



FSA 2012

Grade 4 Exemplars

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FSA 2012 Exemplars

Grade 4

Reading

Read this story to learn about events happening in a young girl's neighbourhood.

One Little Can

by David LaRoche

Rachel scowled in disgust as she walked to the school bus stop. Her neighbourhood looked like a junk yard. The sidewalk was littered with newspapers and candy wrappers. The front door to Lee's Grocery was covered with ugly graffiti. It was spring, but instead of green grass and flowers, the yards seemed to be sprouting broken branches and trash.

"Yuck!" Rachel said as she brought her foot back to kick a soda can off the curb. Then she changed her mind, picked the can up, and tossed it into a litter basket on the corner. She hurried to meet her friends at the bus stop.

Mr. Lee scowled as he looked out his grocery store window. "Hmph," he said as the girl passed by. She's probably another troublemaker, he thought. One of those kids who spray-painted graffiti all over my door. Kids today are just no good.

To confirm his suspicion, the girl stepped back to kick a piece of garbage into the street. What she did next, though, surprised him. She bent down, picked up the old can, and dropped it into a trash can.

5 That's a switch, thought Mr. Lee.

All morning as he unboxed soup cans and cereal boxes, he kept picturing that girl. At noon, when he walked to the corner to mail a letter, he noticed the litter that had piled up in front of his store. He thought of that girl again, then got a broom and started sweeping the walk.

Mrs. Polansky peered out from between the window blinds in her living room. A crumpled sheet of newspaper blew into her yard and got snagged on a rosebush. She hated living across the street from Lee's Grocery. Customers were always dropping their trash in front of the store and invariably¹ it would blow into her yard.

¹*invariably*: almost always

Maybe I should write a letter to the city council, she thought, or call the mayor. If Mr. Lee is going to let his store be such an eyesore, maybe it should be shut down.

Just then Mr. Lee walked out of his door. Mrs. Polansky quickly shut the blinds, but when she peeked out again, he was sweeping up the trash on his sidewalk.

10 That's a change, thought Mrs. Polansky.

A few minutes later, when she went to let her cat out, she noticed that the stray newspaper had unsnagged itself from her rosebush and was tumbling into the next yard. She caught a glimpse of Ms. Sinclair, her neighbour, frowning at her from the porch.

Mrs. Polansky looked around her own unkempt² yard.

"Well, Fluffy," she said to her cat, "Mr. Lee isn't the only one who can do a bit of outdoor spring cleaning."

She went inside and got her work gloves and a trash bag.

15 When Rachel got off the school bus that afternoon, the first thing she noticed was the woman planting geraniums around the edges of her front walk. A fat gray cat was swatting at a butterfly that flitted among the bright red blossoms. Hadn't that yard been strewn with dead branches and soggy newspapers this morning? Several other yards looked tidier, too. She even spotted a pair of crocuses peeking up from a freshly raked garden.

When she passed Lee's Grocery, Mr. Lee was out front painting his door the colour of a spring sky. He smiled at her as she walked by.

Maybe my neighbourhood doesn't look so bad after all, Rachel thought. She knelt down and picked up a lone candy bar wrapper, slam-dunked it into the litter basket, and sang out loud the rest of the way home.

²*unkempt*: messy

Read this article to learn how plants can be used in unexpected ways.

Plants: Nature's Way of Helping the Environment

Every year, we use more of Earth's resources to meet our many wants and needs. This means that our impact on the environment is also growing. In many parts of the world there are shortages of resources, as well as environmental problems such as soil, water, and air pollution.

Scientists are starting to use plants to help repair damage caused by our use of resources, and to help keep our environment healthy.

Cleaning Soil and Water

Scientists are using their knowledge of how plants grow to help clean up soil and water that is polluted with harmful chemicals. They know that as plants take up nutrients and water from the soil, they also take up these chemicals. So they are using common plants like sunflowers, poplar and willow trees, and cabbages to clean up soil and water pollution.

In Chilliwack, British Columbia, scientists are using plants to clean up lead and copper from

a gun-firing range used by the Canadian military. The plants take up the minerals as they grow. Once they are fully grown, the plants are chopped down, and the minerals are disposed of safely.

- 5 Trees like willows and poplars are also being used to clean up polluted water and soil. A poplar tree can filter almost 100 L of polluted water a day.

Green Roofs



Green roofs, like this one on the Vancouver Public Library, help clean the air, save energy, and provide a home for birds and insects.

Most people would never think of growing a lawn on the roof, but scientists have found a very good reason for growing lawns and gardens on the roofs of buildings: these roofs

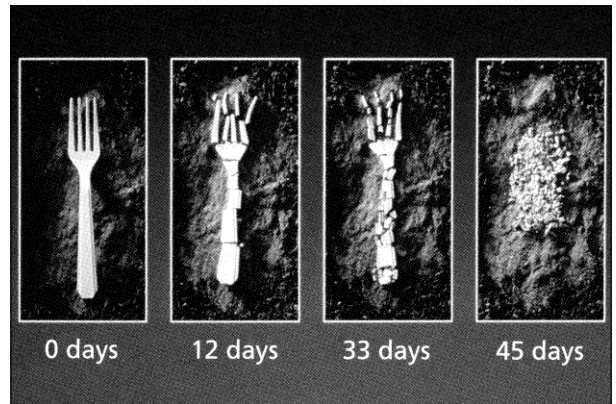
help keep the environment healthy.

Green roofs keep buildings warmer in winter and cooler in summer, so less energy is needed to heat and cool them. Green roofs keep the air cleaner by taking in harmful gases, dust, and other pollutants in the air, and by putting out oxygen. Green roofs also add green space to a community that attracts birds and insects, and can be used to grow food.

Making “Plastic” from Plants

Scientists have discovered another important use for plants—plants can replace plastic in many products. Plastic is lightweight, strong, and cheap, but it is not biodegradable.¹ It takes hundreds of years to break down and return to Earth. Also, the chemicals used in making plastics can pollute the air, water, and soil.

¹*biodegradable*: capable of decomposing or breaking down



This fork made from plant materials becomes compost in about 45 days.

Now scientists are using material from corn, wheat, palm trees, and other common plants to replace some plastic products. Already, inventors have created plant-based grocery bags, disposable dishes, packaging, and disposable diapers. After it is used, a product made from plants can be thrown into a compost pile. The compost can be used as a fertilizer to help grow more plants.

“Plants: Nature’s Way of Helping the Environment”.
Science Probe 5. pp. 212–213.
Nelson, a division of Thomson Canada Ltd.
Toronto, ON. 2006.

2012 Foundation Skills Assessment
Grade 4
Reading Comprehension Sample Responses

One Little Can and Plants: Nature’s Way of Helping the Environment

1. How do both passages show that simple changes can make a difference?

(4 marks)

SAMPLE RESPONSES

The following sample responses are listed to support the use of the Grade 4 Reading Scoring Rubric. The suggestions are not complete, and they should not be used as a checklist. Students may refer to both passages explicitly or one passage explicitly and the other implicitly.

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

- **Rachel picks up one piece of garbage which causes other people to make changes (One Little Can).**
- **Sweeping the front of the store results in other people cleaning up their yards (One Little Can).**
- **Growing grass on roofs keeps buildings cooler and warmer and helps clean the air (Plants).**
- **Planting trees and grass keeps the environment cleaner in small ways (Plants).**
- **Using plant-based products instead of plastics because they are biodegradable (Plants).**
- **Tidying yards, planting flowers, picking up old newspapers, etc. encourages others to take care (One Little Can).**
- **Taking care of one’s community leads to positive feelings (One Little Can).**

Note: Other answers may be possible.

Grade 4 Reading – Exemplar # 1

1. How do both passages show that simple changes can make a difference?

Little changes can make a big difference. For example that girl Rachel she was about to kick that can but she changed her mind. Then someone noticed what she was doing and copied it. From the other story to when they had the green roofs.

Some of those trees made a big difference. They made good homes for insects. Those trees do other good things to like give oxygen to people.

Grade 4 Reading – Exemplar # 2

1. How do both passages show that simple changes can make a difference?

Racheal, from the first story picked up
one pop can and put it in the
trash wich inspired a neiborhood
to clean up. The second part is about
using plants helping the enviroment

Grade 4 Reading – Exemplar # 3

1. How do both passages show that simple changes can make a difference?

Both passages show that simple changes can make a difference. For example, in "One little can" when Rachel picks up litter the whole neighborhood starts cleaning up too. In the passage "Plants: Nature's way of helping the environment" you can just change plastic for plastic made from nature. According to the article "One little can" Mr. Lee painted his store the color of a spring sky instead of graffiti. Lastly in "Plants: Nature's way of helping the environment" you can just plant some plants on top of a rooftop. From reading these passages I think I could make a difference by picking up litter.

Grade 4 Reading – Exemplar # 4

1. How do both passages show that simple changes can make a difference?

In the 1st story the man and the woman started cleaning their water. And in the second story they started cleaning. The man and the woman was recycling.

Grade 4 Reading – Exemplar # 5

1. How do both passages show that simple changes can make a difference?

The passage One little can shows that one little thing can make a big difference and that big difference was when Rachel picked up that one can which was telling all the other people why don't we clean it up and not just live it there to pollute the earth.

Grade 4 Reading – Exemplar # 6

1. How do both passages show that simple changes can make a difference?

Well, if one person cleans litter like the "One little can" story it might change some peoples feelings and other people might do it too! Recycling and throwing things away can help some populations and make a bigger and better world or community. And putting plants on roofs like the Vancouver Public Library make a population bigger too! Like a home for birds and other living things. and it can make healthier air (oxygen) for breathing and can make a big difference for a better world!

Grade 4 Reading – Exemplar # 7

1. How do both passages show that simple changes can make a difference?

Both passages show that simple changes can make a difference. In the little can a little girl finds a can on the ground and throws it away and makes a difference to clean up. And in plants: Nature's way of helping the environment tells you what is good to help the environment. In both passages they both talk about the environment in a different way.

Grade 4 Reading – Exemplar # 8

1. How do both passages show that simple changes can make a difference?

Both passages show that simple changes can make a difference because one little act of kindness can inspire other people. For example, Rachel throws one piece of garbage away and inspires the whole neighbourhood to clean up. Another example is that in *Plants: Nature's Way of Helping the Environment*, they tell you that Green Roofs do not just look pretty but help clean the air and save energy. In *One Little Can*, if the neighbourhood keeps doing that, the kids that come to the store will maybe stop throwing garbage around. Biodegradable forks will be much better for the environment. I think everybody should read and follow these two passages. That is how both passages show that simple changes can make a difference.

Grade 4 Reading – Exemplar # 9

1. How do both passages show that simple changes can make a difference?

In each story someone small
made a big difference.

Grade 4 Reading – Exemplar # 10

1. How do both passages show that simple changes can make a difference?

In "one little can" Rachel picked up some trash, and then it started a chain reaction. In "Plants: Nature's Way of Helping the Environment" they showed that making things out of plants is good.

Grade 4 Reading – Exemplar # 11

1. How do both passages show that simple changes can make a difference?

well in the first story Rachel sees that her neighborhood is very messy and she says eww! so she does not want it to be like that so she picks a few litter and puts it in the trash can. In the other one its telling you that some plants make the air cleaner and gives healthy energy and that their making plastic out of the plants so then if you litter it will turn into soil because its plastic made from plants and it will turn into compost.

Grade 4 Reading – Exemplar # 12

1. How do both passages show that simple changes can make a difference?

Rachel is a girl who is environmentally resourceful, because when she saw a piece of garbage floating around, she put it in a trash can. Two people living near did the same, because the part of town they lived in was unkempt and dirty. Picking up trash, like these people were doing, can make a big change in our environment, because plastic takes years to decompose, and it has chemicals that harm our environment. In the second story, scientists show that planting common plants, such as sunflowers, willow and poplar trees, and cabbage can help soak up polluted water. Having a lawn on your roof provides shelter and food for animals such as birds and insects. Another important use for plants is: they can replace plastic in many products. Lastly, the main point: It shows that one person can make a big difference not just in a community - in the world.

FSA 2012 Exemplars

Grade 4

Short Writing

Writing Topic

“Improving My School”

Students go to school in a variety of places. Imagine that you have been chosen to be in charge of making positive improvements to your school. What improvements would you make? How would these improvements make your school better?

Write about the improvements you make and the reasons they would make your school better.

Your writing should be about **one** to **two** pages long. Remember to double-space your writing.

Criteria

(Personal Response)

“Improving My School”

Check your work for the following:

- Does my writing explain my ideas clearly?
- Have I used enough detail?
- Did I stay on topic?
- Do all of my sentences make sense?
- Did I make corrections in spelling, punctuation, and word choice?

Grade 4 Short Writing – Exemplar # 1

“Improving My School”

Everyday people litter on the playground, in the hallway, and throw everything in the garbage which pollutes the earth. Being chosen to change all of that felt great.

One of my ideas to change all of that was to gather some of my friends after school to pick up garbage, another one was to go to all the cold lunch students and tell them to bring reuseable containers instead of

paper bags. My first idea was for students to have more fun than just running through garbage. My second idea was to help stop the pollution of the earth.

When I finish my improvements the school would probably look like a new bought house. The improvements make the school cleaner. This is something everyone can enjoy.

Grade 4 Short Writing – Exemplar # 2

"Improving My School"

one time at walton they had a debate of what
they're going to put in the school. A water slide said
one. An ice cream shop said another. Pipe down pipe
down said Mrs. Mister we will have a vote. She
said, okay so there's 12 children
here she said, okay who votes for water
slides. Okay six so who votes for ice cream,
6 its a tie. so kids tomorrow i'll tell you
okay bye. "couple hours later", hmmm who to
vote for who to vote for. water slides would
be fun but ice cream is awesome.

This is too hard I'll just go to sleep.^{cc} one
night later,^{cc} Oh I feel better I'm going to
Walton.^{cc} at school,^{cc} Oh hey Michel. Hi Mrs. Mister
is it okay if I join the debate. said Michel. Sure
which side? water slides or ice cream? asks
Mrs. Mister. Hmm water slides. said Michel.
Okay water slides it is. Yah finally
a tie breaker I can't wait to tell the
kids that water slides. wa. said Mrs. Mister
To be continued.

Grade 4 Short Writing – Exemplar # 3

"Improving My School"

Crunch, crunch, crunch, wow makes me

think better $46 \times 46 = \text{wait crunch} = 490$

fire: owell knew it would be away from fire safe school

Earth Quake Safety Lockdown activate 2006

So how about some healthy snacks PLOP crunch,
crunch, Earth Quake is over safety lockdown OK

how about my mathbook now, PLOP, wow you're
GOOD SYSTEM breakdown OK backup plan activate

OK so I want more work just gonna finish

work up. done OK so bye now

Thanks for the help but NEW batteries

I'm stuck can you help me, PLEASE! THANK YOU

OK it is fun to help.

Grade 4 Short Writing – Exemplar # 4

“Improving My School”

One of the ways that would improve my school would be that we raise money for kids in other countries by creating a gift shop or something that and all the money raised will go towards a charity that helps kids who don't have food, water, clothes, education and computers. Another thing that would improve my school would be by raising money for our school to go towards sports equipment, laptops, smart boards and anything that would help us get education.

Another thing that would help improve my school would be making birds' nests so birds that come to our school would have a nest so they can lay their eggs there and eat and rest. The last reason would be to help the kindergartens out more so they can have a really good experience from things and that would make us better people because we would be helping younger people that need help and they are younger than us so it would be caring for the newcomers to our school.

Grade 4 Short Writing – Exemplar # 5

“Improving My School”

These are good ideas for my school because, if our teachers read out loud to their students the students will learn to listen and to concentrate on one topic. Also if we have two small libraries each side of the school wouldn't have to walk so long from one side to another, also it would cost the exact same as one library. We should have a cafeteria so the parents don't waste all their money for the kids.

We should have 1 field trip a month
so the kid's could learn about
things that they never heard of
but want to see. This also get
to have fun at the same
time, and that's why I think
that these thing should be
in school's all over the
world.

Grade 4 Short Writing – Exemplar # 6
“Improving My School”

I would ~~make~~ my school better by clean up our
envoironment by not littering. Another one is raising
money for the poor so I'm a better person. I
would stop bullying to make this school a better
place. And I want people to stop litter so
we keep our envoironment clean.

Grade 4 Short Writing – Exemplar # 7

“Improving My School”

A .e elementary is a great school environment and it is very nice here. Although A. .e is a super awesome place, students still litter, which is not good for the environment and not good for plants, animals or people. I would improve the school by having more clean up days like spring spruce up. I also

think we should have
more charity work for
animal organizations, to other
countries\ people and natural
disasters. I think we should
do a bit more for
the whole bullying thing so
our school would have
no bullying and everyone
will love it here even though
they already do!

Grade 4 Short Writing – Exemplar # 8

“Improving My School”

I have just been chose to make positive changes to the school. A few ideas came to my head. There is too much garbage on the school grounds and there is a big empty field with no trees. There is no order of how people and cars share the road before and after school, there are a lot of people tripping on bags and coats when they walk through the hall ways and there are so many juice boxes and plastic water bottles in the recycling every day. So I started to brainstorm some positive improvements for the school.

Some things that came to my mind were getting some student and parent volunteers to help pick up garbage on Tuesdays that could make the school grounds cleaner and we could also encourage people to bring reusable water bottles to school then we wouldn't waste plastic.

Another thing we could do is plant some trees in the empty field to improve the green space that would give animals homes and help clean the air. We could also have more cubbies for storage so that we coats

and bags don't get on the floor that would make the hall ways neater and safer for walking in. One final thing that I thought of was to have more grade 7 crossing guards at the upper parking lot so that people would be safer crossing the road.

After the positive changes are done, there will be less garbage outside, fewer bags and coats will get lost because they are in the cubbies. Also less people will trip. The field in front of the parking lot will look more colourful also there is more controlled traffic making it is easier and safer to cross the street. There won't be as many water bottles and juice boxes in the recycling bins. These changes make the school a better place to be in for everybody.

Grade 4 Short Writing – Exemplar # 9

“Improving My School”

To improve my school, I would make changes from a normal school. Instead of 9:00-3:00, I would add 30 minutes in the end so students will learn more math, science, reading,etc. I would add a cafeteria because if students eat lunch in class, they might get the classes messy. Then I would make the gym larger so it will be easier to do activities and assemblies. I would also make the libraries bigger so they can put more books to read.

The last change I would do, is to

make the washrooms cleaner so it

will be easier to use. After all these

changes, my school will be better.

Grade 4 Short Writing – Exemplar # 10

"Improving My School"

One day James was there so he
looked and looked. But he couldn't find anything.
So he went to the office and there was
a capaco. One day James mist the
case time so he went looking for
one. He looked and looked but he found nothing.
Then he looked in the gym and there
was a case track. One day James found
a secret door and it led to a pet/19200.
One day James was very skinny but
he found a water room. One day James
needed some water to wake so
he looked and looked and finally he found
a cone mass.

Grade 4 Short Writing – Exemplar # 11

“Improving My School”

Volunteering raising money for charity. By selling bully bands then give all the money to charity. Picking up garbage so then all the animals can have a better home: Helping others so they can feel that they trust you like if they are getting bullied you stand up for them. Making people help others so they can be a better person by joining leadership. On our playground making sure that people are safe and including others in games.

If we did all of this our school would be a better place because, then all of the people in our school would be responsible.

Grade 4 Short Writing – Exemplar # 12

“Improving My School”

I dont think this because the only the problem
there is a tittle bit of garbage that will really
help my school and the inviorment is very
important.

FSA 2012 Exemplars

Grade 4

Long Writing

Writing Topic

“Treasure”

Imagine that you have discovered a treasure. What happens after your discovery?

Write an imaginative story about what happens after your discovery.

Your story should be about **two** to **four** pages long. Remember to double-space your writing.

Criteria (Story / Narrative)

“Treasure”

Check your work for the following:

- Did I write an interesting story?
- Does my story include details to make it interesting?
- Does my story have a beginning, middle, and end?
- Does my story have interesting characters?
- Did I choose words and ideas to make my reader feel something (happy, sad, surprised, excited)?
- Did I make corrections in spelling, punctuation and word choice?

“Treasure”

“ARRGH! I FOUND 1 MILLION DOLLARS!!”

I screamed with joy. Quiet enough so nobody else can hear. I scrambled to get it and put it in my pocket.

What else is more happier than this? I thought.

“I wonder what I should do with all of this money?” I asked myself. Thoughts swirled

around in my head. Like snowflakes! A car, a mansion, or an iPad? I don't know which one to pick!

A computer, a keyboard, or a trampoline? I had to pick at least one! Maybe a backpack. I can't

carry this only in my pockets! That's a good idea! I thought and smiled. "1 backpack is only \$15 dollars, right? so I'll have maybe \$981 left. Right? maybe I could get 5 more things? Maybe? Enough about getting stuff. I started thinking other thoughts like, 'I can't wait to see my moms face!' or, 'I should keep this in a safe place or my sister, my Dad, or my mom will get it and spend it on something, even though, I'M THE ONE WHO FOUND IT!!' or 'Maybe I shouldn't show this money to anyone! that would be sorta mean though,' I started thinking and thinking, 'What should I do with it!?'

'Where should I put it??' 'Should I show anyone?'

All that thinking made me tired. My eyes

started getting droopy. I started to feel sleepy,

But I didn't sleep!! I rubbed my eyes and

looked at the money, to see if any one stole

it. It was still there! "Wait," I said suspiciously.

I rubbed my eyes again and looked at the

money. "Wait, are these pennys?" I cried. There's

1,2,3,100, that means, This is only one dollar?

I started thinking as I walked home. Why would

I think that? "ARRRRRGGH!" I screamed.

"ARRGH!"

“Treasure”

One day I and my friend's and
their names were Jordan, Jordan,
Mia, Trey, Mandy, Bella, Kira, Sam. They
helped me to find the Treasure. The
next day they asked me if they
want to help and I said "Sure why
not" and I told them three more
week and all of them said "why"
out loud and I said "because I need
to order it, get ready and I need

to order three because I have whole families are coming to help find the treasure with my. One week later all of us got ready and all the families was ordering their boat. The second week we put all are stuff in the boats after the we put all are stuff in the boats we went for lunch I had a burger it was yummy. Finally the third we when in the boats and set sail. we stop at the middle of the ocean. We put are suit on and dived in

the water we staed clos to
eachather. When we were down
their we looked and looked
but we can't find it. I was going
to sit bisd this cave and I
went in the cave and I said
out loud "you gwy I find it
find it and all my famplies came
qickly and we opened it and
we saw gold, robes, dimonds. neck-
less. so we colet all the gold
and other stuff and head

Grade 4 Long Writing – Exemplar # 3

"Treasure"

I was in my sub sandwich I found a cave so I went in the cave went up then I realized there were two ways one had a boulder in it so I took the one with a small light I went through farther and farther until I saw a treasure chest. I used my claw that I attached to the sub sandwich I picked up the treasure I heard a loud noise I turn on the light I saw a boulder I zoomed out I got to shore I loaded it on the ship. I took off for china I saw in the middle of the ocean it was a pirate ship it started chasing me for the treasure I lost them I decide to turn around so I went back I bought a house and a home sweet home mat.

Grade 4 Long Writing – Exemplar # 4

“Treasure”

BAM! Lightning crackled and thunder boomed as huge monster waves tossed the ship around like a baby in a rocking chair. Leo and I threw our diving gear and took a few more glances back at the ship. The last word I heard from Leo was “Are you ready?”, then we plunged beneath the surface. Water beneath the rickety ship was dark and murky, like a big ink cloud. Taking a deep breath, I hoped I would set foot on the ship and begin the hunt for the Titanic.

Leo’s sparkling blue-green eyes gleamed with lighter behind his oversized helmet, like he’d just done something totally crazy. His curly black hair surrounded his forehead and eyes, so it was impossible to tell if he was

happy or sad. Short and thin, his boney arms seemed to float around.

Just beyond the view of my mahogany brown eyes sat a barnacle-encrusted

cruise ship, the Titanic. Taking a big gulp, I swam towards the

historic boat. After what seemed ^{like} twenty minutes, we finally reached

deck. "You take downstairs, I'll explore up here," I commanded. As I

bounded up the stairs, I ~~wondered~~ what I would find, not knowing

what horrors laid ahead.

A familiar voice cackled in my 3-way radio. "Ben, I found an

unidentified glowing object here," Leo answered. "Right Ben, right
there," I calmly responded. "Wait! DO NOT COME DOWN HERE,"

he said sharply. "No way, man. I'm not going without you," I insisted.

"No," he said ^{sternly}. "Oh man. Just get out of here. Ahh! Hicckhhhhh." Before ^{then}

I realized it, it was too late. Sharks.

Bolting out of the ship, I wondered if it was my last day on earth. No.

Think positive, my mom would say. Miraculously, an idea hit me. The radio.

Behind me, I heard a very loud roaring noise. So loud that it almost broke

my eardrum. In a flash, I quickly reached for my radio and called the

Captain. "Lower the platform. Quickly," I demanded. Suddenly a light appeared

above me. Hurdling onto the platform, I wondered if the sharks would get me. Finally, I stepped onto the boat. They made me put back
the hunt was over.

the scuba gear, but I kept the radio, just in case.

Grade 4 Long Writing – Exemplar # 5

“Treasure”

I was a rainy day in Metro city, nothing to do at all. It was so boring I couldn't do anything. Nothing to play, nothing to do not even video games. Thanks to my little brother. He just HAD to put a cookie inside the video game system. My dad said we could go look up in the atic and take down some of the video games he had as a kid but its like 2073 right now and I don't realy want to play

Some old game from 2043. Though I
am thinking of going up there....

Well there's nothing to do so I am going
up in the attic. Well here I am up in the
attic and I can't find the video

games! The only thing I see is a bunch
of old furniture. Oh, wait a minute

whats that? Could those be the video
games? I've got to get it... Nooo!!!

It's just a bunch of old CD's!!! Bang!

Bang! Bang! Clonk! Ow! Man it hurts to

bang your head on a wall! Uuurr!!!

Why did it have to hurt so much the last time though?! Well that's it I'm leaving. Hey wait a second, what's that? Is that a dollar? It's a trail of dollars! I wonder where it leads to? It seems like it leads right into the wall. Why would it just stop here though? That's strange. I wonder if... is that a hole? Hmmm. A hole in the wall. This can only mean 1 thing. We're infested with wood bugs. Doink... Doink.. Doink. DOINK!!! Aaaa!!! There are bugs all over me!!! Hel... Oh wait, is

That money! Hooray! We're rich! Yeah!

Woo hoo! 2 days later, Tyler's family was rich had a mansion and each owned their own hover car. They lived happily ever after.

THE End

“Treasure”

Ah, summer! our family was enjoying our summer vacation at the beach. Me and my big sister was running around, chasing each other. My Mom and Dad was just relaxing, lying on one of those ^{long} chairs you see a lot at the beach. So anyways, there I was, getting chase madly by my twelve-year-old sister, who was a little old for playing tag. “AAAAHHH!!!” I screamed. “Mwahahahaha!” my sister cackled. I quickly dove behind something that was covered in seaweed and starfish. I didn't know what it was.

and didn't care. I was running for my LIFE!

(Well, literally.) So I ducked behind the thing and

caught my breath. "Ohh, Youngsoo... where are you?!"

my sister cried. As I sat there in the sand, I got

curious about what my current hideout was. So I scraped

a few seaweed and ^{sea} salt off of it. I saw wood. I tasted

off a slimy starfish. More wood. And some metal, too. I scraped

and tasted off a few more starfish and a sea sponge until I

saw the thing's regular shape. "Hmm..." I said. "I think

I've seen this before somewhere..." then I remembered.

"Hooray!" I shouted. "Hallelujah! Hooray! I'm rich, I say!

rich!" I jumped from behind the thing which is now

a treasure chest, and started dancing.

"What's all the racket, Youngsoo?" My dad asked, frowning.

"We're rich, Dad! We're rich!" I replied happily.

Moments later, we carried the heavy treasure chest to our car, and opened the chest. We found... gold! treasure!

Jewelry! we started dancing and singing. "Wait!" I yelled.

Everybody stopped. "Close the box." So we did.

"Ammm..." I hummed. Then, "Ah-ha!" I shouted, pointing

to a piece of metal that said, 'Goldenteeth' in fancy

letters. "Goldenteeth?" my sister said. "It's the legendary lost

treasure of Cap'n Goldenteeth." I answered back.

We drove back to our house. We put the treasure

chest on the middle of the kitchen table. We discussed what to do with it. My mom purposed that we keep some of it some to the poor, and the rest to the grand sons & daughters of Cap'n Goldenteeth.

Everybody agreed on that idea.

Too bad we didn't get to keep it. But I feel okay 'cause we did something I'm really proud of!

Grade 4 Long Writing – Exemplar # 7

"Treasure"

title: The Legendary "Treasure" Treasure

Dad can I come up too? While

he was cleaning the

dark attic. He said

okay and he lifted me up.

When I was up there I gazed

at an old wooden chest. Inside

was an old bronze key. I went

and asked my dad what the key

is for and he told me he

didn't know what the key

is for.

The next day when I woke up I wondered what I was supposed to do with the bag. I searched all over the house and all I found was a penny under a pillow. When I was lying down I felt something spiky on my head it was a ripped piece of paper. On it was a tree with what looked like a key slot.

That tree looked like the
one at the park. So I
dashed to the park. When I
got there and put the
key in the tree and I opened
it. Inside was old family
photos. It was so cool
that I found these photos
because now I know what
my family did a long time
ago.

“Treasure”

Clashing branches cover the entrance of the treasure leading maze. Wandering through the lush green trees I stumbled upon a nicely trimmed hedge. That's unusual I thought still walking around. Minutes later I find the entrance to the maze. Being the curious person that I am I climb over the branches and land with a thud.

My blue eyes realized that this place

I landed in was a maze. Jumping to my feet I started looking for the centre. Running into

a dead end I retraced my steps hoping not to run into a trap. Wondering why I went

into the maze, I think there must be a treasure in the middle. Believing there was

a treasure was enough to push me on, so I continued.

Rounding another corner I feel the wind blow, happy that I have a black

hoodie. Stumped I climbed a tree to rest. my body. Looking around I saw a

golden flash of light coming from the
centre. The treasure making the light I
thought. Still far from the middle I
hurry down the tree. Dashing I spot the
piece of gold.

Sprinting I raced for the gold. Once
I touched the gold the maze disappears.

Walking out of the maze I realized that
the best part of my treasure was the
determination that brought me here.

Still next time I see a maze I
hope it's in the newspaper.

Grade 4 Long Writing – Exemplar # 9

“Treasure”

“I I I found it” Bella said

“found what?” said Keagan

“the the the **Treasure**” Bella said

“Whats inside gold, diamonds, shining armor
so whats inside” said Sam

“I don't know” Bell Yeld

“what do you mean you don't know” said Keagan

“I can't open it”

“why”

“it's locked”

“Gerrrr we must have lost the key” Keagan Yeld

"What we lost the key" said Bella

"Ya I think" said Mandy

"how could we have lost the key" Keagen said

"I don't know"

lets go on a adven then

so they went on a adven then found the key and

in the chest was a hug Monkey

“Treasure”

Ones apona time a kid was on a hike and he came to this big water fall so he looks at it

For a while then he says I am going to look behind it so he wocket round it it was wet

But he dint care then he fund a hole he cood

Barley fit throe the hole but he did and he found a box of gold so he bout his one house

It was a manchen Made out of gold.

But all of his frends were gelis so thay dint wona be his frend so he was sad so he gave

Them all a pes of gold an thay ware happy.

The end

“Treasure”

One day 5 pirates wanted gold and those
pirates names were, James the captin of the
pirates John the strongest one of
the pirates don't forget Rex the
smatest one of the pirates, Trey
the pilet and Mayantha the other
pilet. All the pirates were asleep,
Exept Mayantha and Trey they
were so hungry. Trey and Mayantha
hunted for food and suddenly Mayantha
found a apple tree and Trey found

a orange tree. Trey and Mayantha
got all the food they needed
and they saved some for James,
Jhon, Rex then Mayantha saw this
shiny big box. Trey thought it might
be treasure Trey and Mayantha
opened the treasure box. And a big
dragon came out of the box. The dragon
breathed out fire. But Mayantha
and Trey dodged it and Mayantha
threwed a orange right at his head.
And the dragon was defeted and the
rest of the crew came and said:

what going on Mayantha said we
found treasure and I defeted a
dragon. James said take the treasure
they opened the treasure. Box
and there was gold yay!!!! the
rest of the crew yelled and the
crew was so happy.

Grade 4 Long Writing – Exemplar # 12

“Treasure”

I knew something smelt fishy. when the man at the market gave me those beans for a toonie. I looked at them, then put it in my pocket. I ran home as fast as I could remembering my miserable life with my aunt, she never had time for me and was always working, I ran upstairs to my bedroom and placed the beans on my bed. The man at the market told me that these beans will change my life. I did not believe in such things as my parents were not with me

anymore. I threw them out my window

and went to sleep. The next morning
very upset.

I woke up to see no sunshine shining

thru my window, I ran downstairs as

fast as I could and to my surprise

I saw a huge stalk climbing above

the clouds, so I decided to investigate,

I climbed and climbed and climbed. Finally,

when I climbed up to the top of the

stalk, I saw the most amazing thing,

a big pot of gold! But beside the

gold I saw 5 people, they introduced

themselves to me, Francesca, Natalie, Alley,
Danica, and Mackenzie they were all here
to help me, it took days for us to bring
all the gold down but it was worth it, my aunt
was overjoyed. Now my aunt has lots of
time for me, and I have 5 new friends!

"Thank you to the man who
gave me those beans. They really did
change my life."

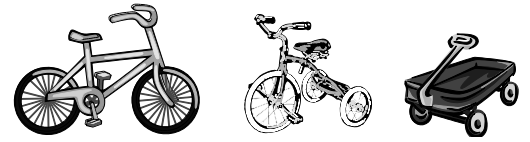
FSA 2012 Exemplars

Grade 4

Numeracy

FSA 2012 Grade 4 Numeracy Question 1

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



Use a strategy to show all the possible ways he could see 12 wheels.

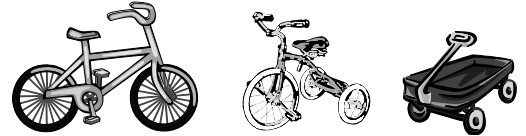
(4 marks)

2012 Foundation Skills Assessment

Grade 4

Numeracy Solutions

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



Use a strategy to show all the possible ways he could see 12 wheels.

(4 marks)

SCORING RATIONALES

- Concept:** 2A9—demonstrate an understanding of addition with answers to 100 using personal strategies for adding; creating and solving problems that involve addition.
3A6—describe and apply mental mathematics strategies for adding two 2-digit numbers.
4A5—describe and apply mental mathematics strategies such as skip counting, doubling, using repeated doubling.
- Strategies:** Use patterns; tables, charts; repeated addition.
- Accuracy:** Students will determine the seven combinations of numbers of wheels so that the total is 12.
- Representation**
- Communication:** The reader is able to easily understand the strategy used as the work is clear, detailed, organized and efficient.

Possible Solution 1:

- a) $6b = 12$
- b) $4b + 1w = 12$
- c) $3b + 2t = 12$
- d) $2b + 2w = 12$
- e) $1b + 2t + 1w = 12$
- f) $4t = 12$
- g) $3w = 12$

Key:
 $b = 2$
 $t = 3$
 $w = 4$

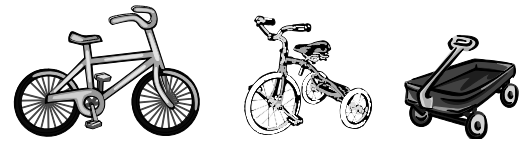
Possible Solution 2:

2 Wheels	3 Wheels	4 Wheels	Total
6	–	–	12
4	–	1	12
3	2	–	12
2	–	2	12
1	2	1	12
–	4	–	12
–	–	3	12

Note: Students may use words, pictures or numbers in their response.

Grade 4 Numeracy Question 1 – Exemplar # 1

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



Use a strategy to show all the possible ways he could see 12 wheels.

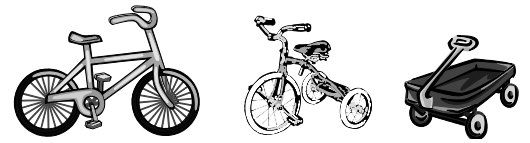
(4 marks)

Bicycles (2 wheels)	tricycles (3 wheels)	Wagons (4 wheels)
1	2	1
3	2	0
4	0	1
6	0	0
0	4	0
0	0	3
2	0	2
1	2	

There are 7 different combinations.

Grade 4 Numeracy Question 1 – Exemplar # 2

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



Use a strategy to show all the possible ways he could see 12 wheels.

(4 marks)

only use numbers
432



wgn wgn wgn
1 1 1
4 4 4
wheels wheels wheels
4332
42222
4422
3333
3322
32223
222222



(4 marks)

Adding

4	4	4	4	1
4	3	2	4	1
+4	3	2	2	
12	12	12	12	12

3	3	3	3	1
3	2	2	2	1
+3	+2	2	3	
12	12	12	12	12

12
12
12
12
12
12
12

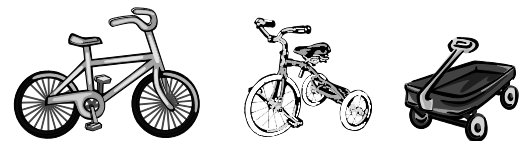
Total: 8

Braden saw 8 ways of 12 wheels!!



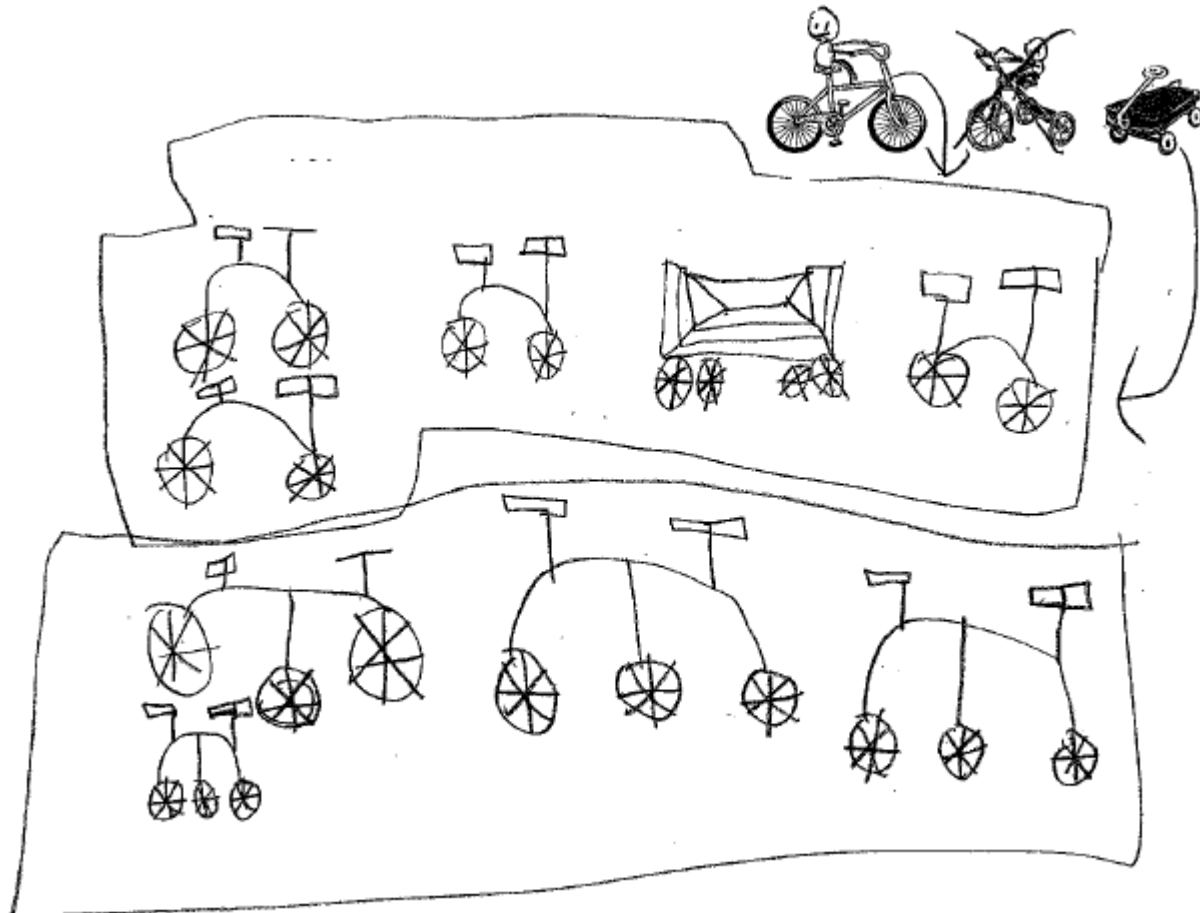
Grade 4 Numeracy Question 1 – Exemplar # 3

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



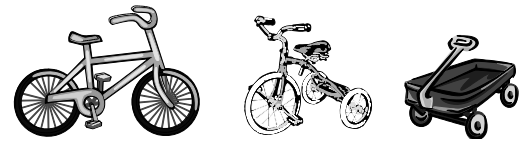
Use a strategy to show all the possible ways he could see 12 wheels.

(4 marks)



Grade 4 Numeracy Question 1 – Exemplar # 4

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



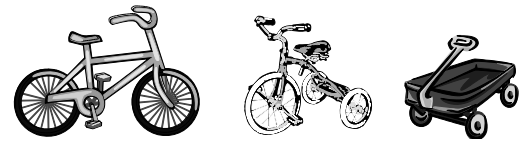
Use a strategy to show all the possible ways he could see 12 wheels.

(4 marks)

$$2 + 3 + 4 = 9$$

Grade 4 Numeracy Question 1 – Exemplar # 5

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



Use a strategy to show all the possible ways he could see 12 wheels.

(4 marks)

1st Way

<u>Wagon</u>	<u>tricycle</u>	<u>Bike</u>
wheels → 0000	000	00

2nd Way

<u>Tricycle</u>	<u>wagon</u>	<u>Bike</u>	<u>tricycles</u>
000	0000	00	000
	<u>tricycle</u>	= 12	
	000		

3rd Way

<u>Tricycle</u>	<u>wagon</u>	
000	0000	
<u>tricycle</u>	<u>Bike</u>	= 12
000	00	

4th Way

<u>Tricycle</u>	<u>Bike</u>
000	00
<u>wagon</u>	<u>tricycle</u>
0000 = 12	000

There are 6 ways to make 12 wheels.

5th way

Tricycle Tricycle

Bike Wagon

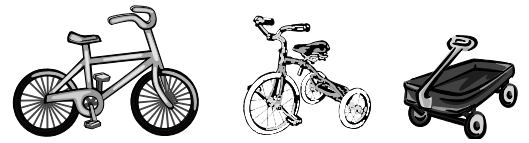
6th way

Tricycle Bike

Tricycle Wagon

Grade 4 Numeracy Question 1 – Exemplar # 6

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



Use a strategy to show all the possible ways he could see 12 wheels.

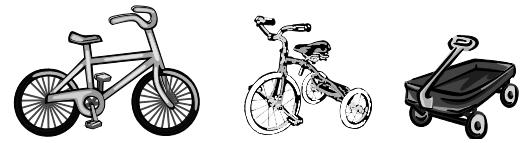
(4 marks)



Bicycles	Tricycles	Wagons
6	0	0
4	0	4
3	2	0
2	0	2
1	3	0
0	4	0
1	2	1
2	2	0
0	0	3

Grade 4 Numeracy Question 1 – Exemplar # 7

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



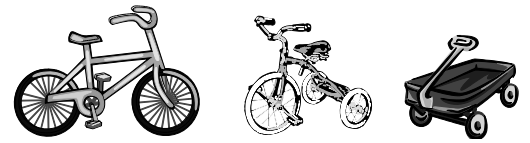
Use a strategy to show all the possible ways he could see 12 wheels.

(4 marks)

$2 + 3 + 3 + 4 = 12$
 b, t, t, w
 $4 + 4 + 2 + 2 = 12$
 w, w, t, t
 $4 + 4 + 4$
 w, w, w
 $4 + 2 + 2 + 2 = 12$
 w, t, t, t
 $3 + 3 + 3 + 3 = 12$
 t, t, t, t
 $2 + 2 + 2 + 2 + 2 + 2 = 12$
 b, b, b, b, b, b
 $3 + 2 + 2 + 2 = 12$
 t, b, t, b, b
 $4 + 2 + 2 + 2 + 2 = 12$
 w, b, b, b, b

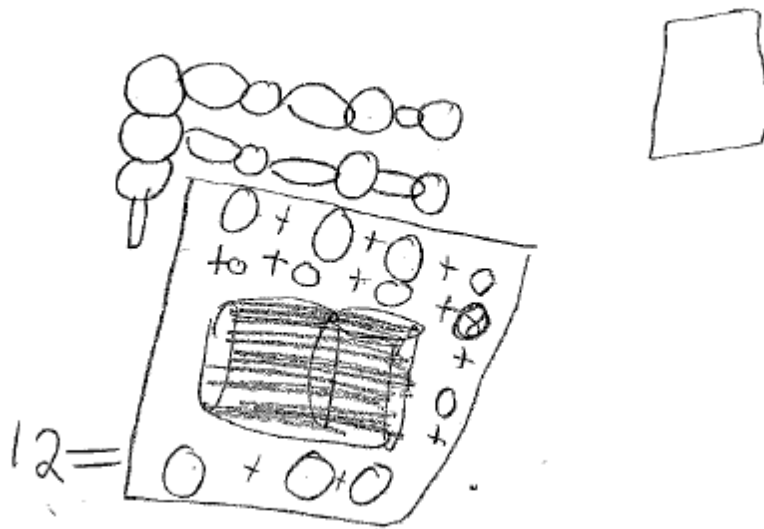
Grade 4 Numeracy Question 1 – Exemplar # 8

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



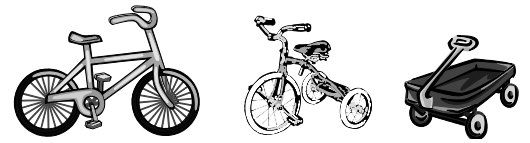
Use a strategy to show all the possible ways he could see 12 wheels.

(4 marks)



Grade 4 Numeracy Question 1 – Exemplar # 9

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



Use a strategy to show all the possible ways he could see 12 wheels.

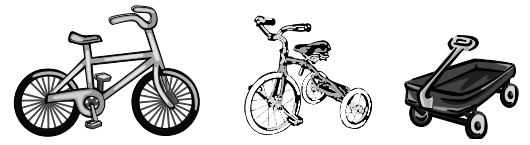
(4 marks)



$4 \times 3 = 12$ 4 groups tricycles
 $3 \times 4 = 12$ 3 groups wagons
 $2 \times 6 = 12$ 2 groups bicycles
 $6 \times 2 = 12$ 6 groups bicycles

Grade 4 Numeracy Question 1 – Exemplar # 10

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



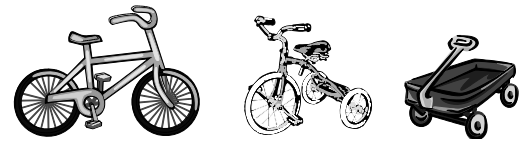
Use a strategy to show all the possible ways he could see 12 wheels.

(4 marks)

6b ○○ ○○ ○○ ○○ ○○○○
 4b ○○○ ○○○ ○○○ ○○○
 3w ○○○○ ○○○○ ○○○○
 1b 2t 1w ○○ ○○○ ○○○ ○○○○
 2w 2b ○○○ ○○○ ○○○ ○○○○
 1w 4b ○○○○ ○○○○ ○○ ○○
 2t 3b There are 7 ways that Braden saw 12 wheels.

Grade 4 Numeracy Question 1 – Exemplar # 11

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



Use a strategy to show all the possible ways he could see 12 wheels.

(4 marks)

$1 + 2 + 3 + 3 = 12$

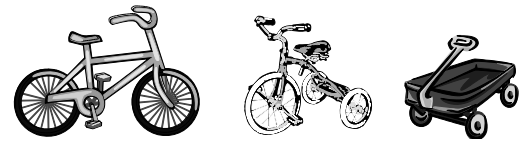
$3 + 3 + 3 + 3 = 12$

$1 + 4 + 2 + 2 = 12$

$2 + 2 + 2 + 2 + 2 + 2 = 12$

Grade 4 Numeracy Question 1 – Exemplar # 12

1. Wagons, bicycles and tricycles were allowed on the school playground. Braden saw 12 wheels.



Use a strategy to show all the possible ways he could see 12 wheels.

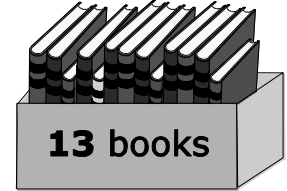
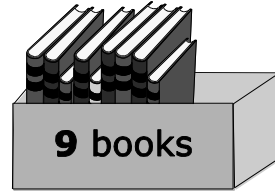
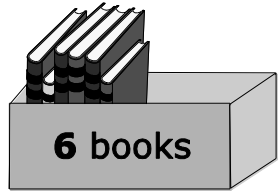
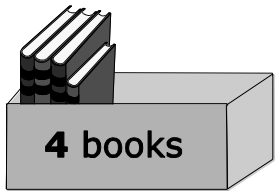
(4 marks)

He could count by twos
or He could count by threes
or count by 1's



FSA 2011 Grade 4 Numeracy Question 2

2. Raja noticed a pattern as he put books in the boxes.



Box A

Box B

Box C

Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

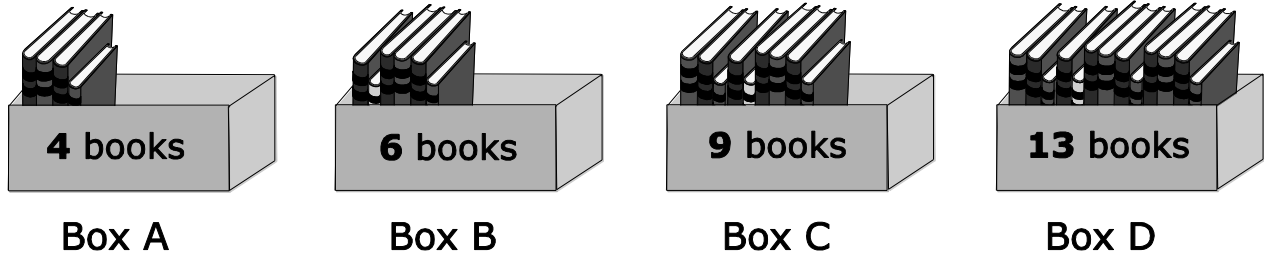
Use a strategy to show your solution.

Part Two:

Explain the pattern rule.

2012 Foundation Skills Assessment
Grade 4
Numeracy Solutions

2. Raja noticed a pattern as he put books in the boxes.



If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

Part Two:

Explain the pattern rule.

SCORING RATIONALES

Concept: 3B1—Demonstrate an understanding of increasing patterns by describing and extending.

4B1—Identify and describe patterns found in tables, charts...

4B3—Represent and describe patterns by extending patterns to solve a given problem.

Strategies: Students may use pictures. Students may list cartons showing the addition equation for each term.

Accuracy: Students will be able to determine the number of books in the next six boxes; 18, 24, 31, 39, 45, 58. Students will be able to determine the pattern rule.

Representation

Communication: The reader is able to easily understand the process used because work is clear, detailed and organized. All work is shown.

Part One, Possible Solution:

Box E $13 + 5 = 18$

Box F $18 + 6 = 24$

Box G $24 + 7 = 31$

Box H $31 + 8 = 39$

Box I $39 + 9 = 48$

Box J $48 + 10 = 58$

They might also draw pictures.

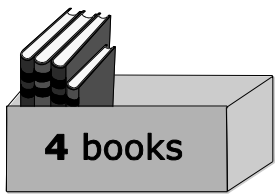
Part Two, Possible Ways to State the Rule:

- 1. An increasing pattern that starts at 4 and adds 2, 3, 4, 5...**
- 2. Start at 4, goes up by 2 and then 1 more each time.**

Note: Students may use words, pictures or numbers in their response to both parts.

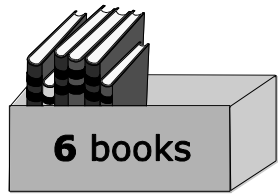
Grade 4 Numeracy Question 2 – Exemplar # 1

2. Raja noticed a pattern as he put books in the boxes.



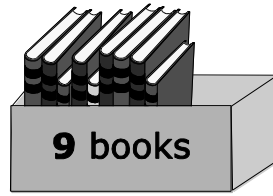
4 books

Box A



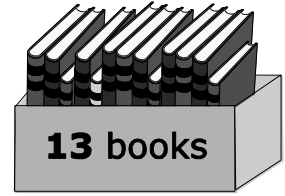
6 books

Box B



9 books

Box C



13 books

Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

Part One:
Use a strategy to show your solution.

Books: 4 6 9 13 18 24 31 39 48 58
Boxes: A B C D E F G H I J

In Box E, 18
F, 24
G, 31
H, 39
I, 48
J, 58.

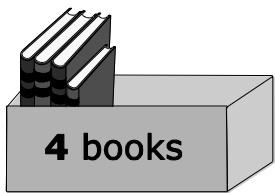
$4 + 2 = 6 + 3 = 9 + 4 = 13 + 5 = 18 + 6 = 24 + 7 = 31 + 8 = 39 + 9 = 48 + 10 = 58$

Part Two:
Explain the pattern rule.

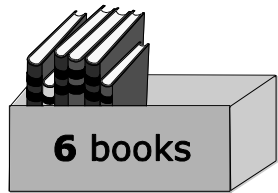
Every time it's a new box, you add 1 more to however many books you add (starting with two, then three, then four, then five, etc.).

Grade 4 Numeracy Question 2 – Exemplar # 2

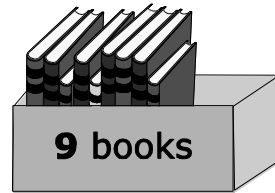
2. Raja noticed a pattern as he put books in the boxes.



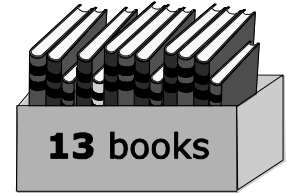
Box A



Box B



Box C



Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

E: 18
F: 24
G: 31
H: 39
I: 48
J: 58

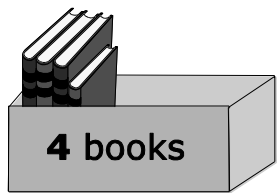
Part Two:

Explain the pattern rule.

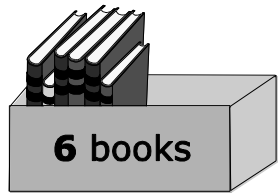
Every time they add one more.

Grade 4 Numeracy Question 2 – Exemplar # 3

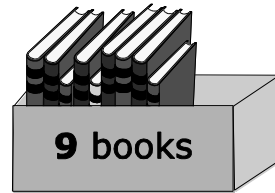
2. Raja noticed a pattern as he put books in the boxes.



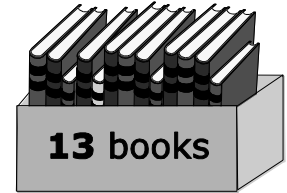
Box A



Box B



Box C



Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

$$\begin{array}{l} E=18 \quad F=24 \quad G=35 \quad H=43 \\ I=52 \quad J=62 \end{array}$$

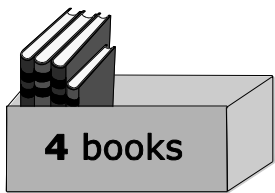
Part Two:

Explain the pattern rule.

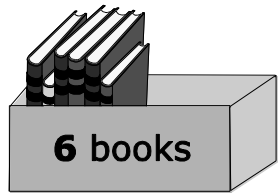
The pattern starts from 4 and the rule is to add

Grade 4 Numeracy Question 2 – Exemplar # 4

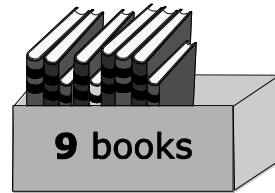
2. Raja noticed a pattern as he put books in the boxes.



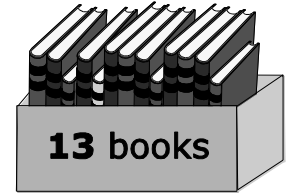
Box A



Box B



Box C



Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

4 6 9 13 18 22
25 28 32

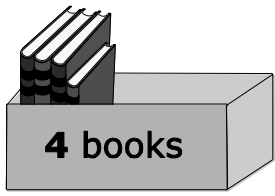
Part Two:

Explain the pattern rule.

count
by fives

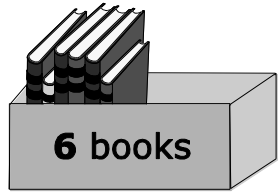
Grade 4 Numeracy Question 2 – Exemplar # 5

2. Raja noticed a pattern as he put books in the boxes.



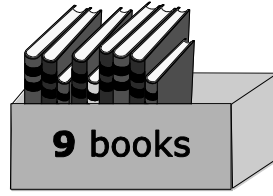
4 books

Box A



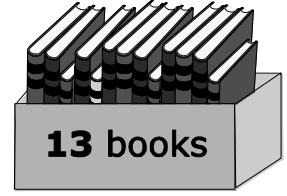
6 books

Box B



9 books

Box C



13 books

Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

E	F	G	H	I	J
4	6	9	13	16	20
8	11	12	15	18	21
12	15	18	21	24	27
16	19	22	25	28	31
20	23	26	29	32	35
24	27	30	33	36	39

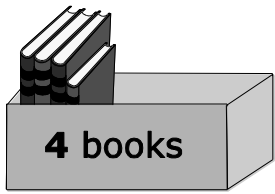
Part Two:

Explain the pattern rule.

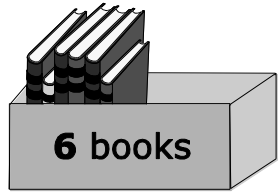
I started with 4s
and I just went on with the pattern

Grade 4 Numeracy Question 2 – Exemplar # 6

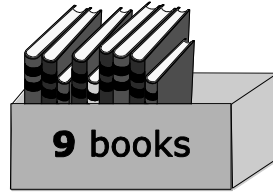
2. Raja noticed a pattern as he put books in the boxes.



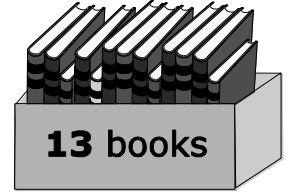
Box A



Box B



Box C



Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

17	21	28	35	42	54
E	F	G	H	I	J

Part Two:

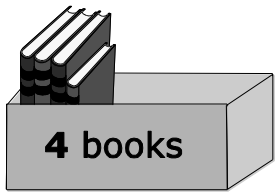
Explain the pattern rule.

Example:

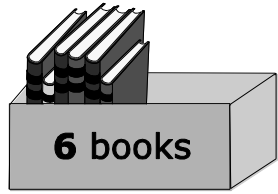
Start with 4 books add 2 then its 6 books
then add 3 now its 9 books your adding one each
box so its adding 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Grade 4 Numeracy Question 2 – Exemplar # 7

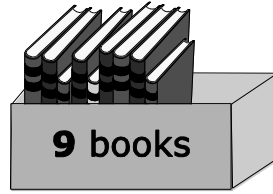
2. Raja noticed a pattern as he put books in the boxes.



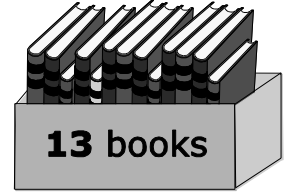
Box A



Box B



Box C



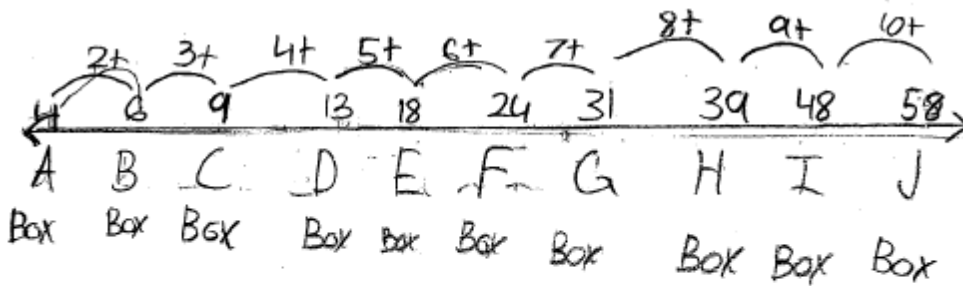
Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.



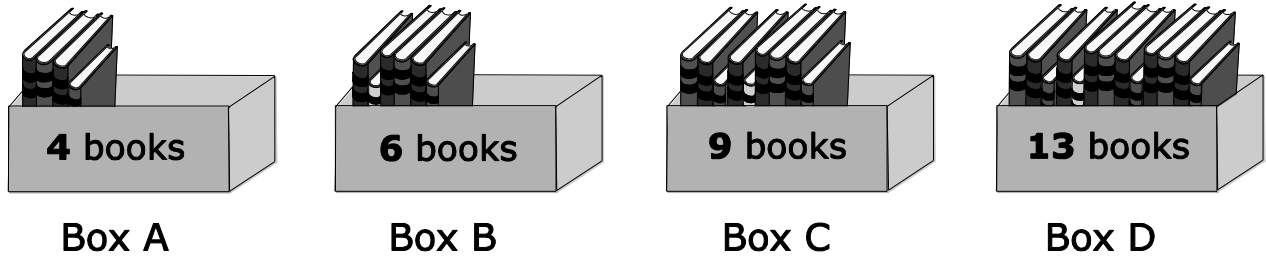
Part Two:

Explain the pattern rule.

Start at four and add on 2.

Grade 4 Numeracy Question 2 – Exemplar # 8

2. Raja noticed a pattern as he put books in the boxes.

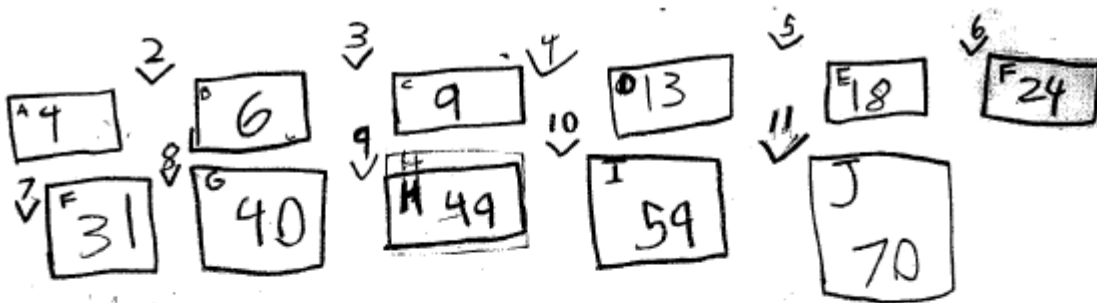


If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.



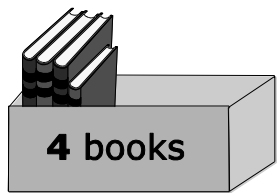
Part Two:

Explain the pattern rule.

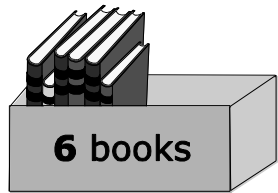
start at 4 and add 2, then 3, then 4, then 5, ...
each time.

Grade 4 Numeracy Question 2 – Exemplar # 9

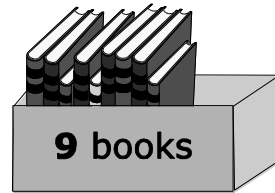
2. Raja noticed a pattern as he put books in the boxes.



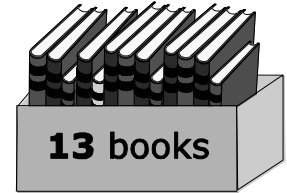
Box A



Box B



Box C



Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

The answer is 18, 24, 31, 39, 48, 58.
E F G H I J

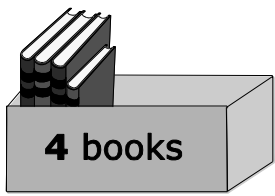
Part Two:

Explain the pattern rule.

Start at 4 add 2 then 1/2 to it,
the 2 to become 3 so $6 + 3 = 9$
then the 3 becomes 4 so $9 + 4 = 13$
and so on.

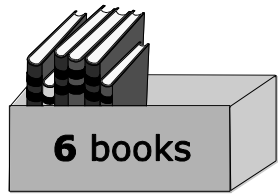
Grade 4 Numeracy Question 2 – Exemplar # 10

2. Raja noticed a pattern as he put books in the boxes.



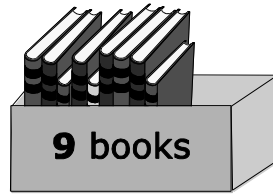
4 books

Box A



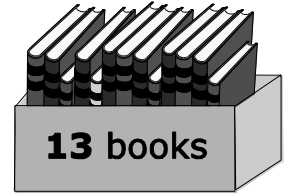
6 books

Box B



9 books

Box C



13 books

Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

$18 \text{ books} + 6 = 24 \text{ books} + 7 = 31 \text{ books} + 8$
 E F G H
 I J

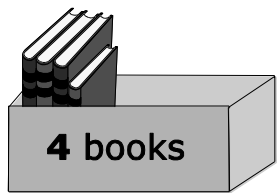
E would have 18 books, F 24, G 31, H 38,

Part Two: I 47, J 57 books.
Explain the pattern rule.

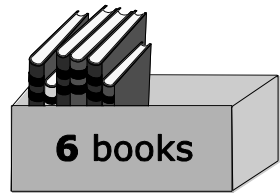
The pattern rule is
 $+2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10$

Grade 4 Numeracy Question 2 – Exemplar # 11

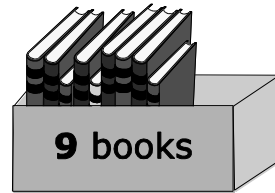
2. Raja noticed a pattern as he put books in the boxes.



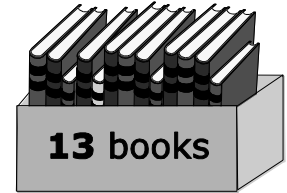
Box A



Box B



Box C



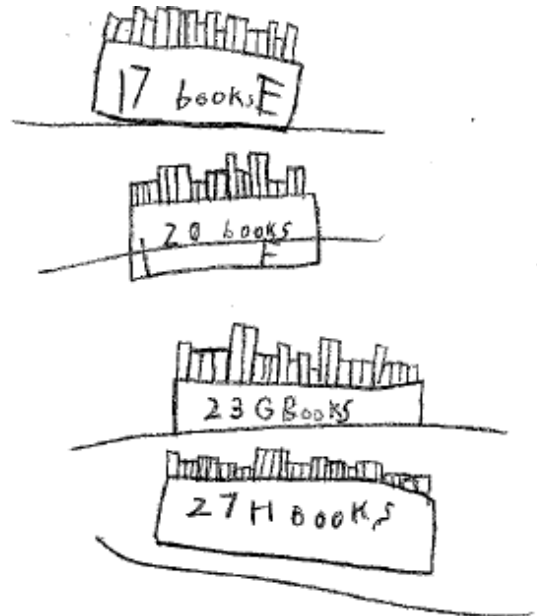
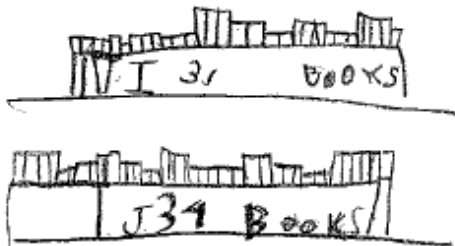
Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

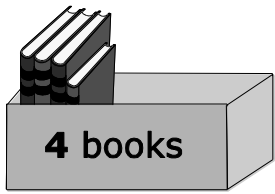


Part Two:

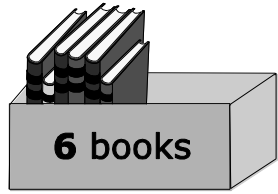
Explain the pattern rule.

Grade 4 Numeracy Question 2 – Exemplar # 12

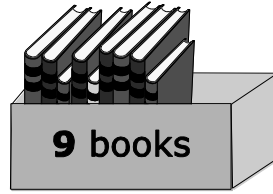
2. Raja noticed a pattern as he put books in the boxes.



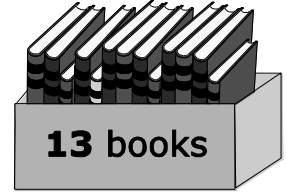
Box A



Box B



Box C



Box D

If this pattern continues, how many books will be in boxes E, F, G, H, I, and J?

(4 marks)

Part One:

Use a strategy to show your solution.

A⁴ B⁶ C⁹ D¹³ E¹⁵ F¹⁸ G²² H²⁴ I²⁷ J³¹
4 + 2 + 3 + 4 + 2 + 3 + 4 + 2 + 3 + 4
e, f, g, h, i, and j would have
15, 18, 22, 24, 27, 31

Part Two:

Explain the pattern rule.

It must go like 4+2+3+4 etc.
The pattern rule is 4+2+3+4 etc.

FSA 2012

Grade 4 Exemplars

Rationales

2012 Rationales for Grade 4 Exemplars – Reading

Grade 4 Reading Exemplar # 1: Score 3

- Comprehension of the passage and task
- Generally purposeful and coherent
- Some interpretation and insight

Grade 4 Reading Exemplar # 2: Score 2

- Minimal elaboration
- Insight in a simplistic way
- Partially complete

Grade 4 Reading Exemplar # 3: Score 4

- Accurate and complete response
- Thorough understanding
- Clear and detailed
- Makes personal connections

Grade 4 Reading Exemplar # 4: Score 1

- Inaccurate interpretation
- Simple, brief
- No supporting ideas

Grade 4 Reading Exemplar # 5: Score 2

- Partially complete
- Some comprehension of the task
- Little integration of information or supporting evidence

Grade 4 Reading Exemplar # 6: Score 3

- Mostly relevant material
- Some insight, interpretation
- Clear understanding of the task

Grade 4 Reading Exemplar # 7: Score 3

- Some supporting details
- Comprehension of the task is clearly evident
- Includes details with some elaboration
- Some integration of ideas

Grade 4 Reading Exemplar # 8: Score 4

- Accurate and complete
- Insightful comprehension
- Integrates relevant details
- Shows interpretation

Grade 4 Reading Exemplar # 9: Score 1

- Some inaccurate information
- Brief, no elaboration
- No supporting ideas

Grade 4 Reading Exemplar # 10: Score 2

- Simplistic interpretation
- Some comprehension of the passage
- Minimal relevant elaboration

Grade 4 Reading Exemplar # 11: Score 3

- Comprehension of the passage
- Generally purposeful and coherent
- Mostly relevant material

Grade 4 Reading Exemplar # 12: Score 4

- Complete
- Clear, detailed and elaborated
- Integrated with specific, relevant detail
- Shows insight

2012 Rationales for Grade 4 Exemplars – Short Writing

Grade 4 Short Writing Exemplar # 1: Score 3

- Clear link to the topic
- Generally organised and developed
- Some supporting details and explanation
- Uses a variety of sentence beginning words
- Generally focused beginning, middle and ending

Grade 4 Short Writing Exemplar # 2: Score 2

- Some evidence showing a link to the topic
- Ideas are partially developed
- Somewhat focused

Grade 4 Short Writing Exemplar # 3: Score 1

- Purpose of topic unclear
- Ideas unrelated to the topic
- Little development; is confusing
- Frequent errors

Grade 4 Short Writing Exemplar # 4: Score 4

- Insightful comprehension of the task
- Complete
- Purposeful and thoughtful
- Demonstrates insight

Grade 4 Short Writing Exemplar # 5: Score 3

- Clear link to the topic
- Some supporting details, reasons and explanations
- Organized logically

Grade 4 Short Writing Exemplar # 6: Score 2

- Link to topic
- Some detail included
- Insight in a simplistic way
- Some organization

Grade 4 Short Writing Exemplar # 7: Score 3

- Sense of voice
- Generally organized
- Clear link to topic

Grade 4 Short Writing Exemplar # 8: Score 4

- Addresses task with clear purpose
- Ideas are fully developed and supported
- Effective sentence patterns
- Organised and logically sequenced

Grade 4 Short Writing Exemplar # 9: Score 3

- Clear link to topic
- Ideas mostly developed
- Generally relies on direct language

Grade 4 Short Writing Exemplar # 10: Score 1

- Ideas not developed
- Relevant details absent
- Lacks organization
- Frequent errors

Grade 4 Short Writing Exemplar # 11 Score 2

- Uneven development; list-like
- Some evidence showing link to topic
- Simple language

Grade 4 Short Writing Exemplar # 12: Score 1

- Writing is brief
- Few relevant details
- Ideas disjointed

2012 Rationales for Grade 4 Exemplars – Long Writing

Grade 4 Long Writing Exemplar # 1: Score 3

- Generally includes beginning, middle and end
- Attempts sense of voice
- Uses variety of sentences

Grade 4 Long Writing Exemplar # 2: Score 2

- Some sense of organization and story
- Generally simple language and sentence structure
- Some evidence of beginning, middle and an abrupt ending

Grade 4 Long Writing Exemplar # 3: Score 2

- Ideas are not clearly developed
- Some sense of organization
- Frequent errors in conventions make it hard to understand
- Some sense of story

Grade 4 Long Writing Exemplar # 4: Score 4

- Originality
- Ideas supported with engaging details
- Use of figurative language
- Includes a beginning, middle, and ending
- Characters have “personality”

Grade 4 Long Writing Exemplar # 5: Score 3

- Ideas are generally organized
- Elaborates on main idea
- Beginning, middle and end
- Variety of sentences

Grade 4 Long Writing Exemplar # 6: Score 4

- Story is clear and original
- Language flows smoothly and shows some variety
- Fully developed and clearly focused
- Includes beginning, middle and end.

Grade 4 Long Writing Exemplar # 7: Score 3

- Sense of purpose
- Some supporting details
- Direct language with some variety
- Generally includes a focused beginning, middle and attempts ending

Grade 4 Long Writing Exemplar # 8: Score 3

- Attempts individuality
- Somewhat developed ideas
- Some language variety
- Ending is abrupt

Grade 4 Long Writing Exemplar # 9: Score 2

- Simple sentences with little variety
- Some sense of organization
- Ideas partially developed

Grade 4 Long Writing Exemplar # 10: Score 1

- Little sense of story
- Simple language with limited vocabulary
- Some errors interfere with meaning
- Little development among events

Grade 4 Long Writing Exemplar # 11: Score 3

- Generally organized and logically sequenced
- Beginning, middle and end
- Attempts sense of voice

Grade 4 Long Writing Exemplar # 12: Score 4

- Clearly focused and developed
- Variety of sentence structures
- Originality of language
- Strong sense of voice
- Correct use of conventions

2012 Rationales for Grade 4 Exemplars – Numeracy Q #1

Grade 4 Numeracy Q1 Exemplar # 1: Score 4

- applied relevant concepts and skills appropriately
- an appropriate strategy is correctly implemented
- a correct solution (7 combinations)
- work is clear, detailed and organized

Grade 4 Numeracy Q1 Exemplar #2 – Score: 3

- relevant concepts and skills are applied accurately
- an appropriate strategy is generally implemented
- a correct solution with calculation errors (3 3 2 2 incorrect)
- work is clear and easy to follow

Grade 4 Numeracy Q1 Exemplar # 3: Score 2

- some relevant concepts and skills are applied appropriately
- an appropriate strategy is used but is not carried out far enough
- a partially correct solution; 2 combinations
- work is clear

Grade 4 Numeracy Q1 Exemplar #4 – Score: 1

- relevant concepts and skills are not applied appropriately
- an inappropriate strategy
- incorrect solution
- a start beyond just copying data

Grade 4 Numeracy Q1 Exemplar #5 – Score: 2

- some relevant concepts applied
- an appropriate strategy is implemented incorrectly
- a partially correct solution
- much of the work is clear

Grade 4 Numeracy Q1 Exemplar #6 – Score: 3

- most relevant concepts and skills applied appropriately
- an appropriate strategy is generally implemented
- solution not fully complete, with calculation errors (6 correct, 3 incorrect)
- work is clean, detailed and organized

Grade 4 Numeracy Q1 Exemplar # 7: Score 4

- complete understanding of the problem
- all relevant skills and concepts applied
- appropriate strategy is fully implemented
- correct solution, 7 correct combinations, no incorrect combinations but has one duplicate
- work is clear, detailed and organized

Grade 4 Numeracy Q1 Exemplar # 8: Score 1

- relevant concepts are not applied appropriately
- an inappropriate strategy is used
- incorrect solution
- a start beyond copying

Grade 4 Numeracy Q1 Exemplar # 9: Score 2

- some relevant concepts and skills are applied appropriately
- an appropriate strategy is used but is not carried out far enough
- a partially correct solution; 3 correct combinations and an incorrect solution
- work is clear

Grade 4 Numeracy Q1 Exemplar #10 – Score: 4

- all relevant skills and concepts applied
- appropriate strategy fully implemented
- correct solution: 7 correct combinations
- work is generally clear and easy to follow

Grade 4 Numeracy Q1 Exemplar #11– Score: 3

- most relevant concepts and skills applied appropriately
- appropriate strategy is generally implemented
- solution may not be fully complete
- work is generally clear

Grade 4 Numeracy Q1 Exemplar # 12: Score 1

- relevant concepts and skills are not applied appropriately
- an inappropriate strategy is used that does not lead to a solution
- incorrect solution
- work is incomplete

2012 Rationales for Grade 4 Exemplars – Numeracy Q #2

Grade 4 Numeracy Q2 Exemplar #1 – Score: 4

- relevant concepts and skills are applied accurately
- an appropriate strategy is correctly implemented
- a correct solution
- work is clear, detailed and organized

Grade 4 Numeracy Q2 Exemplar #2 – Score: 3

- most relevant concepts are applied appropriately
- appropriate strategy is generally implemented
- correct solution but not fully complete (pattern rule)
- work is generally clear

Grade 4 Numeracy Q2 Exemplar #3 – Score: 2

- some relevant concepts and skills are applied appropriately
- appropriate strategy implemented incorrectly
- partially correct solution with calculation errors
- some information omitted (pattern rule)

Grade 4 Numeracy Q2 Exemplar # 4: Score 1

- relevant concepts and skills not applied appropriately
- inappropriate strategy
- incorrect solution
- a start beyond just copying data (an incorrect increasing pattern)

Grade 4 Numeracy Q2 Exemplar #5 – Score: 1

- relevant concepts and skills are not applied appropriately
- inappropriate strategy; does not lead to a correct solution
- incorrect solution
- a start beyond just copying data

Grade 4 Numeracy Q2 Exemplar #6 – Score: 2

- some relevant concepts and skills applied appropriately
- appropriate strategy implemented incorrectly
- a partially correct solution; correct pattern rule but the number of books do not follow it
- work is clear

Grade 4 Numeracy Q2 Exemplar #7 – Score: 4

- relevant concepts and skills applied appropriately
- appropriate strategy correctly implemented
- solution complete but pattern rule is shown in the solution rather than being explained
- work clear, detailed and organized

Grade 4 Numeracy Q2 Exemplar #8 – Score: 3

- most relevant concepts and skills applied
- appropriate strategy is generally implemented
- a correct solution with calculation error between F & G, but correct pattern rule
- clear and easy to follow

Grade 4 Numeracy Q2 Exemplar #9 – Score: 4

- relevant concepts and skills applied appropriately
- appropriate strategy fully implemented
- correct solution and pattern rule
- generally clear and easy to follow

Grade 4 Numeracy Q2 Exemplar #10 – Score: 3

- most relevant concepts and skills are applied
- a partially correct solution, with some calculation errors
- appropriate strategy is generally implemented
- work is generally clear

Grade 4 Numeracy Q2 Exemplar # 11: Score 1

- some relevant concepts are applied
- an inappropriate strategy is used
- incorrect solution
- a start beyond copying data

Grade 4 Numeracy Q2 Exemplar # 12: Score 2

- some relevant concepts and skills are applied appropriately
- an appropriate strategy is used but implemented incorrectly (misinterpreted the pattern rule)
- a partially correct solution
- work is generally clear