she was born in April), Takwakin, and Keewetin canoe all summer and dog-sled race and cross-country ski race in the winter. Takwakin’s name means “Autumn,” as her birthday is on October 10. Her brother’s birthday is on the same day, and his name means “Strong Wind from the North.”

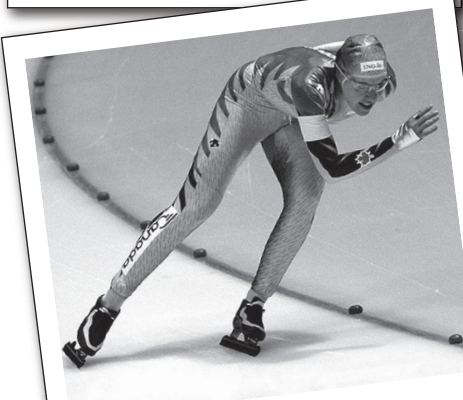
Shortly after this time people in La Ronge look for the first snowfall. Because winter can stay for many months, and the lakes and rivers take a long time to thaw, the kids are always itchy to get in the canoe each spring, even though they ski until the last bit of snow is gone.

Sekwan, Takwakin, and Keewetin are all good friends of speed-skater and cyclist Clara Hughes and update her through e-mail on their training. They met her when they were in Calgary because they were all in the same play about sport that was put on by the University of Calgary.

Clara and the kids had fun during the play and soon Clara became “Auntie Clara” as she took them to speed-skating races and got them to try skating with her. Later she came to Sekwan’s birthday party. But something special happened between these friends in 2002. On the same day that Clara won a bronze medal in speed-skating at the Olympics in Salt Lake City, Sekwan won two silver medals at the Saskatchewan Provincial Nordic Ski Championships.



Kendra Ohama
Wheelchair Basketball



Clara Hughes
Olympic Speed Skating Bronze Medalist



Saskatchewan Provincial
Nordic Ski Championships

Just before Clara's event, the kids in La Ronge e-mailed her and told her to think about the word *ikwa*. It means "now" in Cree, and it is what their mother tells them when they have to go hard. Their advice seems to have paid off. Clara wrote the word on her hand so she could be reminded of it during the race. Now Clara updates them on her training and they update her on theirs. "Clara trains on ice, and I train on snow," says Sekwan, "but lots is the same. I want to get speed-

skates. I like Beckie Scott, Kendra Ohama, and Georgette Reid too."

- 10 Sekwan, Takwakin, and Keewetin like to look up to older athletes as role models, whether they be from a national team or a high-school team. Because of their amazing success, they have started to train with the high-school kids in the La Ronge Ski Club. "It's not all work, though," says Takwakin with a big grin. "We mainly like to have snowball fights with each other."

"Sekwan and Takwakin Trottier: Paddling Their Grandfather's Path" by Laura Robinson.
Great Girls: Profiles of Awesome Canadian Athletes. HarperCollins Canada: Toronto, ON. 2004



Becoming a part of the Grantham Gator's running team was a small triumph. In the locker room, all the team could talk about is beating a local rival, Ken Werezak.

I became a long-distance cross-country runner when I was fifteen. In a life filled with turmoil, running gave me a sense of freedom. It allowed me to expel the anger, hurt, confusion and doubt I struggled with, and every heaved breath felt like an answer somehow.

After a notice went up on the school bulletin board, I turned up for the tryouts. We had to run three miles, and I finished in the top five. I'd never been particularly fast as a sprinter, but long distance seemed to suit me. I'd never been on a school team before, either, and the day I was handed my singlet, shorts and spikes and became a Grantham Gator was a small triumph. My family, a hockey family, didn't understand that running was a sport. But I felt like a winner.

We ran every night after school. Our coach, Mr. Waite, was a competitive runner himself, and the drills we did were hard: running in sand, running up and down the steepest hills in the area, doing half a dozen half-mile wind sprints. Mr. Waite believed in training the body to its peak, then resting a day before each race. Every practice was a test. But I loved the feel of running, and it never seemed like a chore.

There was a local runner named Ken Werezak who ran for our rivals, the Lakeport Lakers. Werezak was a legend. He'd never been beaten; he was big and strong and set a pace that crushed anyone who tried to stick with him. Beating Werezak and the Lakers was all the team could talk about in the locker room.

- 5 When I ran I imagined myself running after Werezak, chasing him on a long climb uphill, passing him and coasting on to victory to the cheers of my teammates. Every practice session I imagined running after Werezak and beating him.

I trained hard. I ran faster and longer than anyone else. I ran extra sessions alone in the dark at night and first thing every morning. I ran home from school and I ran in the hallways. I ran and I chanted his name under my breath: Werezak, Werezak, Werezak. I was filled with a burning desire to pass him in a race, to see him at my shoulder struggling to maintain the pace I set.

The day of the first race arrived. A teammate pointed out Werezak, and I lined up beside him. He was taller than me, heavier, blond and intense-looking. I eyed him carefully, gritted my teeth and prepared for the running.

The gun went off, and I stayed right on his shoulder for the first mile. It was a horrendous pace. The next closest runners were a hundred yards behind us. He looked at me, maybe a little surprised to find someone so close, and when he sped up after that first mile I stuck to him. We ran uphill and down, faster than I'd ever run before. The runners who lined the course to watch were excited to see someone actually challenging the champion.

Werezak's strength overcame my grit in the end. He just plain outran me. It was as if he had an extra gear, and when he pulled away from me there was nothing I could do but watch his broad back and the heavy, hard pump of his legs. I finished third that day and I never came close to beating Werezak again. Oh, I chased him. I ran with him race after race, stuck on his shoulder like a bug, but he was bigger and stronger and always faster.

- 10 But there was a moment sometimes, during those races, when there'd just be him and me out ahead of everyone, our pace matched, shoulder to shoulder, sweating, heaving deep breaths as we ran. He'd give me a little look then. Just a flick of his eyes, a squint and then a firm nod before turning to the running again. That look was everything to me. It meant I was an equal. It meant that my effort qualified me and that I pushed Werezak, made it harder for him, made it a race. Even though I never won, Ken Werezak's glance was my trophy ribbon. I'd shopped all my life for validation like that.

I didn't know then about my people's legacy of distance running, of messengers running in moccasins across the plains or through the forest to bring news of game or to herald a gathering. I didn't know about the spirituality of running, about that detached Zenlike state the elders advised young men to seek, attain and hold. I didn't know about the exhilaration of chasing a herd for days and days and returning with meat for the band.

All I knew about running was that it made me feel alive and powerful. If it didn't erase the heaviness of my life, it at least smoothed the edges. It released me, and running after Werezak was the pinnacle. Lining up for the starter gun already makes you an equal, allows you the opportunity to try. Being first across the line isn't the biggest thing. Letting them know you're in the race is.

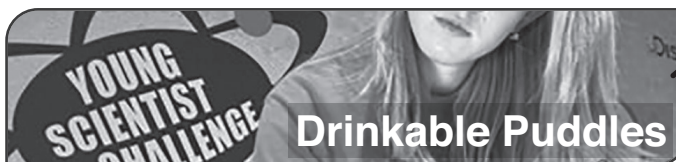
“Running after Werezak.” Richard Wagamese. *One Native Life*. pp. 64–67. Douglas & McIntyre. Vancouver, BC. 2008.

Theme 2

Solving Problems



→ Micah dreamt of having an aquarium. But with strict water usage regulations, his dream seemed unlikely to become real.



→ While researching a project for science class, fourteen-year-old Rachael Charles was drawn to the pressing problem of undrinkable water in many parts of the world.

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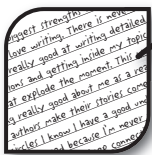
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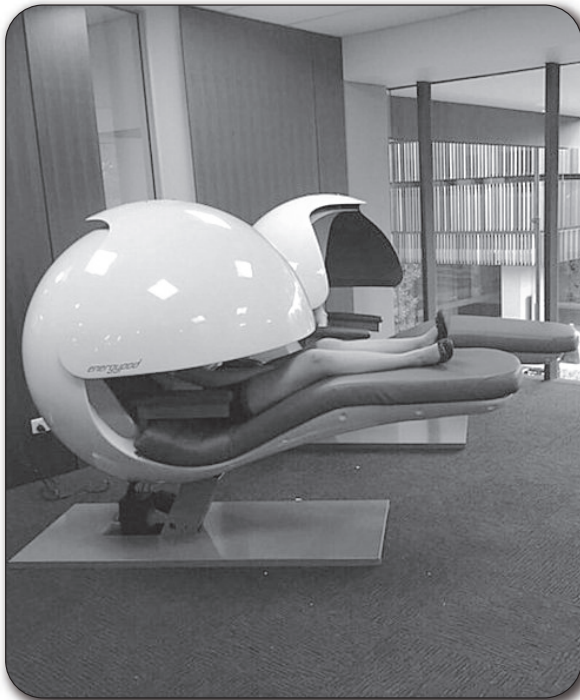


Micah dreamt of having an aquarium. But with strict water usage regulations, his dream seemed unlikely to become real.

“She’s at it again!” Micah waved his sister over to the window. Their mother was outside spinning in the rain, her chin tilted toward the sky. When Mom came into the house, she scrubbed her face with her long wet hair. “You should have come out there with me! It was wonderful!” She wrapped a towel around her soaked clothes.

Mom often told them how, before the Great Drought, she loved to take long showers and baths. Micah and Mandy were perfectly content using sponges to cleanse their bodies and powdered shampoo to cleanse their hair. After all, they’d never known anything else.

And Micah could think of better things to do with the nine litres of water per day each person received for drinking, cooking, and washing.



“Nine litres!” Mom often said, clucking her tongue. “We used to use that much to flush the toilet. Can you imagine?”

- 5 Micah *couldn't* imagine it. Their chemical toilet didn't use any water.

What Micah could imagine was an aquarium of fish. He had always wanted a pet. And while a dog would drink too much water, the water in the fish tank wouldn't need to be changed very often. He'd convinced his parents to let him save one cup of water per day until he had enough. It would take a while, but he was patient.

He turned back to the window to watch the rainfall. Too bad it was illegal to capture that water. He could be fined for setting out a bucket. The gutters from the roof piped the water away to storage, and the grate below the artificial grass collected all the runoff.

His mother tapped his shoulder. “You’ll be late for school,” she said.

Micah slipped into his learning pod. He turned on the monitor and saw his image pop up in the last blank square on the screen, filling up his “classroom.”

- 10 “Glad you could join us, Micah,” Mr. Donovan said from his upper right-hand position on the screen. The kids in the other 18 squares giggled.

“Your brains are like wells,” Mr. Donovan said, beginning his lesson. “Now, let’s fill them up with knowledge.”

A well. That’s what Micah had in his room—a large metal container with a lid where he stored his precious cup of water each day.

He was daydreaming about glistening goldfish, striped tiger fish, and curly sea horses when Mr. Donovan announced a spelling test. The screen in front of Micah changed to an answer sheet. He knew that the camera above him allowed Mr. Donovan to make sure he wasn’t cheating.

“First word is *compassion*,” Mr. Donovan announced. “If our brains are wells of knowledge, then our hearts are wells of compassion.”

- 15 Micah started typing.

“*Desalination*.” That one was easy since Dad worked at the plant that removed salt from seawater. Micah typed, but his mind had begun to wander again to thoughts of fish.

In front of their house, Dad parked the tiny car in the sunniest spot so that the car’s solar panels could capture the day’s last rays. The back hatch was tied down over a large aluminum tub.

“It’s an old one from work,” Dad told Micah as they lugged it into the house. “You can use it as an aquarium.”



“Thanks,” Micah said, forcing a grin to his lips. He wondered how he’d ever fill it. It was so huge, *he* could easily fit in it.

- 20 After dinner, Micah overheard Mom reminiscing with Dad about a childhood spent in swimming pools. Micah wished he could turn back the clock for his mom, but since he couldn’t, he concentrated on calculating the date by which he’d have enough water for his aquarium. When he realized when that would be, a thought hit him, and he smiled.

Months later, the well in his room was full. Micah borrowed the instant heating appliance from the kitchen. He used a hose to run the water from the well through the machine, which immediately warmed the water and pumped it into the tub.

His mom walked into his room. “You did it!” she said, hugging him. She dipped her hand into the water and pulled it out quickly. “Oh, Micah, it’s much too hot for fish.”

“It’s not for fish,” he answered. “It’s for you.”

His mother wrinkled her brow at him. “For me?”

- 25 Micah grinned. “It’s a bath. Happy Mother’s Day, Mom.” The well in his room may have been empty, but the one in his heart was full.

“The Well” by Claudia Cangilla McAdam.
Highlights. May 2013. ed. Judy Burke.



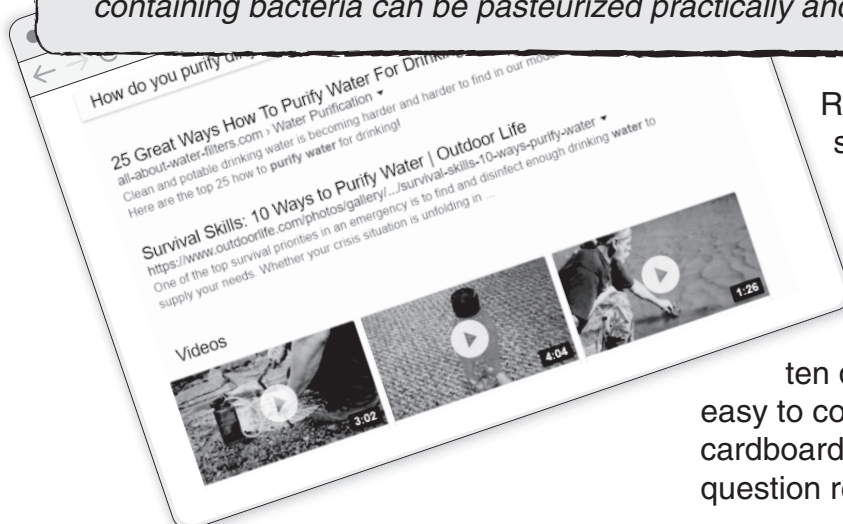
While researching a project for science class, fourteen-year-old Rachael Charles was drawn to the pressing problem of undrinkable water in many parts of the world.

For most North Americans, getting water is as easy as turning on the tap or pushing a button on the fridge. So reliable is our access to fresh water that we forget—or perhaps have never been aware—that clean, safe drinking water simply is not available to everyone. An eighth-grader thinks that should change.

While researching a project for science class, fourteen-year-old Rachael Charles was drawn to the pressing problem of undrinkable water in many parts of the world. What she found was shocking: an estimated *one billion* people throughout the world have unsafe drinking and bathing water. The water is chock full of harmful

bacteria, such as *E. coli* and similar organisms, that can cause devastating diseases, primarily of the diarrheal variety. Rachael learned that unsafe water claims the lives of nearly 4 million children every single year. In addition, it causes nearly 900 million people to become severely ill each year. Boiling water kills the bacteria, but many people in developing countries are unable to boil their water because fuel is limited and costly, and other resources, like firewood, are scarce. Through her project, “Pasteurizing Water for the Third World,” Rachael discovered a novel and quite promising method of pasteurizing, or sanitizing, undrinkable water. And she did it using a puddle.

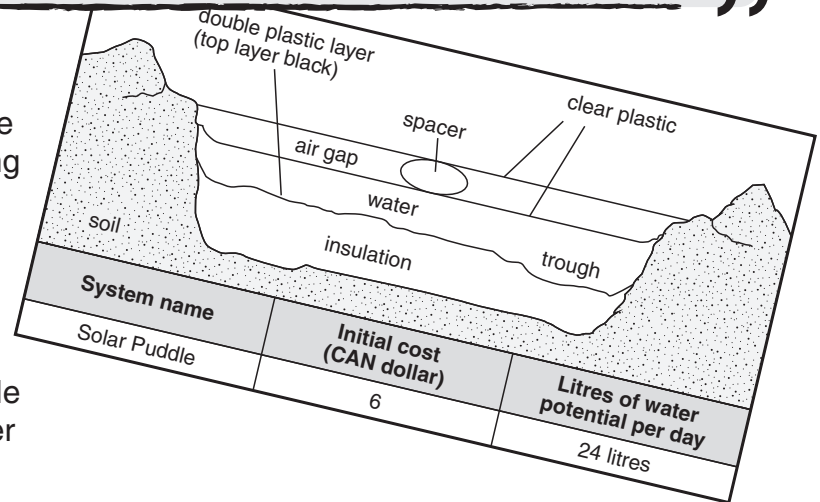
“As I researched the need for clean water,” wrote Rachael in her project summary, “I realized the importance of finding a safe, inexpensive, and practical way to provide clean water for developing countries. In my experiment, I questioned if water containing bacteria can be pasteurized practically and safely using a solar puddle.”



Rachael got the idea for using a solar puddle from her research on the Internet. She liked this approach because the concept was so simple (a puddle heated by the sun), because it was inexpensive (between six and ten dollars), and because it was easy to construct (a few pieces of plastic, cardboard, and aluminum foil). But the question remained: would it work?

“I dug a small pit in our backyard and filled it with layers of newspaper insulation,” explained Rachael. “Then I put in a layer of black polyethylene plastic, then I put the pond water in and covered it with a sheet of clear polyethylene plastic, added spacers, and finally covered it with another sheet of clear plastic.”

After eight days of testing, it became apparent that she would need to raise the water temperature from its reading of 28°C. So, she covered some cardboard sheets with aluminum foil and placed these homemade reflectors around the puddle. She recorded the temperatures for twenty-five days, and when the puddle reached 56°C, she decided to test her samples for bacteria.



“At the end of the experiment, tests were performed on both the original pond water and the water from the solar puddle to determine whether the solar puddle had effectively pasteurized the water,” wrote Rachael. “I found that the results were consistent with all three tests.”



For greater accuracy, she used three different testing methods—culturing samples in petri dishes, using a gram stain, and taking a water microbiology analysis. With the help of some professional testing labs, Rachael discovered that the majority of the harmful bacteria colonies had been eliminated; they had not survived the pasteurization process. The solar puddle had worked!

Rachael's project won her middle school science competition, and she advanced to the regional science fair. From there she went on to the Discovery Young Scientist Challenge, where she was named a finalist.

She plans to continue working on this project to find out whether it was the heat of the water or the ultraviolet rays

of the sun that ultimately pasteurized the water. Because of its utter simplicity and do-ability, Rachael Charles's discovery that solar puddles can actually sanitize water may ultimately touch the lives of thousands—perhaps even save lives.

It is a discovery—like so many others—that is brimming with promise and possibility.

“Drinkable Puddles” from *The Sky's the Limit* by Catherine Thimmesh.
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PART 2: WRITING

To help me be successful, I need to...



- think about the ideas I want to share.
- choose powerful, descriptive words to help my reader understand my message.



- start with an interesting beginning.
- add details to make my thinking easy to understand.
- write in complete sentences.
- make my writing sound like me.
- finish with an interesting ending.



- print or write my ideas so they are easy to read.



- use the ***My Writing Checklist*** to review my work when I am finished.



- use a dictionary or thesaurus if needed.

Writing Topic

Relationships Shape Our Lives

We form strong relationships with our family, our friends, members of our community, our pets, and even with places we have lived. Important relationships influence us in many ways.

Describe a relationship that is meaningful to you and influenced your life.



Planning Page

Relationships Shape Our Lives

My goal: To reflect upon and write about a meaningful relationship.

Audience: The person marking this writing.

Describe the relationship.

Why is it meaningful?

How does this relationship affect me?

This page will not be marked.

PART 2: WRITING

Score



My Writing Checklist

Look back...

Did I:

- use details to make my ideas easy to understand?
- use words that will capture my reader's attention?
- use complete sentences?
- edit my writing for:
 - spelling,
 - capital letters and
 - end punctuation.

End of Part 2

Wait until your teacher tells you to go ahead to the numeracy activity.

PART 3: NUMERACY

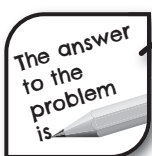
To help me be successful, I need to...



- read the question carefully to understand the problem.
- think about the strategy or strategies I will use to solve the problem.



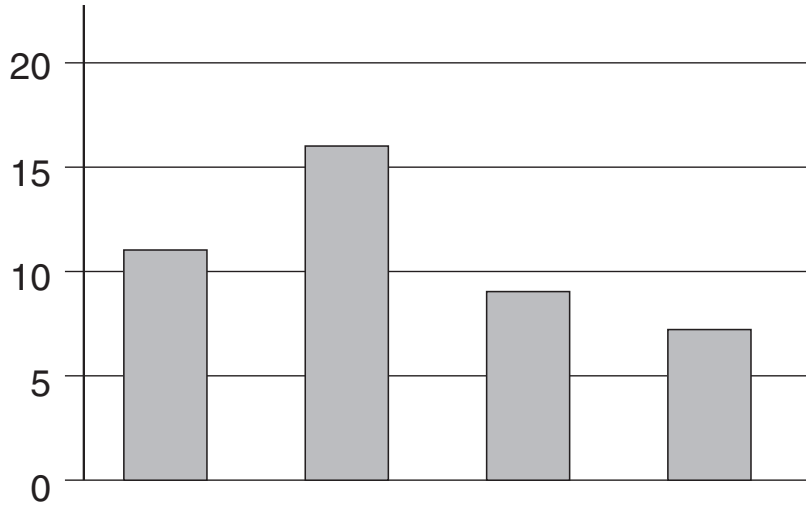
- find the information I will need to solve the problem.



- clearly show all of my thinking.
- show all the steps leading to my solution.
- clearly show my solution.
- make sure my solution makes sense.

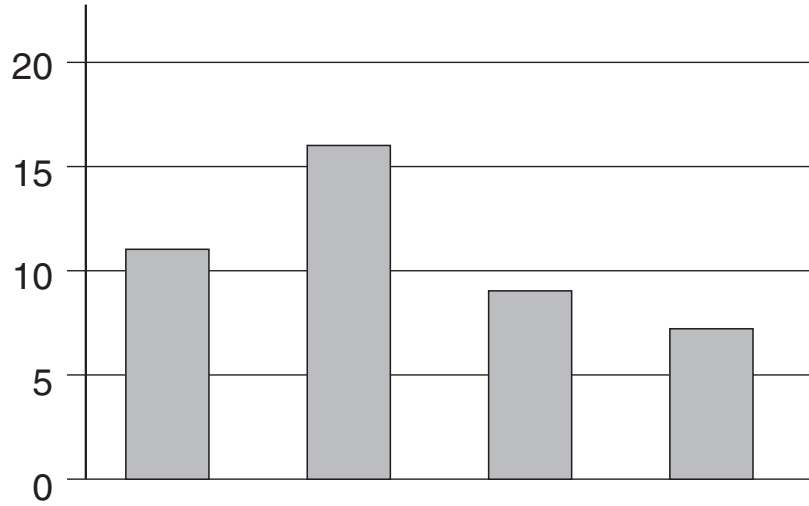
PART 3: NUMERACY

1. Students in Grade 7 are conducting surveys at school. The graph shows the results of a survey.



Part A: What survey question might have been asked in order to gather this data?

Part B: Using your question from Part A, complete the graph.

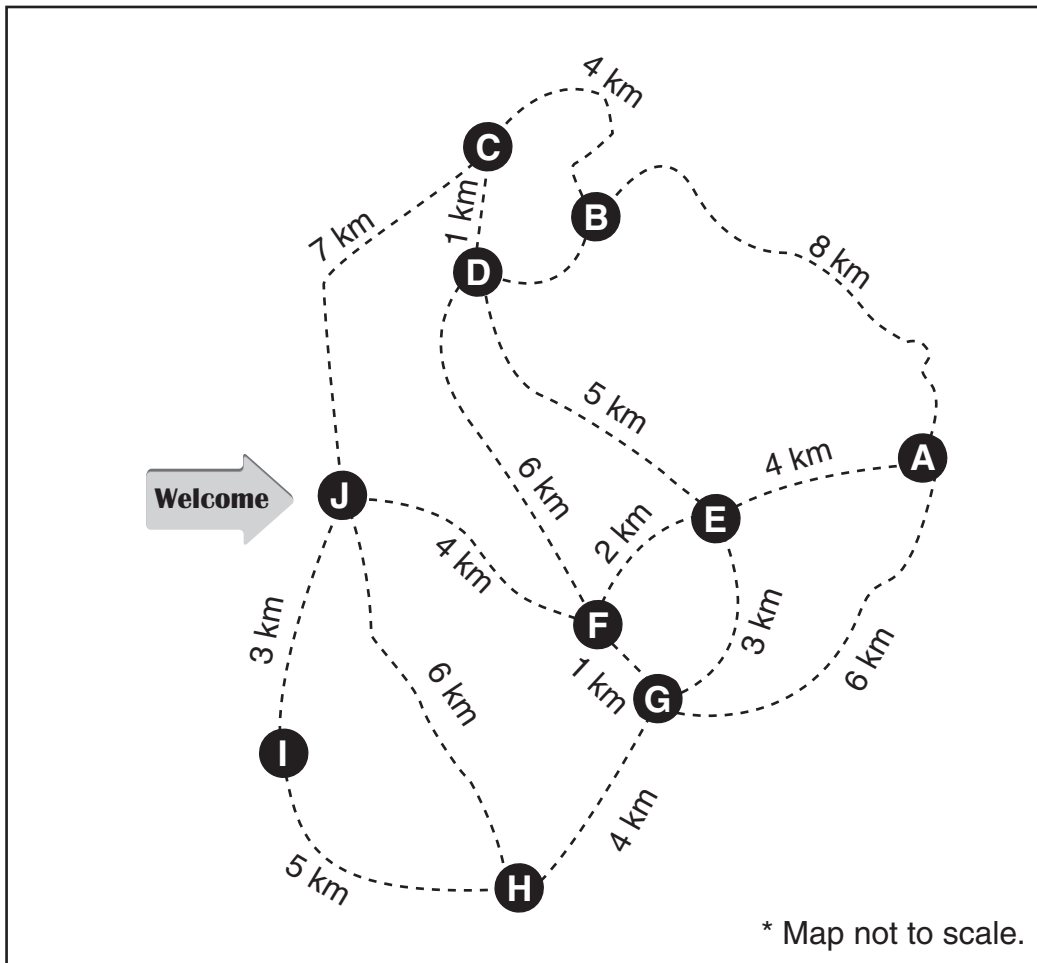


Part C: Write two questions you could ask based on the information in the graph.

Score

PART 3: NUMERACY

2. The Grade 7 students are planning a day hike at the park.



Here is their proposed schedule.

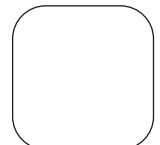
Time	Activity
9:00 a.m.	arrive at park and start hiking
10:30 a.m.	snack break
10:45 a.m.	continue hiking
12:05 p.m.	lunch break
12:50 p.m.	continue hiking
2:00 p.m.	rest break
2:15 p.m.	continue hiking
3:30 p.m.	end hike and leave park

Part A: What is the total time the students will be hiking?

Part B: If the students hike at a speed of 4 km/h, what is the total distance the students will hike?

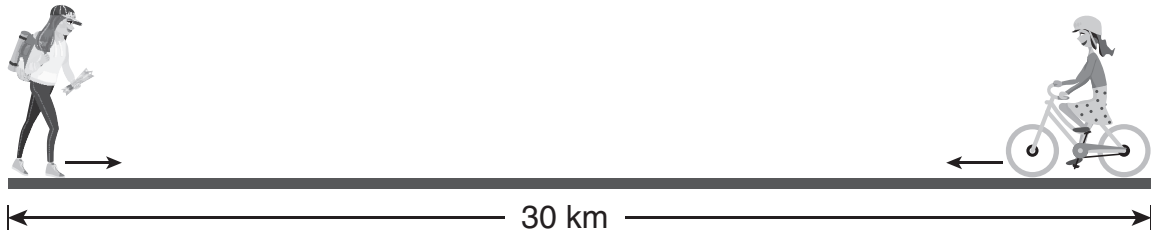
Part C: They plan to start and end their hike at the welcome sign at point **J**.
What is one possible route for the distance you found in Part B?

Score



PART 3: NUMERACY

3. Selena and Amritha accept the Trail Challenge.



They start at opposite ends of the 30 km trail and move toward each other.

Selena walks the trail at a rate of 4 km/h.

Amritha bikes the trail at a rate of 6 km/h.

If they start at 10:00, what time will they meet on the trail?

Show all of your work.

Score



My Numeracy Checklist

Look back at your work...

Did I:

- write my answers in a way others will understand?
- clearly show all of my thinking?
- clearly show my solution?
- check to see if my answers make sense?

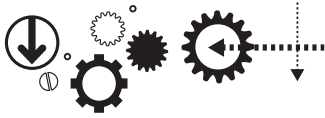
End of Part 3

Wait until your teacher tells you to go ahead to the reflection activity.

REFLECTION

Think about your FSA experience. What would you like to share about this experience?





FSA Grade 7 Scoring Rubrics

Reading – Written Response Questions

		1	2	3	4
Snapshot		<i>Demonstrates limited understanding or misreading of the text(s) and/or question, usually a verbatim recall of information.</i>	<i>Demonstrates an understanding of the gist of the text(s) and question. The reader is able to support their thinking in a simplistic way; literal interpretation of main ideas and concepts.</i>	<i>Demonstrates a clear understanding of the text(s) and question. The reader is able to support their thinking using mostly accurate details closely linked to the central idea of the question and text(s).</i>	<i>Demonstrates an in-depth understanding of the text(s) and question. The reader supports their thinking using accurate text based information; may be insightful.</i>
	NR	No response (answer page is blank)	0 Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.		

Focused Writing – Personal Response

		1	2	3	4
Snapshot		<i>Writing attempts to address the purpose; is brief, unorganized with few relevant details. Simple language with weak sentence structure; ideas are often disjointed or illogical.</i>	<i>Writing addresses the purpose; some sense of organization; few relevant details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like.</i>	<i>Writing clearly addresses the purpose; ideas are organized and developed with relevant supporting details. Shows growing control of written language; attempts sentence variety; may consider audience.</i>	<i>Writing addresses the purpose in an engaging way; ideas are focused, organized, and elaborated. Language flows smoothly with sentence variety; engages the reader with a sense of originality or individuality. Strong sense of audience.</i>
	NR	No response (answer page is blank)	0 Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.		

Numeracy – Written Response Questions

		1	2	3	4
Snapshot		<i>Student demonstrates limited ability to view the situation mathematically. Approach or representation is ineffective. Reasoning or evidence is absent.</i>	<i>Student demonstrates basic ability to view the situation mathematically. Approach or representation is difficult to follow. Reasoning or evidence is lacking to some degree.</i>	<i>Student demonstrates proficient ability to view the situation mathematically. Approach or representation is sensible and generally can be followed. Reasoning or evidence contains minor inconsistencies.</i>	<i>Student demonstrates advanced ability to view the situation mathematically. Approach or representation is effective and is easily followed. Reasoning and evidence is clear and well presented.</i>
	NR	No response (answer page is blank)	0 Information is simply recopied from the problem; work is not relevant to the problem; response contains very inappropriate language; or all work is erased or crossed out.		