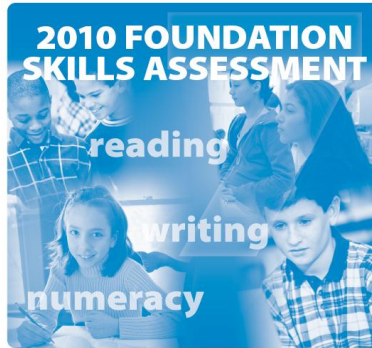
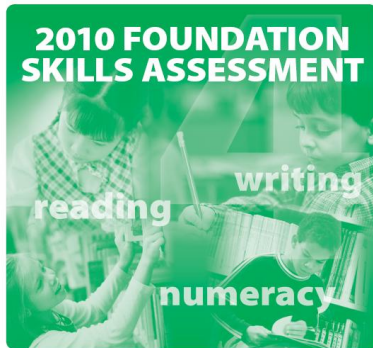


PROVINCIAL MONITORING REPORT 2010



The Ministry of Education monitors district/school based scoring of the written-response sections of the Foundation Skills Assessment (FSA) by sampling student response booklets from each district and a number of independent schools. The selected booklets were re-scored at the monitoring session.

This report indicates the degree of consistency between the scores local scorers assigned to their students' responses in district/school based scoring sessions and scores assigned by the scorers participating in the monitoring session. The report also provides general comments regarding student performance based on the participants' observations during the monitoring session.

The scoring of the written-response questions for all locally scored FSA is based on the use of scoring rubrics. Scoring rubrics and related scoring materials are available at www.bced.gov.bc.ca/assessment/fsa/training.htm

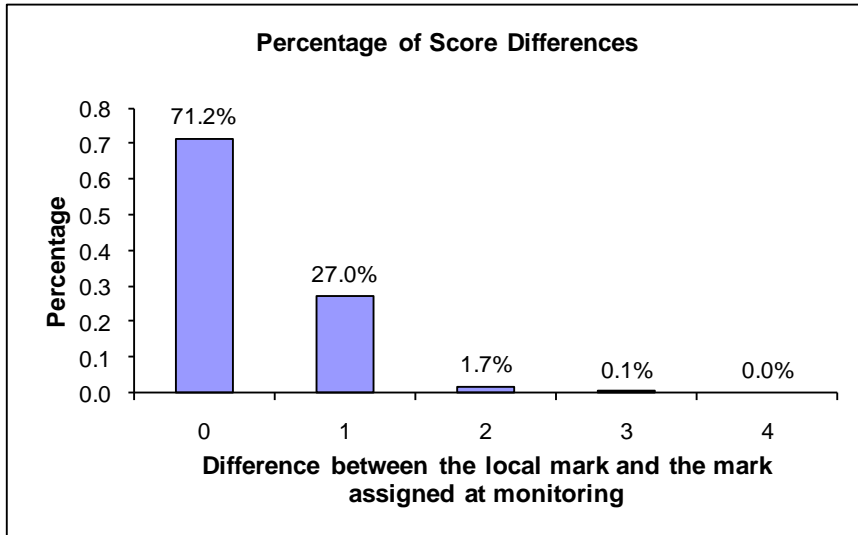
Scorers use their professional judgment guided by the scoring materials to give each student response a fair and reliable reading and score. Differences of one scale point between the score assigned at the monitoring session and the score assigned at the district based scoring session are considered to be reasonable. When at least 80% of the scores assigned locally are within one scale point of the scores assigned at the monitoring session this indicates that local scores are highly aligned with the provincial scoring standards specific to each assessment.

Note: The percentages of differences may not add up to 100% due to rounding.

For more information regarding this report or the monitoring of the Foundation Skills Assessment, please contact CL Mar at 250-356-2453 or by email to Cherilynn.Mar@gov.bc.ca.

Grade 4 Numeracy

Written-Response Question 1 Strand – Shape and Space



98.2% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2010 monitoring session

Student Strengths:

- Most students attempted to solve the problem.
- Most students drew and labelled the rectangles.

Areas requiring improvement:

- Students need to understand the difference between perimeter and area.
- Students need to work with labelling and writing the units.
- Many students did not know that a square is a rectangle.

Implications for instruction:

The marking team suggests that students need to learn that changing the orientation of the rectangle does not make a different rectangle. Teachers should teach the definition of shapes rather than what shapes look like.

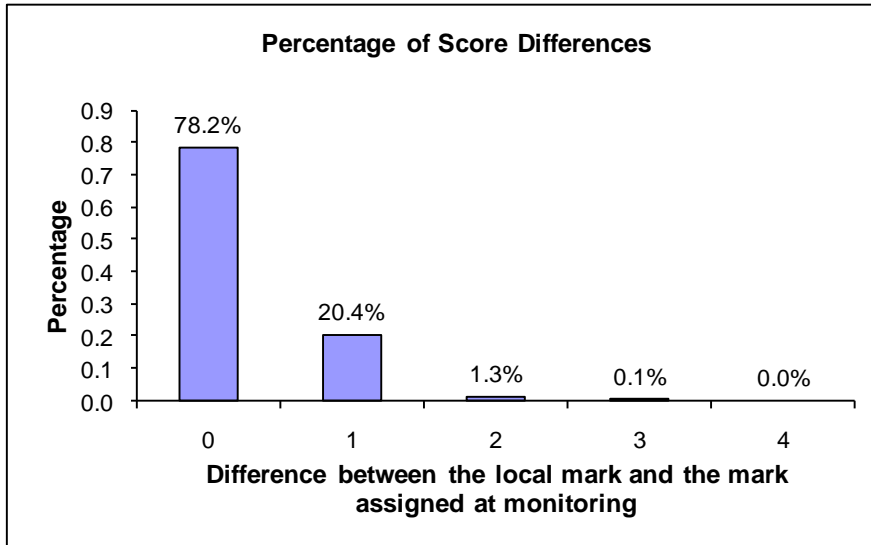
Visit <http://www.bced.gov.bc.ca/assessment/fsa/training.htm> for the questions and examples of student work.

Visit http://www.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 4 Numeracy

Written-Response Question 2

Strand - Number



98.6% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2009 monitoring session

Student Strengths:

- Students used a variety of strategies to solve the problem.

Areas requiring improvement:

- Students need to know that different ways of representing their information does not give a different answer (ex. 25×4 and $25 + 25 + 25 + 25$).

Implications for instruction:

The marking team suggests that teachers should continue with their current practices.

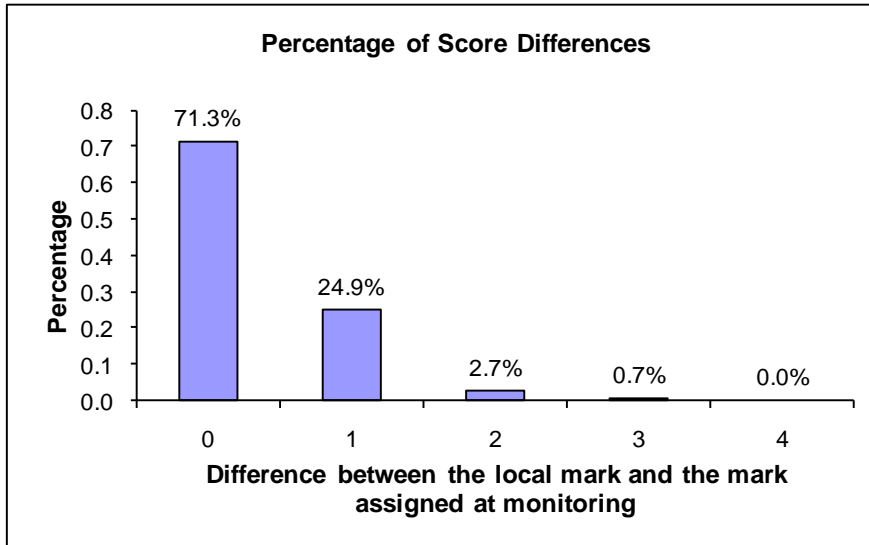
Visit <http://www.bced.gov.bc.ca/assessment/fsa/training.htm> for the questions and examples of student work.

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Grade 7 Numeracy

Written-Response Question 1

Strand: Number



96.2% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2010 monitoring session

Student Strengths:

- Students attempted the question.
- Students were able to use sound accurate strategies that demonstrate understanding.
- Students were able to use a variety of strategies.
- Some students were able to demonstrate high level thinking such as the ability to break percent into parts – e.g., $100\% - 20\% = 80\%$
- Some students were able to articulate their thinking.
-

Areas requiring improvement:

- Students need to read instructions/questions more thoroughly.
- Students need to improve their understanding of how to calculate discounts and taxes.
- Students need to improve understanding of the relationship between percents and decimals.

Implications for instruction:

The marking team suggests that teachers model a variety of strategies that allow students to show their thinking using efficient and organized strategies. Teachers need to train students on the use of calculators, ensuring that students have both conceptual and procedural understanding. Teachers need to provide students with more real life applications for the use of perimeter and area. Teachers need to stress the communication and representation aspects and encourage students to circle or write down the final solutions.

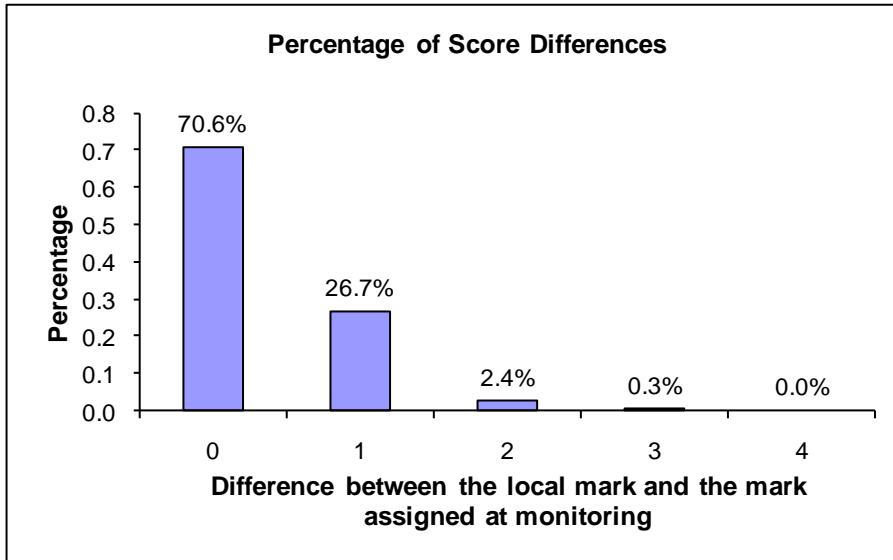
Visit <http://www.bced.gov.bc.ca/assessment/fsa/training.htm> for the questions and examples of student work.

Visit http://www.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 7 Numeracy

Written-Response Question 2

Strand – Shape and Space



97.3% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2010 monitoring session

Student Strengths:

- Most students attempted the question.
- Students were able to use sound accurate strategies that demonstrate understanding, particularly of perimeter.
- Students were able to use a variety of strategies.
- Work was clear and organized for the most part.

Areas requiring improvement:

- Students need to read instructions/questions more thoroughly.
- Students need to break problems down into parts.
- Students need to learn that a square is a rectangle.
- Students need to recognize the importance of using appropriate units such as m and m².
- Students need to improve understanding of concepts of area and perimeter.

Implications for instruction:

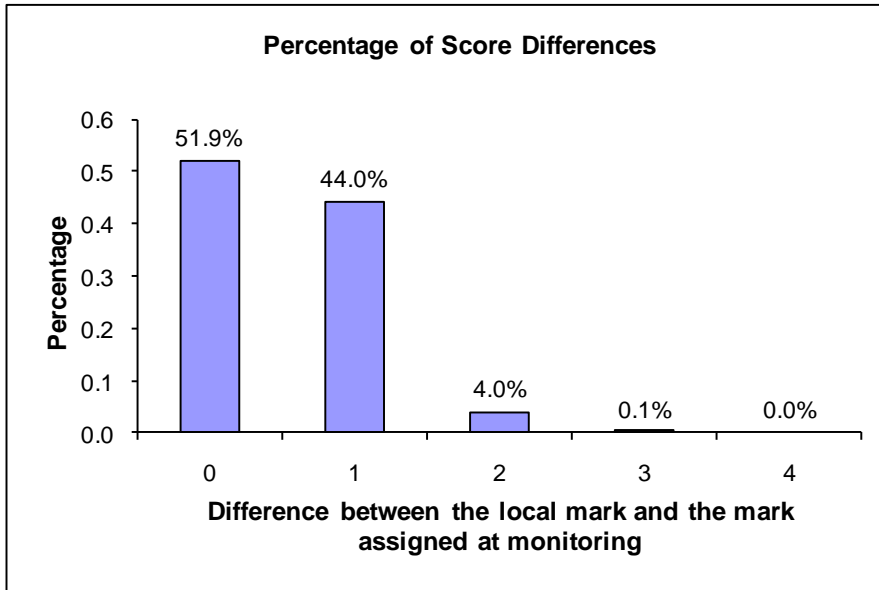
The marking team suggests that teachers model a variety of strategies that allow students to show their thinking using efficient and organized strategies. Teachers need to train students on the use of calculators, ensuring that students have both conceptual and procedural understanding. Teachers need to provide students with more real life applications for the use of perimeter and area. Teachers need to stress the communication and representation aspects and encourage students to circle or write down the final solutions.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/training.htm> for the questions and examples of student work.

Visit http://www.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 4 Reading

Written-Response Question



95.9% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2010 monitoring session

Student Strengths:

- Students were able to respond to the question.
- Students were able to link opinions to text.
- Students were able to make personal connections.
- Students were able to demonstrate comprehension of texts.
- Students were able to get the 'big ideas' from the passages.
- The boys were able to connect with the male characters in one passage and the girls with the female characters in another passage.

Areas Requiring Improvement:

- Students need to elaborate ideas.
- Students need to support ideas with information from passage(s).
- Students need to compare and contrast two passages that may be of different writing genres.

Implications for Instruction:

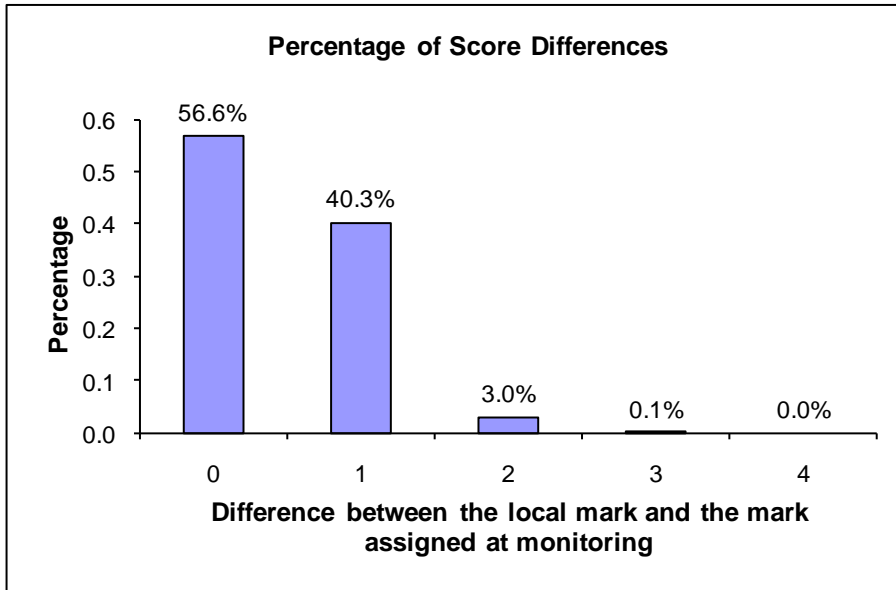
The marking team suggests that teachers focus on guiding students on how to read the passages and the task carefully, how to make inferences, and how to use support from the passages in their responses. Teachers could also work with students on how to compare and contrast passages. Teachers are encouraged to use student exemplars to help model student responses.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/training.htm> for the questions and examples of student work.

Visit http://www.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 7 Reading

Written-Response Question



96.9% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2010 monitoring session

Student Strengths:

- Students were able to comprehend main ideas and key information in the passages.
- Most students were able to make the concrete, literal connections of the theme of the passages.

Areas requiring improvement:

- Students need to make inferences with insight.
- Students need to provide text-based support from both passages to justify answers.
- Students need to make personal connections to enhance comprehension.

Implications for instruction:

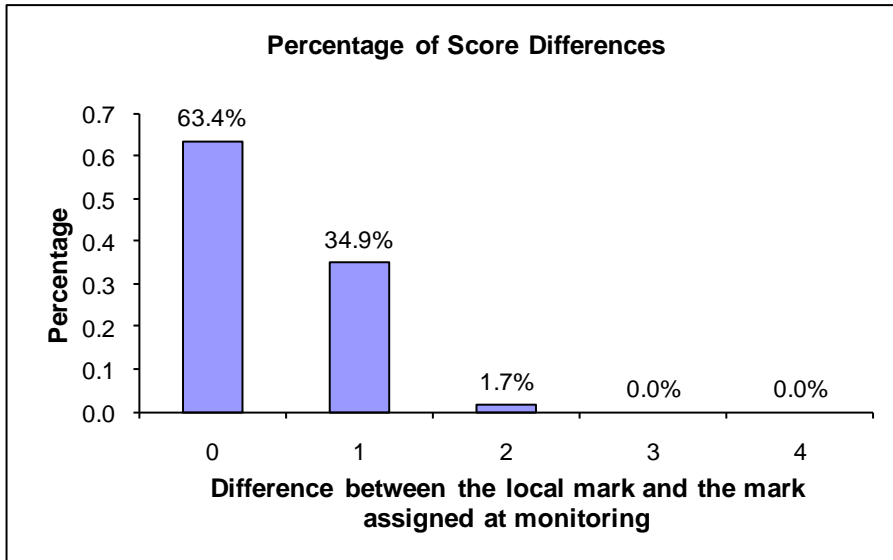
The marking team suggests that teachers provide instruction around critical thinking skills such as inferencing and other higher thinking skills, and on how to use details from the passages to support own opinions and ideas. Teachers may consider using student exemplars to illustrate insightful responses and to better familiarize students with the performance standards.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/training.htm> for the questions and examples of student work.

Visit http://www.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 4 Writing

Focused (Short) Writing



98.3% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2010 monitoring session

Student Strengths:

- Students were able to respond to the topic of “Good Friends, Good Times”
- Students were able to show a sense of purpose in their writing.
- Students were able to include a structure in their writing – beginning, middle, and end.
- Students were able to use good personal details.

Areas requiring improvement:

- Students need to work on endings.
- Students need to elaborate ideas with support.
- Students need to pay attention to sentence construction.

Implications for instruction:

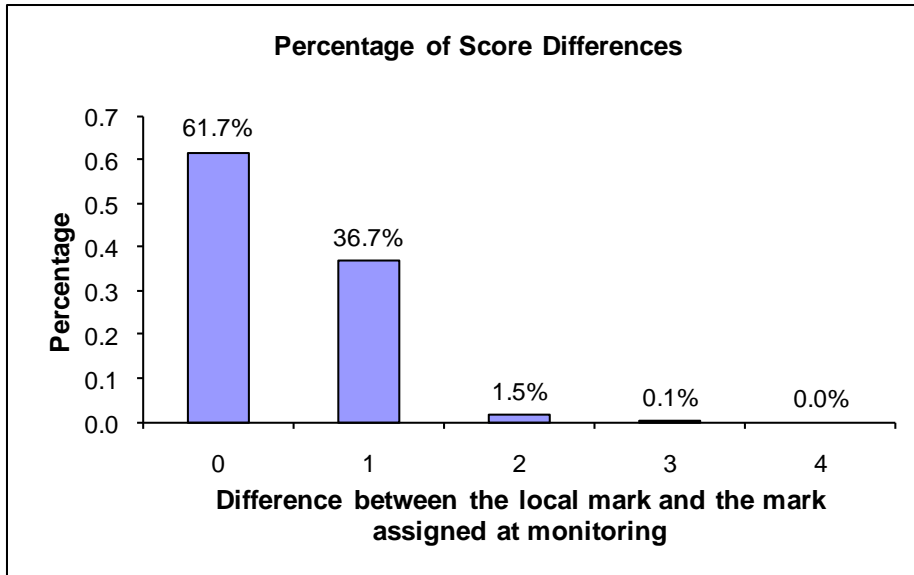
The marking team suggests that teachers encourage students to use planning pages or graphic organizers in the writing process. Teachers should also remind students to follow the writing and revising process to work on sentence construction. Teachers may use student exemplars to help model the focused and the extended writing and to better familiarize students with the scoring rubrics and performance standards.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/training.htm> for the questions and examples of student work.

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Grade 4 Writing

Extended (Longer) Writing



98.4% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2010 monitoring session

Student Strengths:

- Students were able to write with a good sense of story.
- Stories include good beginnings. Some stories were well-developed with originality.
- Stories were engaging and interesting to read.

Areas requiring improvement:

- Students need work on endings.
- Students need to use original ideas to develop characters.
- Students need to pay attention to transitions and conventions.

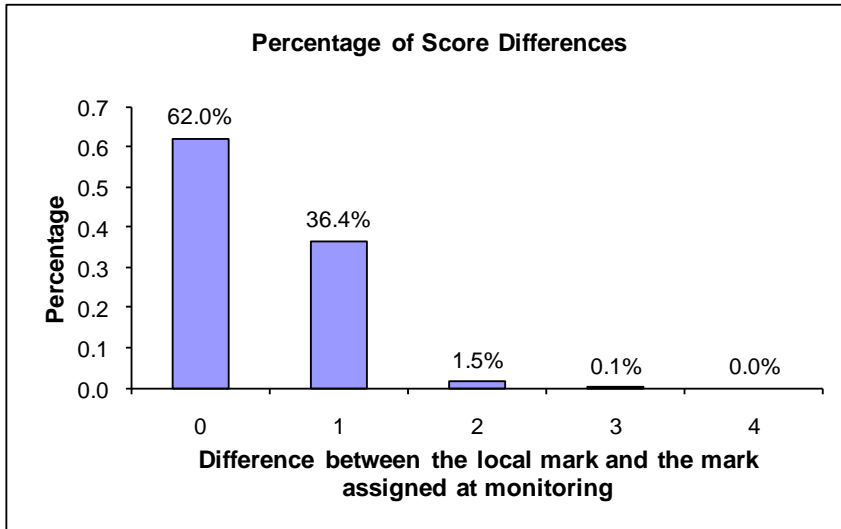
Implications for instruction:

The marking team suggests that teachers encourage students to use planning pages or graphic organizers in the writing process. Teachers should also remind students to follow the writing and revising process to work on sentence construction. Teachers may use student exemplars to help model the focused and the extended writing and to better familiarize students with the scoring rubrics and performance standards.

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Grade 7 Writing

Focused (Short) Writing



98.4% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2010 monitoring session

Student Strengths:

- Most students were able to write an introduction and conclusion.
- Most students were able to make connections between reading and writing.
- Most students were able to engage in the writing topic.

Areas requiring improvement:

- Students need to develop their skills in presenting deep-thinking point of view.
- Students need to improve using details to support their opinions.
- Students need to improve their awareness of audience.
- Students need to improve sentence structure, varied language, and conventions.

Implications for instruction:

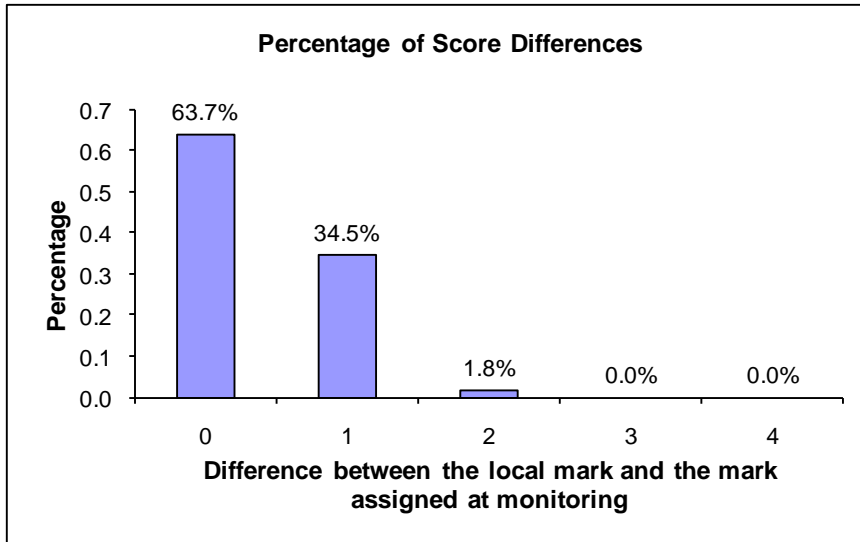
The marking team suggests that teachers continue to have students write for a variety of purposes; provide direct instructions on how to write an essay persuasively; encourage students to use the planning/writing process; and pay attention to vocabulary development, effective use of transition words, and basic writing conventions. Teachers should provide students with student exemplars of effective writing and to better familiarize students with the scoring rubrics and performance standards.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/training.htm> for the questions and examples of student work.

Visit http://www.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 7 Writing

Extended (Longer) Writing



98.2% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2010 monitoring session

Student Strengths:

- Most students showed understanding of tasks.
- Most students were able to use imagination to invent an Olympic event.
- Most students were able to bring personal background knowledge of topic to enhance writing.

Areas requiring improvement:

- Students need to improve their skills in writing richer descriptions of events rather than listing.
- Students need to write with a clear, strong point of view.
- Students need to develop a sense of audience.
- Students need to use smooth transition vocabulary, and a variety of descriptive language.
- Students should pay attention to basic writing conventions, including sentence structure, quotations, tense consistency, and paragraphing.

Implications for instruction:

The marking team suggests that teachers continue to have students write for a variety of purposes; provide direct instructions on how to write an essay persuasively; encourage students to use the planning/writing process; and pay attention to vocabulary development, effective use of transition words, and basic writing conventions. Teachers should provide students with student exemplars of effective writing and to better familiarize students with the scoring rubrics and performance standards.

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