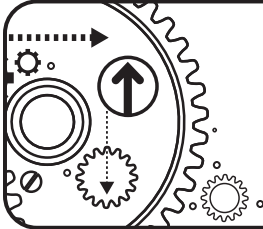# Foundation Skills Assessment
Grade 7 Web Samples
Reading Sample Possible Solutions

POSSIBLE SOLUTIONS

The following possible solutions are to support the use of the FSA Grade 7 Reading Scoring Rubric. The suggestions are not complete, and ***should not*** be used as a checklist.

Theme 1: Motivation

Sekwan and Takwakin Trottier

1. Explain the influences different people have had on Sekwan.
Use information from the text, and your own ideas, to show your thinking.

Specific text information/support may include, but is not restricted to the following:
Sekwan has been influenced by:

- her mother and father
  - takes them on journeys in the wilderness to strengthen her body, mind, and soul, especially long canoe trips
  - time spent in nature lead her to outdoor pursuits
    - canoe all summer
    - dog-sled race and cross country ski in the winter
  - presumably influenced by the same word she taught Clara Hughes: "ikwa" the Cree word for "now" which her mother taught her when she had to "go hard"

- her relationship with Clara Hughes
  - like Clara, she is a competitive athlete
    - on the 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.
  - Clara and she email each other to provide updates on their training

- inspired by other older athletes as role models
  - national athletes like Beckie Scott, Kendra Ohama and Georgette Reid
  - or even a high school team – trains with the high school students at the La Ronge Ski Club

Note: Other answers may be possible.

Running after Werezak

2. How does Werezak influence the narrator over the course of the story?

Use information from the text, and your own ideas, to show your thinking.

Specific text information/support may include, but is not restricted to the following:

At the beginning of the story

- imagines he is running after Werezak and beating him at every practice
- desire to beat Werezak inspires him to train harder than everyone else on the team – faster, longer, solitary extra practices
- chants Werezak's name to motivate himself

During the races

- motivates him to run his best on every race – he sticks on Werezak's shoulder "like a bug"
- pushes himself and ends up pushing Werezak
- Werezak's glance of approval becomes his "trophy ribbon" – it validates him, makes him feel Werezak's equal, that he belongs as a runner

At the end of the story

- running after Werezak made him feel alive and powerful
- learns from this experience that being in the race is what counts, not winning

Specific text information/support:

- "When I ran I imagined myself running after Werezak"
- "I ran and I chanted his name under my breath: Werezak, Werezak, Werezak"
- "I ran with him race after race, stuck on his shoulder like a bug"
- "He'd give me a little look then…That look was everything to me. It meant I was an equal."
- "Ken Werezak's glance was my trophy ribbon."
- "Being first across the line isn't the biggest thing. Letting them know you're in the race is. "

Note: Other answers may be possible.

> To answer the following question you need to use information from both **Sekwan and Takwakin Trottier** and **Running after Werezak**.

3. Compare how the characters from **Sekwan and Takwakin Trottier** and **Running after Werezak** are motivated by others.

Use information from both texts, and your own ideas, to show your thinking.

Sekwan and Takwakin Trottier were motivated by:
- her mother and father
  - to become strong by taking them on especially long wilderness journeys
    - "she'll be a better person if she has a strong body, mind and soul" (paragraph 4)
  - to find their place in nature
    - "children can learn their place on the Earth…when they are being a part of the natural world, not living separately from it" (paragraph 4)
- Clara Hughes
  - actively involved in their competitive lives
    - "Now Clara updates them on her training and they update her on theirs." (paragraph 9)
- older athletes
  - as role models
    - "…like to look up to older athletes as role models" (paragraph 10)

The narrator in Running after Werezak is motivated by:
- Coach Waite
  - to train hard
    - "Mr. Waite believed in training the body to its peak…" (paragraph 3)
- Werezak
  - to excel, push beyond his previous limits
    - "I imagined myself running after Werezak, chasing him…coasting on to victory…" (paragraph 5)
  - to train harder
    - "ran faster and harder…ran extra sessions…ran from school and I ran in the hallways…I chanted…Werezak, Werezak" (paragraph 6)
  - to feel confident in his own ability, self-worth
    - "That look was everything to me. It meant I was an equal." (paragraph 10)
    - "I'd shopped all my life for validation like that." (paragraph 10)

Both Similarities
- are motivated by 'important' people in their lives
  - Sekwan and Takwakin: mother, father, Clara, each other
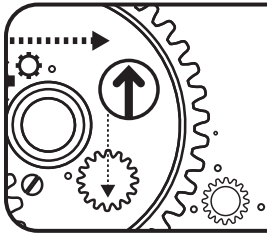 - The narrator: Coach Waite, Werezak

Differences
- Sekwan and Takwakin are motivated by family while the narrator's family was disinterested
- Sekwan and Takwakin by people they knew well, the narrator by relative strangers

Note: Other answers may be possible.

The following possible solutions are to support the use of the FSA Grade 7 Reading Scoring Rubric. The suggestions are not complete, and ***should not*** be used as a checklist.

Theme 2: Solving Problems

The Well

1. How do the experiences of Micah and his mother help affect their attitude towards water?

Use information from the text, and your own ideas, to show your thinking.

Specific text information/support may include, but is not restricted to the following:

Character	Experiences	Attitudes Toward Water
Micah	• Used only 9 litres of water a day for drinking, cooking and washing • Chemical toilets didn't use water • Bathed with sponges & chemical shampoo • Couldn't have regular pets because they used too much water • Had to save one cup a day to have enough for fish aquarium • Illegal to capture water on your own • Desalination plants	• After the Great Drought conservation of water was a fact of life • You had to conserve water in order to survive in current environment • Water should not be wasted on frivolous things such as baths and showers
His mother	• Used to have long showers and baths when she was younger • Flush toilets • Childhood spent in swimming pools	• Water was plentiful and it was OK to use for personal enjoyment and cleanliness. • Conservation of water was not as important because she had grown up when there was plenty of water for cleaning, cooking and washing.

Note: Other answers may be possible.

Drinkable Puddles

2. Explain how Rachael finds a way to sanitize undrinkable water.

Use information from the text, and your own ideas, to show your thinking.

Specific text information/support may include, but is not restricted to the following:

- Rachael reads about the problem of unsafe drinking water in developing countries and recognizes the harm it causes to millions of people.
- She wants to help find a solution and decides on her science project, "Pasteurizing Water for the Third World."
- She knows that she needs an approach that is simple, inexpensive and easy to construct so that it will be useful (and affordable) to people in the developing countries.
- She wonders whether or not water, containing bacteria, can be pasteurized using solar puddles and decides to test it out.
- She realizes that water temperature needed in the puddle needs to be raised higher to kill bacteria and makes changes to her method.
- She decides to use three different tests for accuracy to determine whether or not her solar puddle had been successful in killing off bacteria in water.

Note: Other answers may be possible.

3. Compare how Micah from **The Well** and Rachael from **Drinkable Puddles** approach problems.

Use information from both texts, and your own ideas, to show your thinking.

Micah
- simpler problem
- quest for personal enjoyment
- decides on what he wants, develops a simple plan
- did not have to make any changes along the way except when he decides to put his mom's needs before his own

Rachael
- problem is complex
- based on desire to help others
- more time and effort required
- had to do some research, select the best method, make changes along the way to see if her method worked
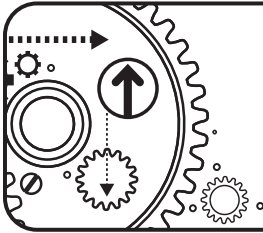
Both Micah and Rachael
- identify the problem
- develop a plan of action
- methodical in seeking a solution
- patient and persistent in sticking with the plan
- think about others

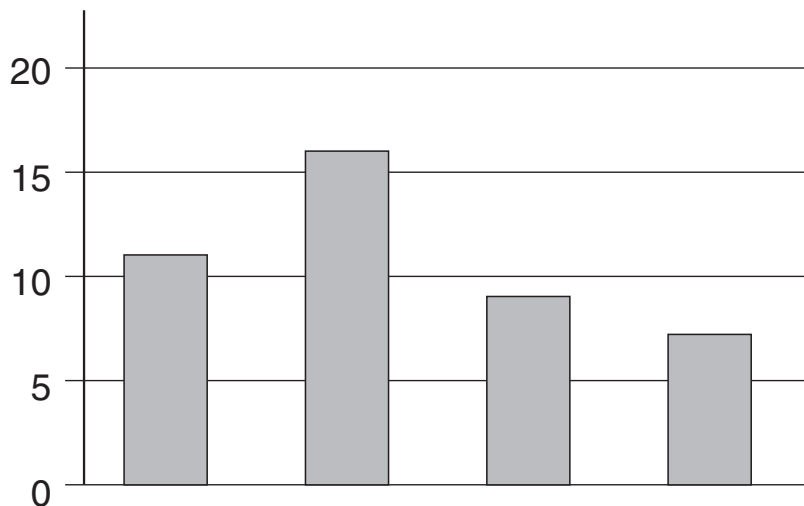**Note: Other answers may be possible.**

POSSIBLE SOLUTIONS

The following possible solutions are to support the use of the FSA Numeracy Scoring Rubric. The suggestions are not complete, and **should not** be used as a checklist.

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?

Possible Solutions:

How much time (in minutes) did Jason spend walking over four days?

OR

What are students' favourite fruits?

Note: Other solutions are possible.

Assessment:

Student has devised a survey question that goes with a bar graph. The numbers need to make sense in the context of the question and are reasonable.

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

Possible Solutions:

x-axis: Day (Monday, Tuesday, Wednesday, Thursday); *y*-axis: Time (minutes)

OR

x-axis: Fruit (Apple, Banana, Grape, Orange); *y*-axis: Number of Students

Note: Other solutions are possible.

Assessment:

Student has provided a title and labeled the *x*- and *y*-axes of the graph based on the question they provided in Part A. Category titles should be included on *x*-axis. Units should be provided on *y*-axis as appropriate.

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

Possible Solutions:

What is the total time Jason walked this week?
How much more time did Jason walk on Tuesday than Thursday?

OR

Which fruit was the most popular in the class?
How many students preferred grapes or oranges?

Assessment:

Student has provided two appropriate questions based on the results presented in the graph.

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

* Map not to scale.

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?

Possible Solutions:

Students will hike for a total time of 5.25 h (5 hours, 15 minutes).

Time between 9:00 a.m. and 3:30 p.m. = 6.50 h
Breaks at 10:30 a.m. (0.25 h), 12:05 p.m. (0.75 h) and 2:00 p.m. (0.25 h) = 1.25 h
Time hiking = 6.50 h – 1.25 h = 5.25 h (5 hours, 15 minutes)

OR

9:00 a.m. to 10:30 a.m. = 1.50 h (1 h 30 min)
10:45 a.m. to 12:05 p.m. = 1.33 h (1 h 20 min)
12:50 p.m. to 2:00 p.m. = 1.17 h (1 h 10 min)
2:15 p.m. to 3:30 p.m. = 1.25 h (1 h 15 min)
Time hiking = 1.50 h + 1.33 h + 1.17 h + 1.25 h = 5.25 h (5 hours, 15 minutes)

Assessment:

Students correctly determined the total time spent hiking.

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

Possible Solution:

5.25 h × 4 km/h = 21 km

Assessment:

Student correctly determined total distance using given speed and total time from Part A.

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?

Possible Solutions:

J— 7 km —**C**— 1 km —**D**— 5 km —**E**— 3 km —**G**— 1 km —**F**— 4 km —**J** **OR**

J— 3 km —**I**— 5 km —**H**— 4 km —**G**— 3 km —**E**— 2 km —**F**— 4 km —**J** **OR**

J— 4 km —**F**— 2 km —**E**— 4 km —**A**— 6 km —**G**— 1 km —**F**— 4 km —**J** **OR**

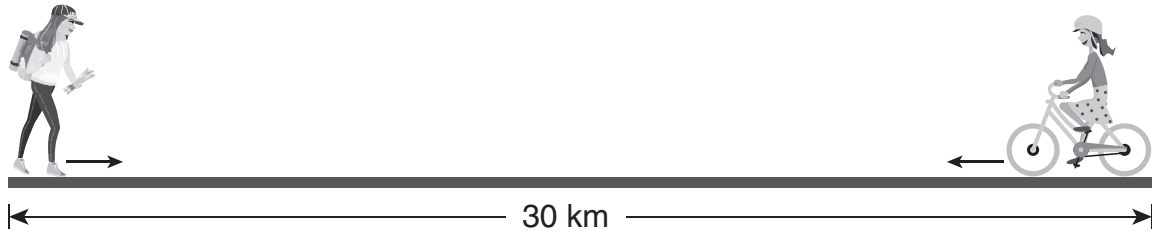**J**— 7 km —**C**— 4 km —**B**— 2 km —**D**— 1 km —**C**— 7 km —**J**

Note: Other solutions are possible.

Assessment:

Student has determined an appropriate route for hiking using the distance in Part B.

3. Selena and Amritha accept the Trail Challenge.

← 30 km →

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.

Possible Solution:

Distances

Time	Selena (km)	Amritha (km)
10:00	0	30
11:00	4	24
12:00	8	18
13:00	12	12

OR

Selena travels 4 km, while Amritha travels 6 km in the opposite direction, so the distance between them decreases by 10 km every hour. After 3 hours, they would meet, which is 13:00.

 Note: Other strategies are possible.

Assessment:

Student determined the time at which Selena and Amritha will meet along the trail using an appropriate strategy.