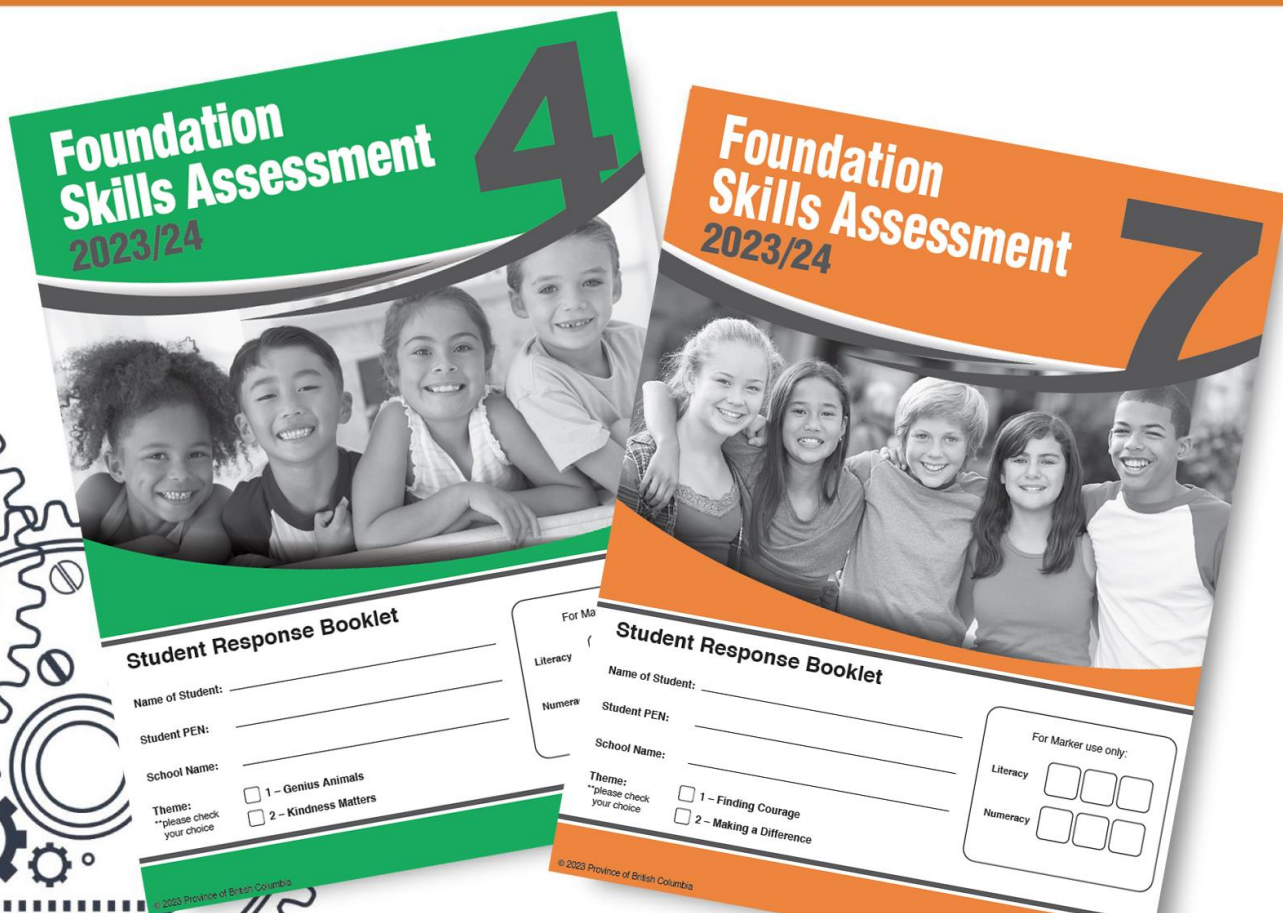




Foundation Skills Assessment

Provincial Marking Monitoring Report

2024



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Foundation Skills Assessment: Marking Monitoring

Large-scale assessments in British Columbia, like the Foundation Skills Assessment (FSA), are carefully developed and continuously evaluated based on evidence-based best practices as recommended by national and international assessment experts and psychometricians in the “Standards for Educational and Psychological Testing” (published collaboratively by the American Educational Research Association, American Psychological Association, and National Council of Measurement in Education (AERA, APA, & NCME, 2014)ⁱ. This document, referred to as the “Standards”, provides guidance on all aspects of the assessment process from development, administration, scoring and reporting. According to *Standard 10.2: Monitoring Accuracy and Reliability of Scoring*, test developers have a responsibility to “monitor and document the accuracy and reliability of scoring, and correct sources of scoring errors” (AERA et al., 2014; p. 118). In adherence to this standard, the B.C. Ministry of Education and Child Care monitors district and school-based scoring of the written-response sections of the FSA by re-scoring a sample of student response booklets from each district and a select number of independent schools.

The purpose of this report is to describe the degree of consistency between the score local or district markers assigned to their students' responses in district/school-based scoring sessions and scores assigned by the markers participating in the provincial monitoring session. The report also provides general comments regarding student performance based on the participants' observations during the monitoring session.

The scoring of the constructed-response questions for the FSA is based on scoring rubrics which were developed under guidance from *Standard 10.1: Developing Procedures for Human Scoring* (AERA et al., 2014), and adapted from the B.C. Performance Standards. Scoring rubrics and related scoring materials are available at www.bced.gov.bc.ca/assessment/fsa/training.htm.

Scorers

Fifty-three scorers from public and independent schools participated in a virtual marking monitoring session. (Appendix 1: Monitoring Session Scorer Demographics)

Scoring Process

Using the FSA Scoring Guide, scorers were familiarized with the FSA Scoring Rubrics and trained in holistic marking, including the scoring technique of ‘line of best fit’. The training they received is similar to the training markers should receive at their local marking sites.

Scorers used professional judgment, guided by the scoring materials, to give each student response a fair and reliable score. Differences of one scale point between the score assigned at the monitoring session and the score assigned at the district/school-based scoring session are considered to be reasonable. Based on advice from assessment experts an 80% or higher correlation (scores are within one scale point) between locally assigned scores and the scores assigned at the provincial monitoring session indicates that local scores are well aligned with the provincial scoring standards specific to each assessment.



Note: Percentage differences may not add up to 100% due to rounding.

Approximately 3,400 student response booklets from grades 4 and 7 were remarked during the monitoring session.

Scoring Feedback

During the scoring session, scorers' observations were compiled, based on student responses for each of the FSA items. A summary of observations for Literacy and Numeracy can be found at the end of each section of the report.

Scorers also provided general feedback on the marking support materials and the session.

Overall, the feedback was extremely positive – all participants enjoyed the session, agreed that it was a valuable professional development experience, and suggested they learned useful information to improve their local scoring activities.

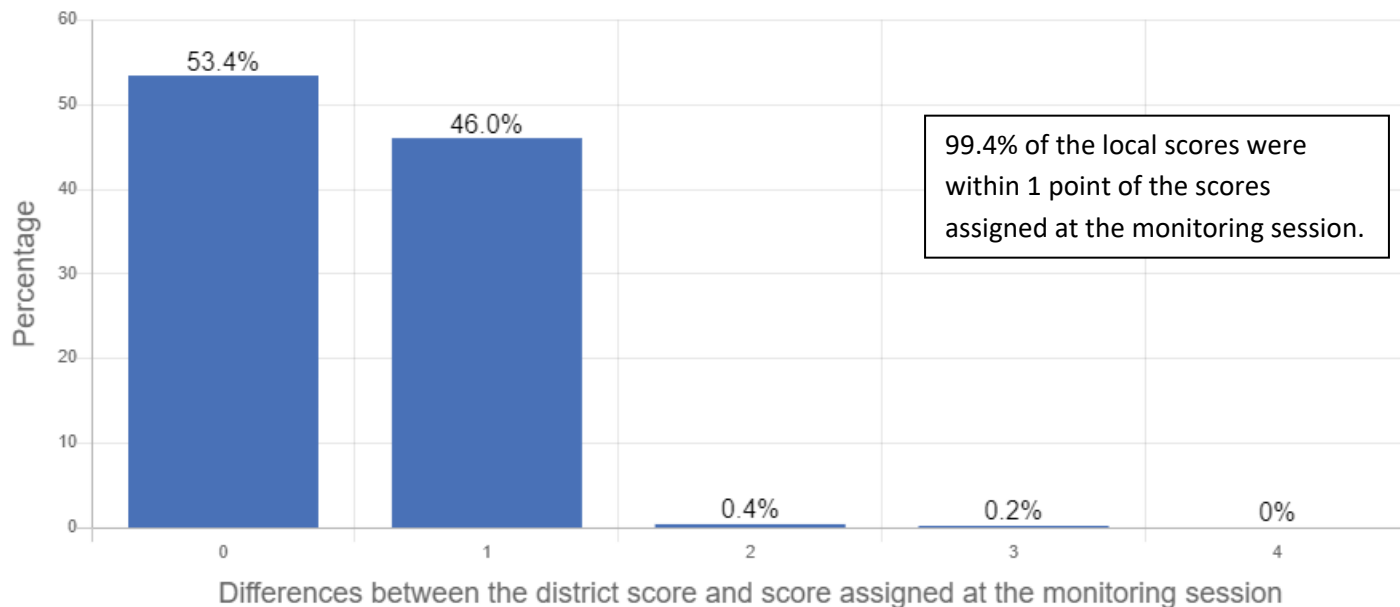
Information is summarized in Appendix 1.

Grade 4 Numeracy

Written Response Question 1

Curriculum Theme – Geometry and Measurement / Number-Computational Fluency

Score Discrepancies for Grade 4 Numeracy Question 1

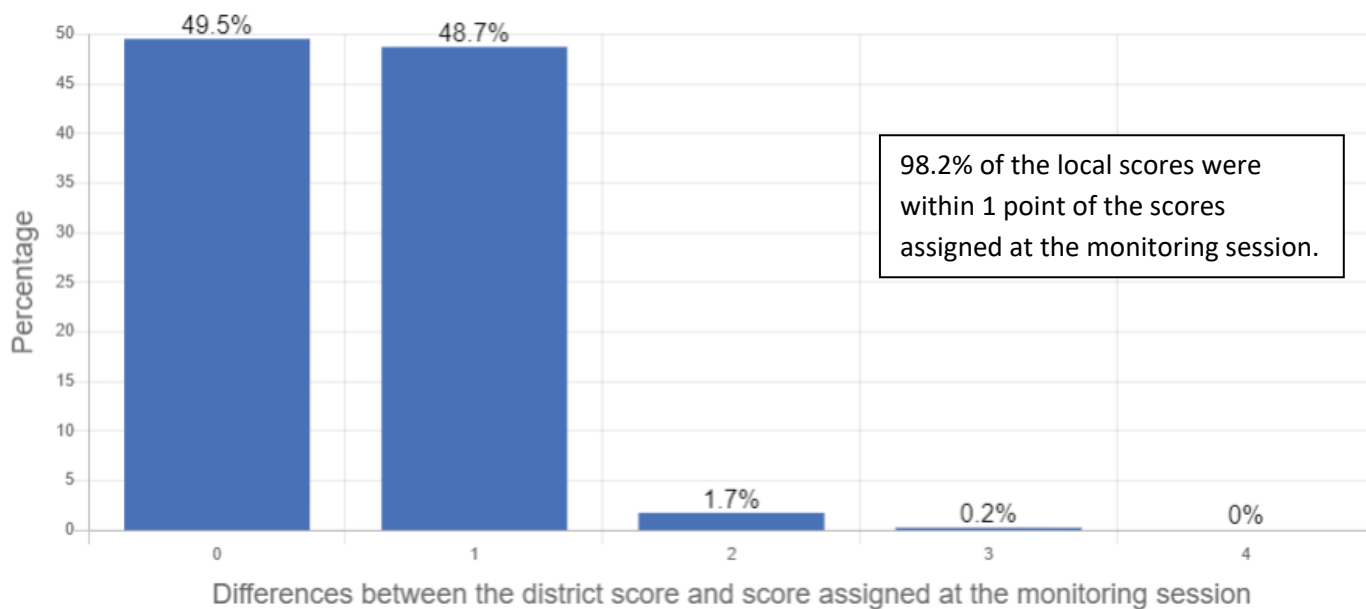


Grade 4 Numeracy (continued)

Written Response Question 2

Curriculum Theme – Geometry and Measurement / Number-Computational Fluency

Score Discrepancies for Grade 4 Numeracy Question 2

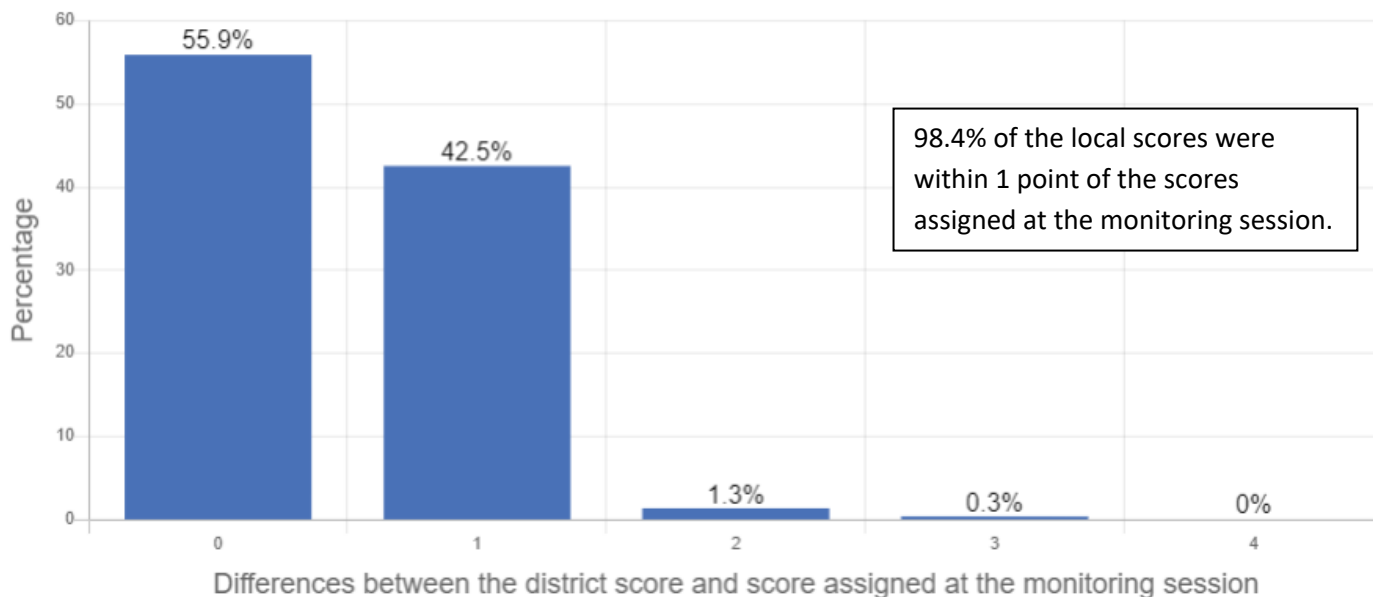


Grade 4 Numeracy (continued)

Written Response Question 3

Curriculum Theme – Number-Computational Fluency / Data and Probability

Score Discrepancies for Grade 4 Numeracy Question 3



Monitoring Comments: Grade 4 Numeracy

General comments regarding student performance on numeracy constructed response questions, according to the participants of the July 2024 monitoring session:

Student Strengths

- Students were able to understand the different steps in the questions and demonstrate different ways of representing their thinking.
- Students used logic to try to answer the questions and were able to answer basic calculation questions well.
- Students were able to explain their thinking in at least one way using a strategy that worked well for them.
- Students demonstrated a variety of thinking methods to approach the problems. Many were very visual in their approach to solving the problems.
- Most students remembered to include units.
- Students seemed to have a basic understanding of number theory concepts, adding, subtracting etc. and could demonstrate their understanding with diagrams to show their thinking.

Areas Requiring Improvement

- Students need to organize and show their thinking mathematically.
- Students struggled with adding/subtracting with accuracy.
- Students need to read questions carefully and ensure that final answer is appropriately represented.
- Students need to check their work.

Implications for Instruction

The marking team suggests that teachers could focus on the following:

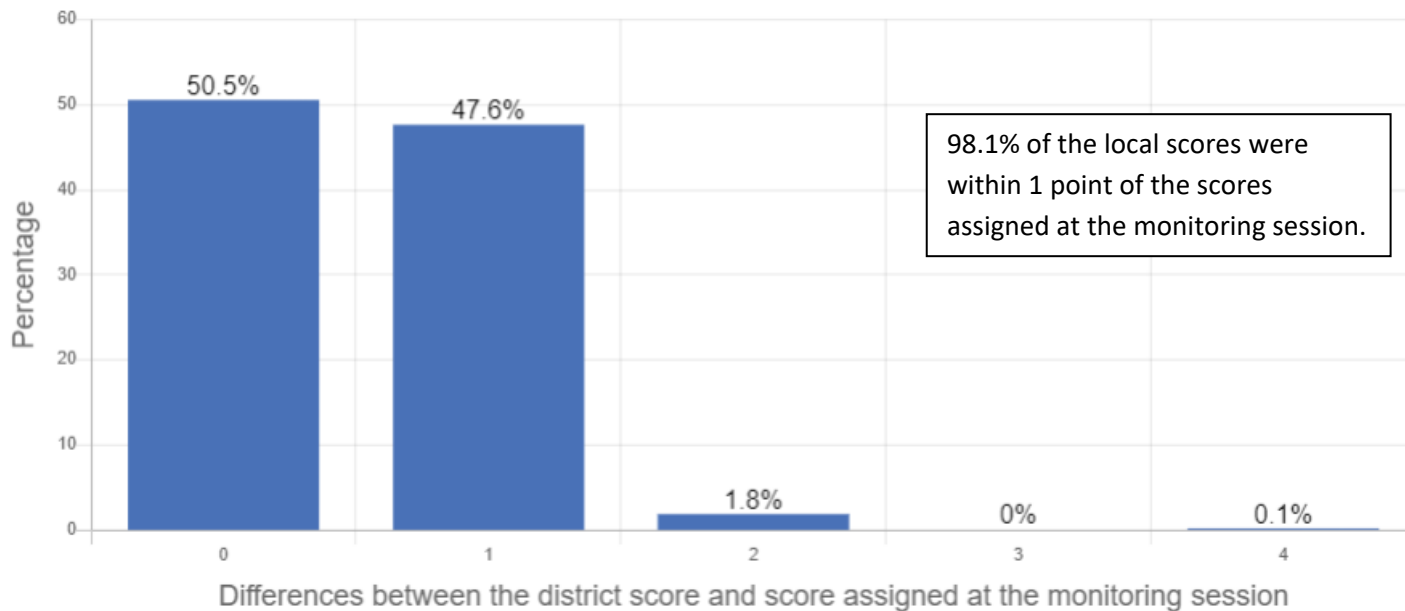
- Use information for multiple questions to go deeper with the word problem.
- Math vocabulary (difference, sum, product, quotient); helping students organize their math work and explain their thinking (not always with words, could be with labels for your diagrams as well); checking the reasonableness of their answers.
- Include math organizers (units).
- Basic math facts of the 4 operations need to be taught and stressed as this is lacking.
- Help students reason through a problem.
- Division needs to be taught 60/20 not 20/60, etc.

Grade 7 Numeracy

Written Response Question 1

Curriculum Theme – Number-Computational Fluency / Data and Probability

Score Discrepancies for Grade 7 Numeracy Question 1

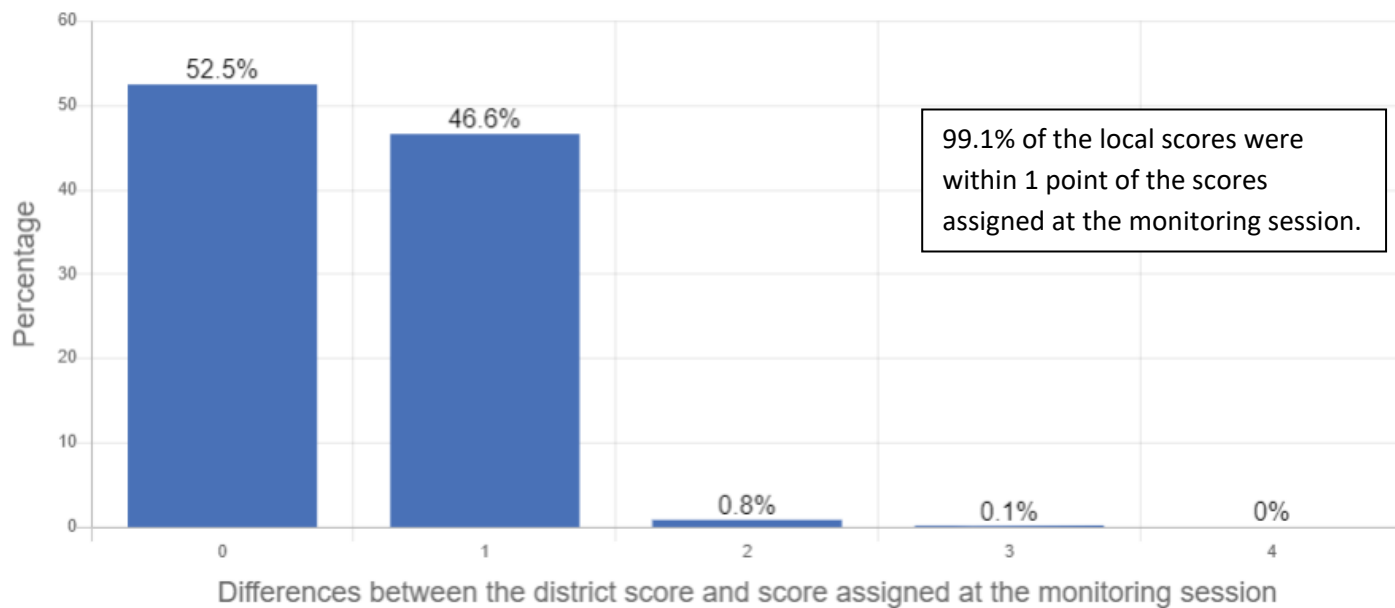


Grade 7 Numeracy (continued)

Written Response Question 2

Curriculum Theme – Data and Probability

Score Discrepancies for Grade 7 Numeracy Question 2

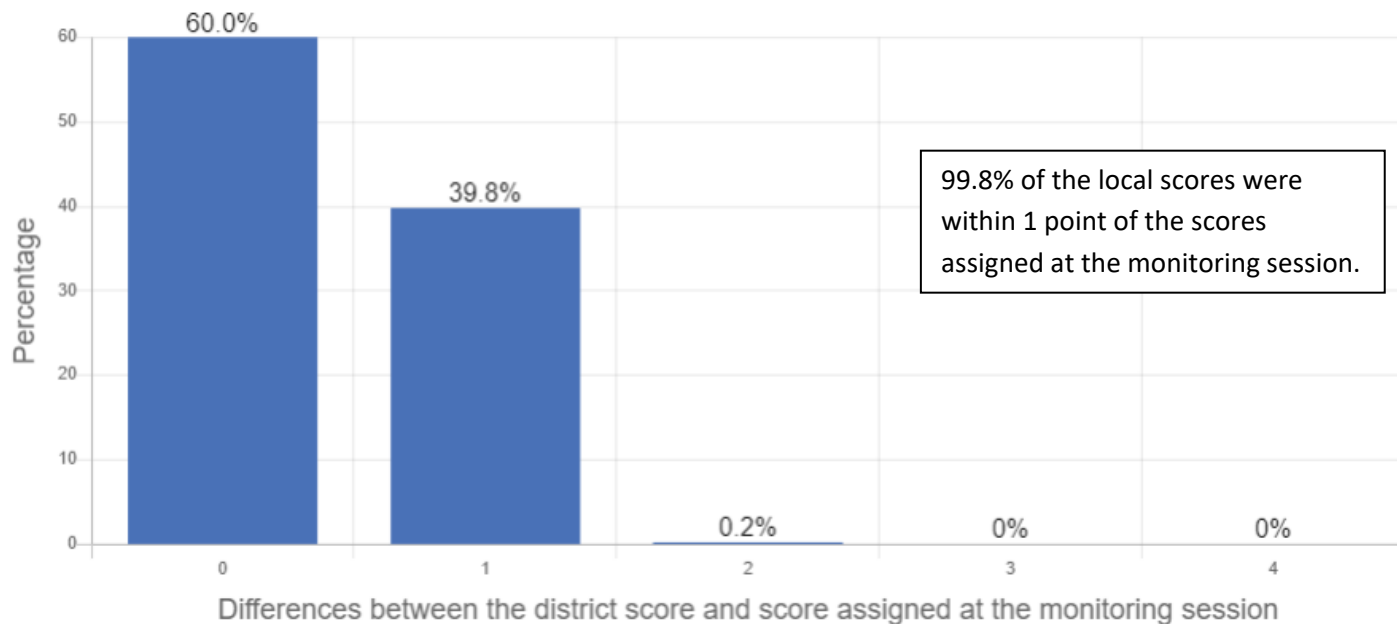


Grade 7 Numeracy (continued)

Written Response Question 3

Curriculum Theme – Geometry and Measurement / Number-Computational Fluency

Score Discrepancies for Grade 7 Numeracy Question 3



Monitoring Comments: Grade 7 Numeracy

General comments regarding student performance on numeracy written response questions, according to the participants of the July 2024 monitoring session:

Student Strengths

- Most students were able to attempt a strategy.
- A variety of strategies were used in the responses.
- Students showed a variety of thinking methods and took a chance and answered questions they didn't completely understand instead of leaving blank.
- Students were able to connect with the questions that were relevant to them.
- Students understood the meaning of a survey and how to collect data.
- Many students knew how to properly draw and label a graph.
- Students were able to understand most questions, explained their thinking well and were able to analyze data.
- Students noticed patterns.
- Students showed a variety of different ways to do calculations (skip counting, multiplying, dividing, working backward, etc.) and they were fairly accurate.

Areas Requiring Improvement

- Students need to create expressions.
- Students need to gain a better understanding of algebra and area.
- Students need to clearly show their work and answers.
- Students need to practice showing their mathematical reasoning.
- Students need to better understand graphing, labelling and identifying final answers.
- Students need to understand the difference between area and perimeter.
- Students need to show bar graphs correctly. Many used double bars to show higher numbers rather than different sets.

Implications for Instruction

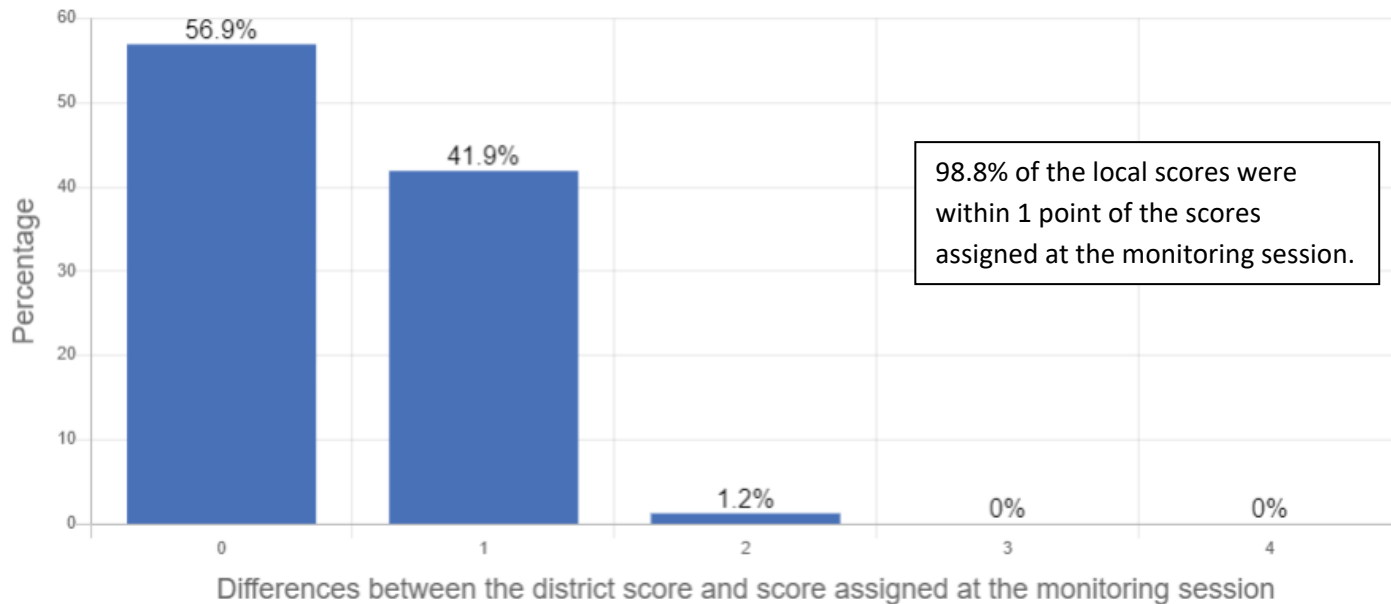
The marking team suggests that teachers could focus on the following:

- Graphing - this appears to be an area where additional instruction and student practice would be beneficial.
- Identifying parts of a graph and the importance of including all the components of a graph.
- Reminding students to carefully read instructions and highlight key information or prompts.
- Increased practice with word problems involving rounding and algebra.
- Practice writing equations with variables and understanding area.
- Reviewing the difference between an expression and an equation.

Grade 4 Literacy

Written Response: Theme 1, Question 1

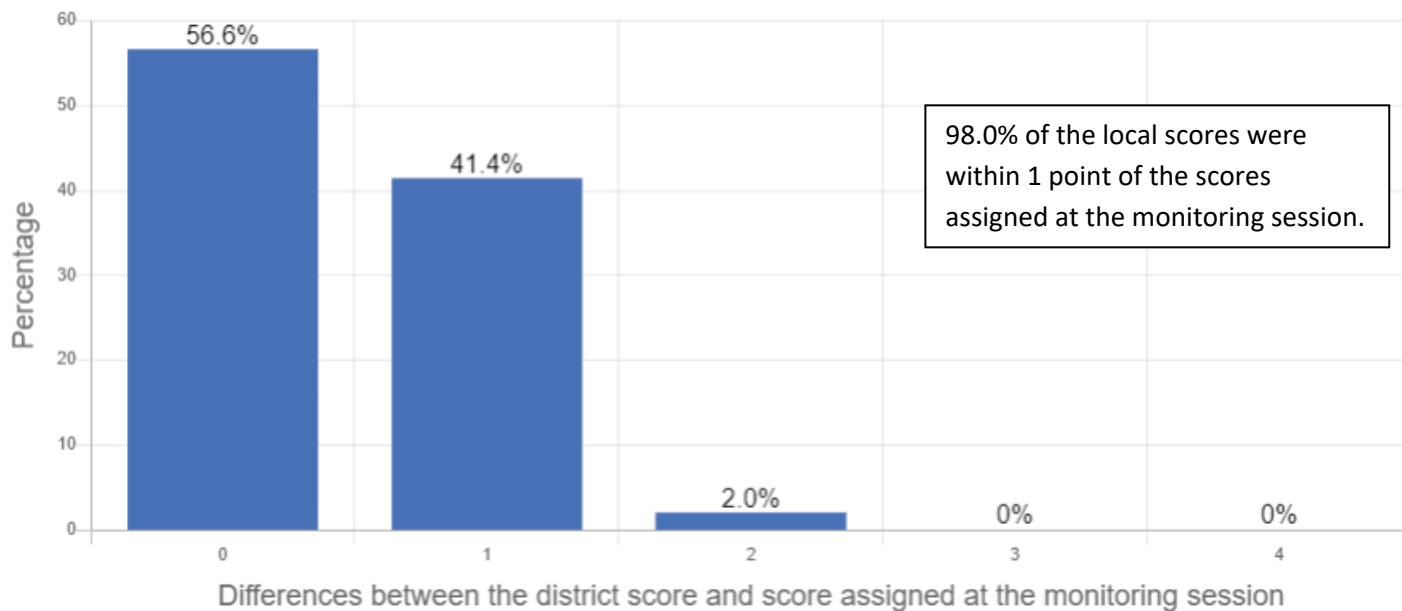
Score Discrepancies for Grade 4 Literacy Question 1
Theme 1



Grade 4 Literacy (continued)

Written Response: Theme 1 Question 2

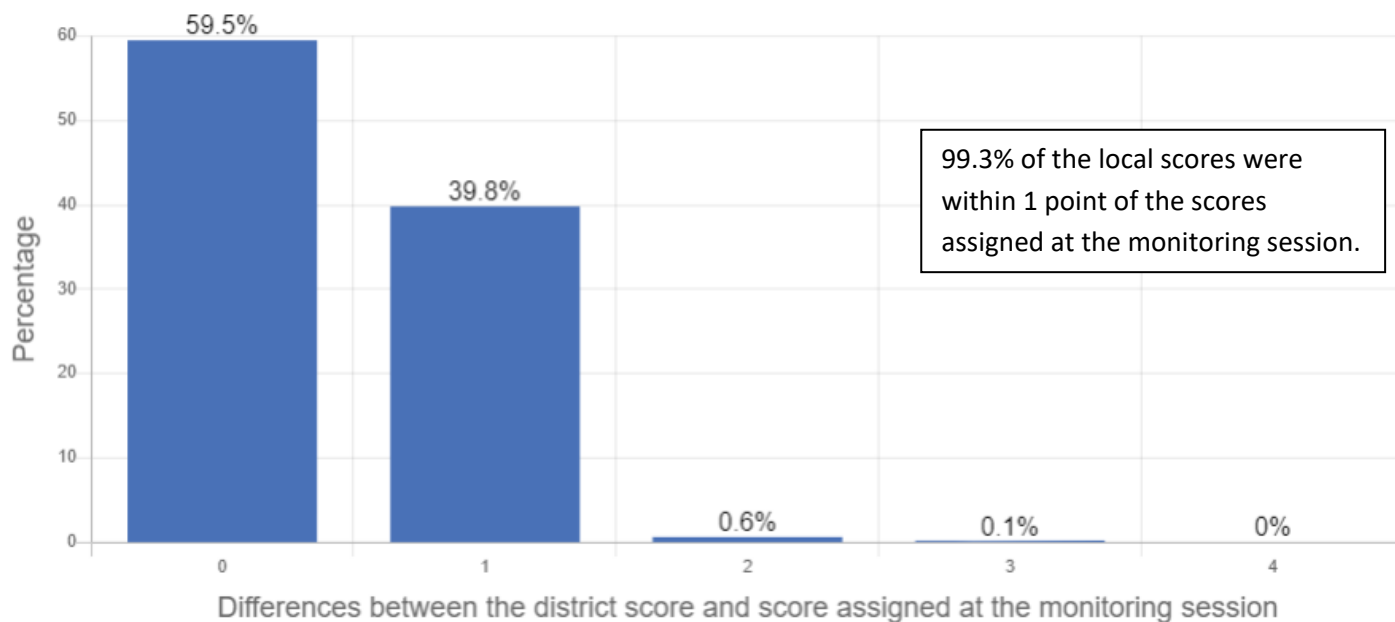
Score Discrepancies for Grade 4 Literacy Question 2
Theme 1



Grade 4 Literacy (continued)

Written Response: Theme 1 Question 3

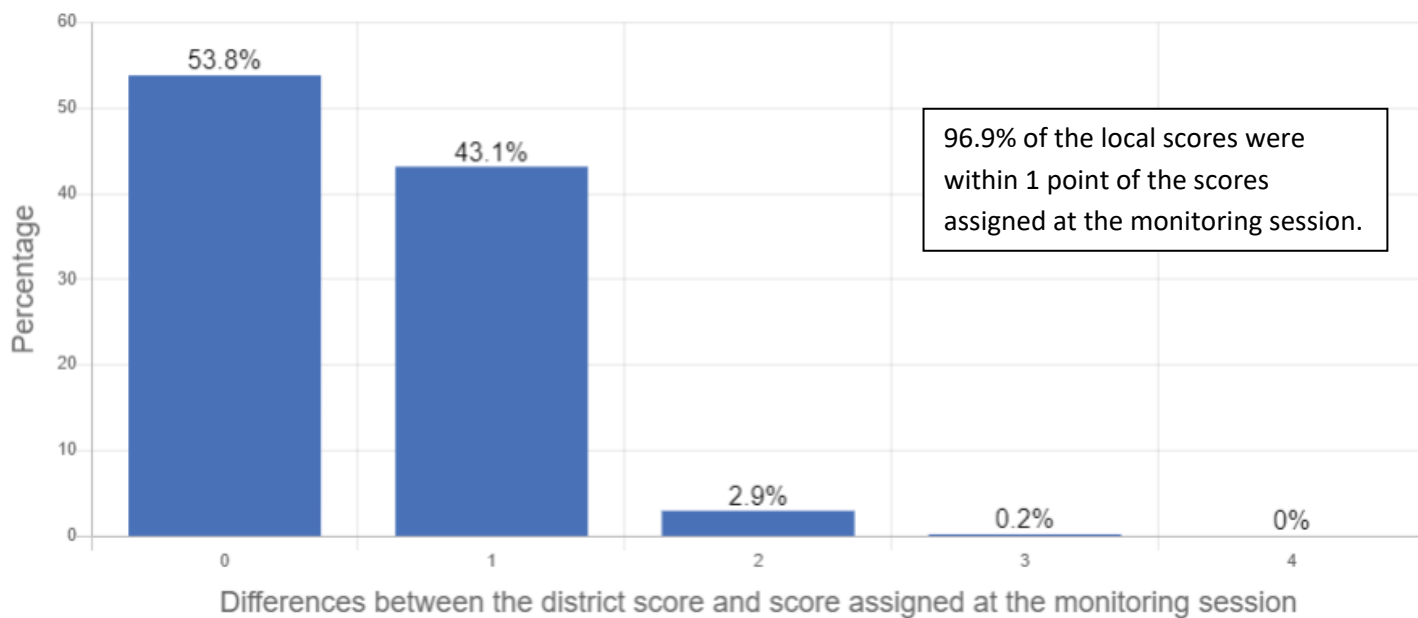
Score Discrepancies for Grade 4 Literacy Question 3
Theme 1



Grade 4 Literacy (continued)

Written Response: Theme 2 Question 1

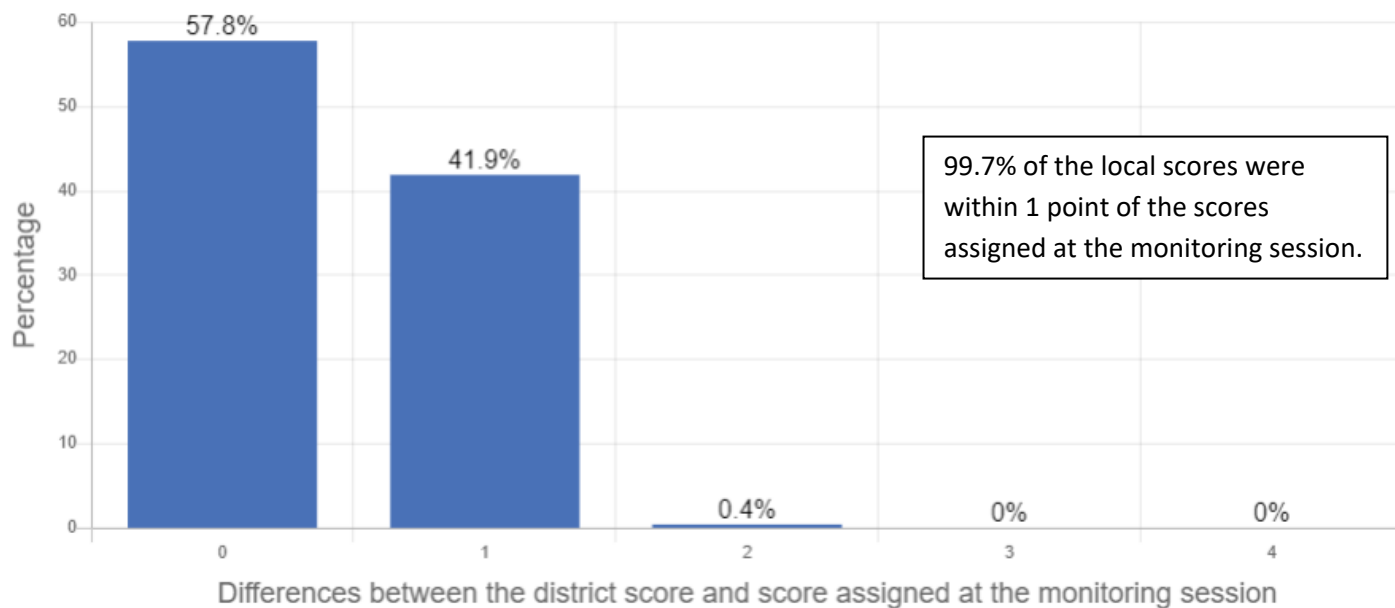
Score Discrepancies for Grade 4 Literacy Question 1
Theme 2



Grade 4 Literacy (continued)

Written Response: Theme 2 Question 2

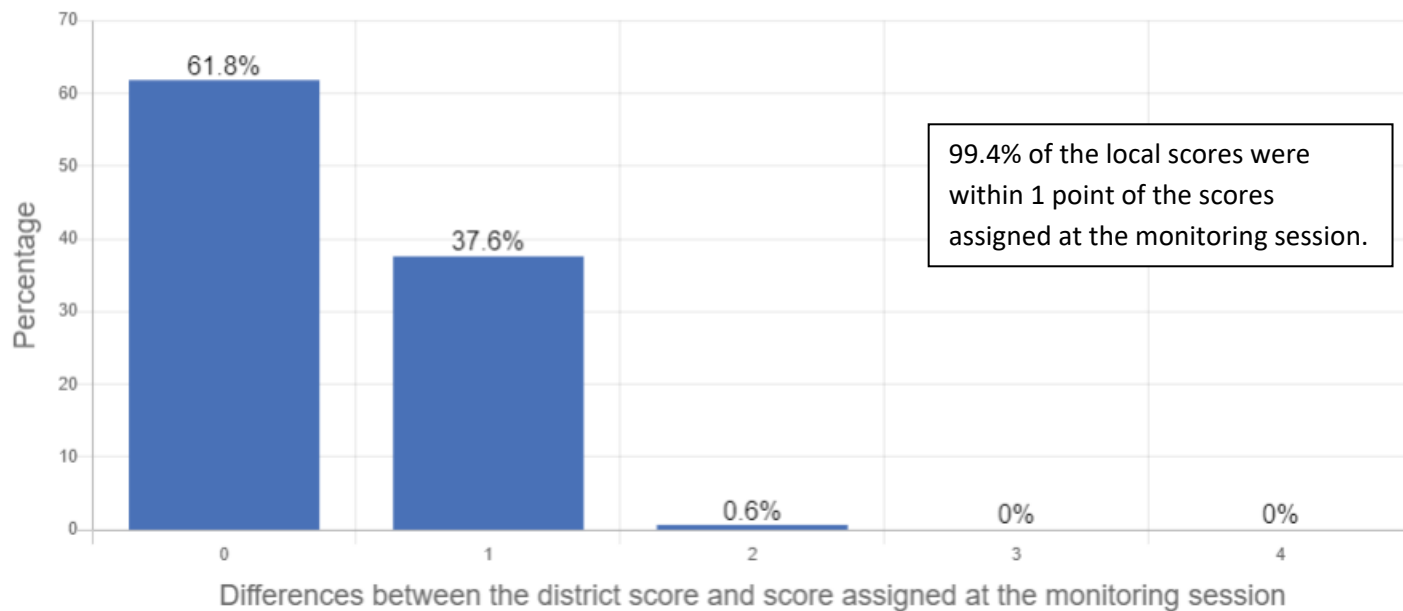
Score Discrepancies for Grade 4 Literacy Question 2
Theme 2



Grade 4 Literacy (continued)

Written Response: Theme 2 Question 3

Score Discrepancies for Grade 4 Literacy Question 3
Theme 2



Monitoring Comments: Grade 4 Literacy

General comments regarding student performance on literacy written response questions, according to the participants of the July 2024 monitoring session:

Student Strengths

- Students were able to pull details from the story.
- Student voice was strong.
- Students were able to include details with some elaboration and connections.
- Students were able to organize their thoughts, see the big picture, and express themselves creatively.
- Students made strong connections to personal experiences and used "feeling" words. Many took risks with writing words they did not know how to spell to make their writing more interesting.
- Students were able to connect to text themes and pull-out evidence from the texts.
- Student responses included the use of transition words.
- Students used a variety of sentence lengths and joining words.
- Students were good at summarizing and synthesizing. Sentence structure and grammatical conventions were usually followed.

Areas Requiring Improvement

- Students need to work on creating properly developed paragraphs to express ideas.
- Students tended to write directly from the article instead of using their own words and interpretation.
- Students need to work on providing detail supported by examples from experience, or from text.
- Students need to improve sentence structure.
- Students need to work on their ability to draw conclusions and inferences through referencing text read.
- Students reiterated the text and the questions directly and can improve on paraphrasing.
- Students need to work on structuring their writing so that it has a sense of organization and flow.

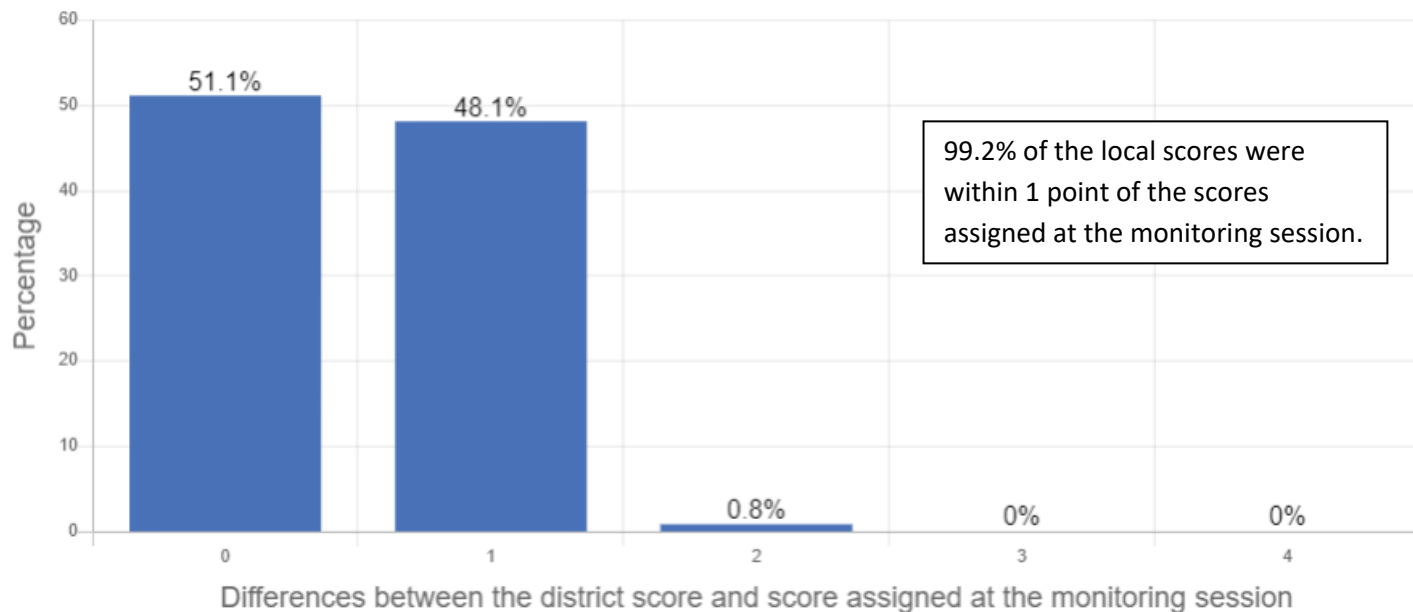
Implications for Instruction

The marking team suggests that teachers could focus on the following:

- Providing students with guidance on how to add supporting evidence from the text.
- Connecting main evidence with a summary conclusion, paragraph development and providing multiple sources of evidence for their ideas
- Having students underline key aspects of the question to make sure they stay on topic.
- Use of conjunctions was limited (have them think about but, so, because).
- Students could benefit from instruction in developing sentences, developing ideas and using transitioning words.
- Providing supporting details to reasons and main ideas. Proper concluding sentences and use of transition words.
- Supporting students in their reading comprehension responses by building summarizing skills to avoid students repeating verbatim the text.
- Supporting students in identifying and defining key words, particularly in the questions, then finding those key words in the text itself.
- Explicit instruction in writing especially when it comes to expressing ideas without getting bogged down with conventions following a clear continuum for writing skills.

Grade 7 Literacy
Written Response: Theme 1, Question 1

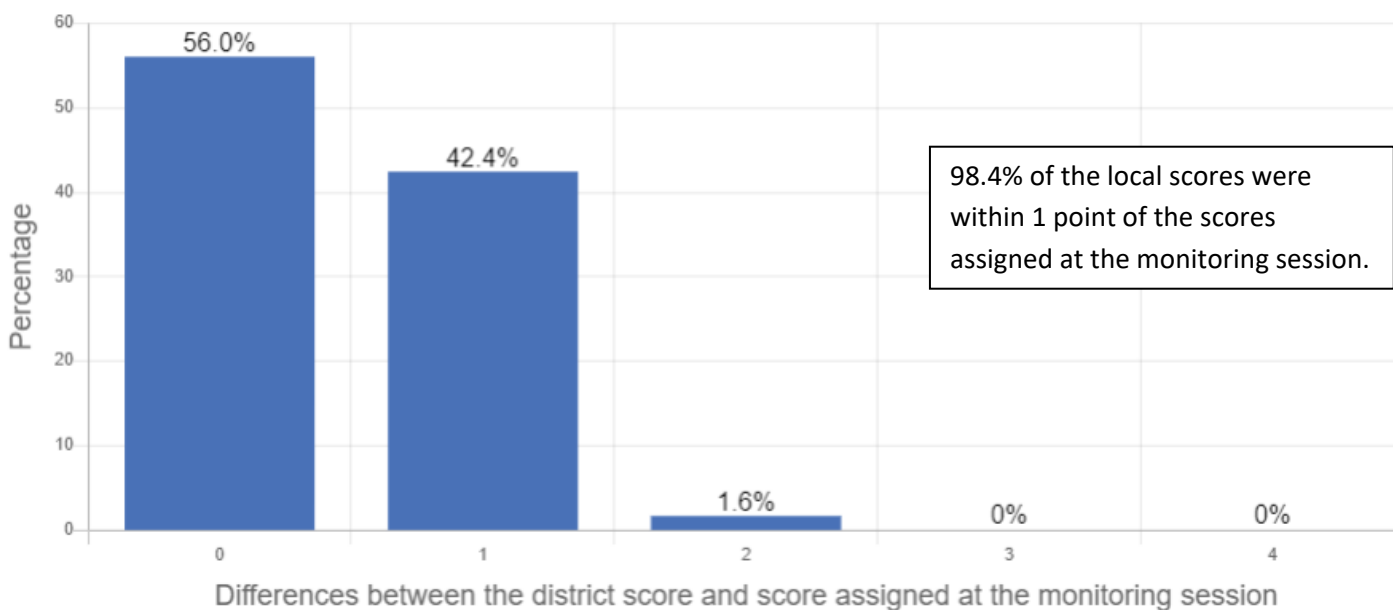
Score Discrepancies for Grade 7 Literacy Question 1
Theme 1



Grade 7 Literacy (continued)

Written Response: Theme 1 Question 2

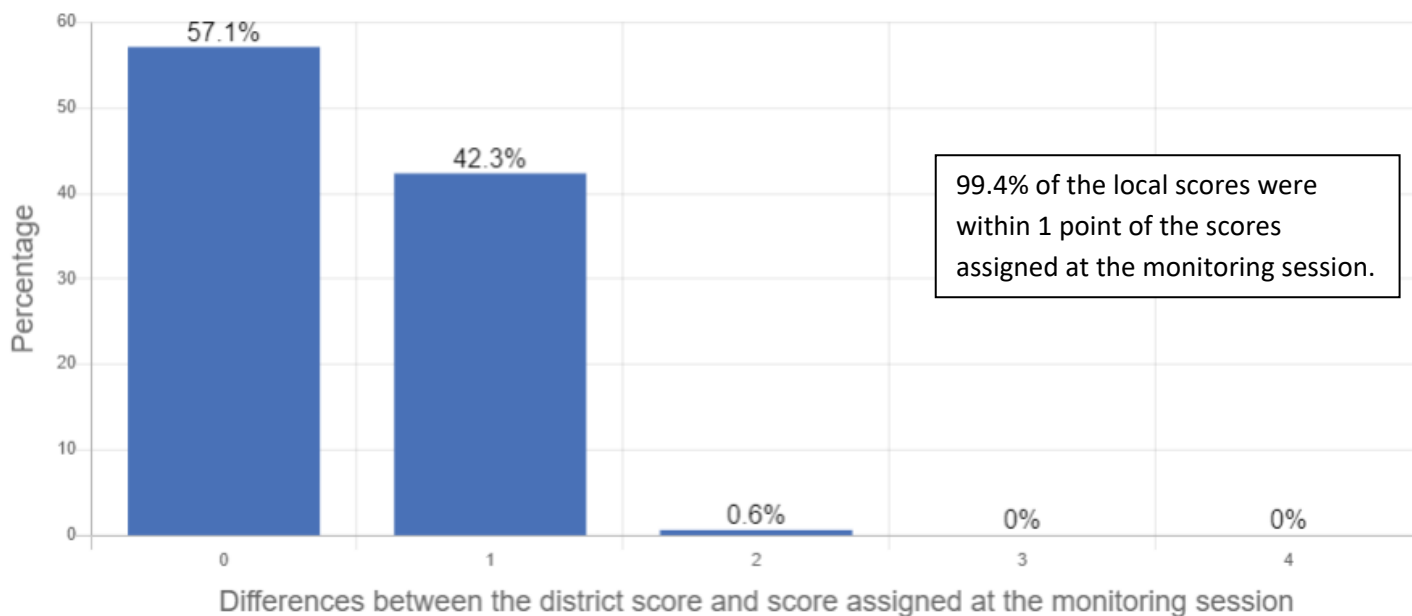
Score Discrepancies for Grade 7 Literacy Question 2
Theme 1



Grade 7 Literacy (continued)

Written Response: Theme 1 Question 3

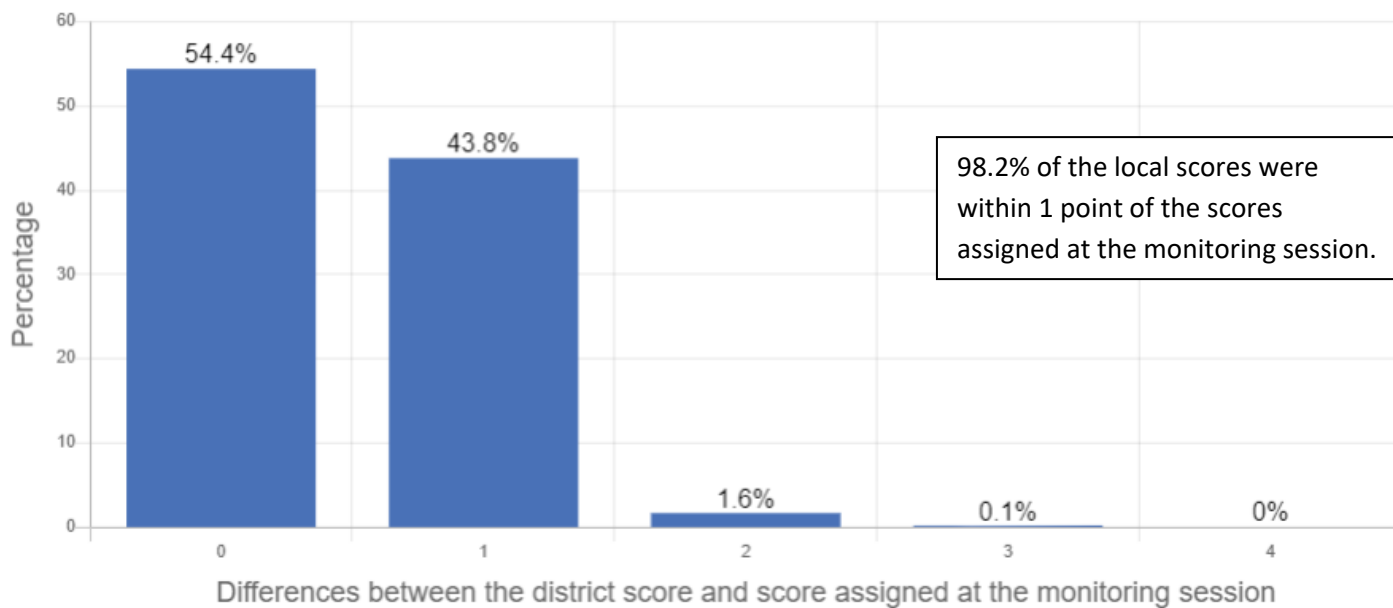
Score Discrepancies for Grade 7 Literacy Question 3
Theme 1



Grade 7 Literacy (continued)

Written Response: Theme 2 Question 1

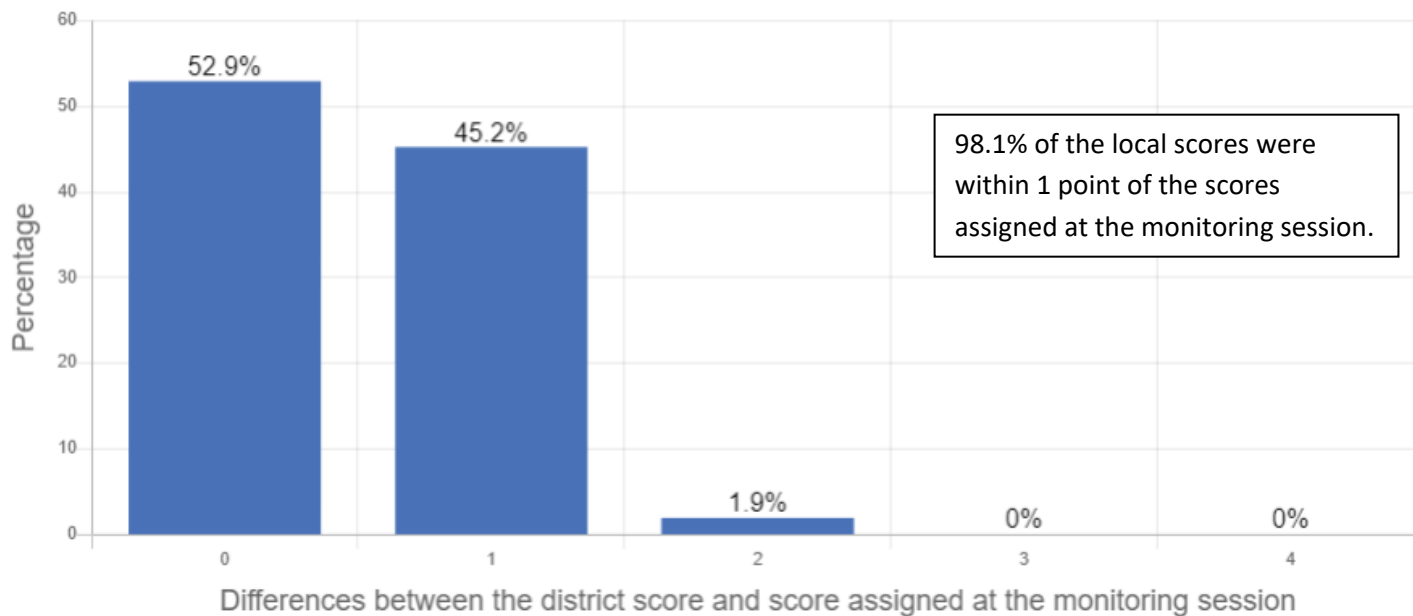
Score Discrepancies for Grade 7 Literacy Question 1
Theme 2



Grade 7 Literacy (continued)

Written Response: Theme 2 Question 2

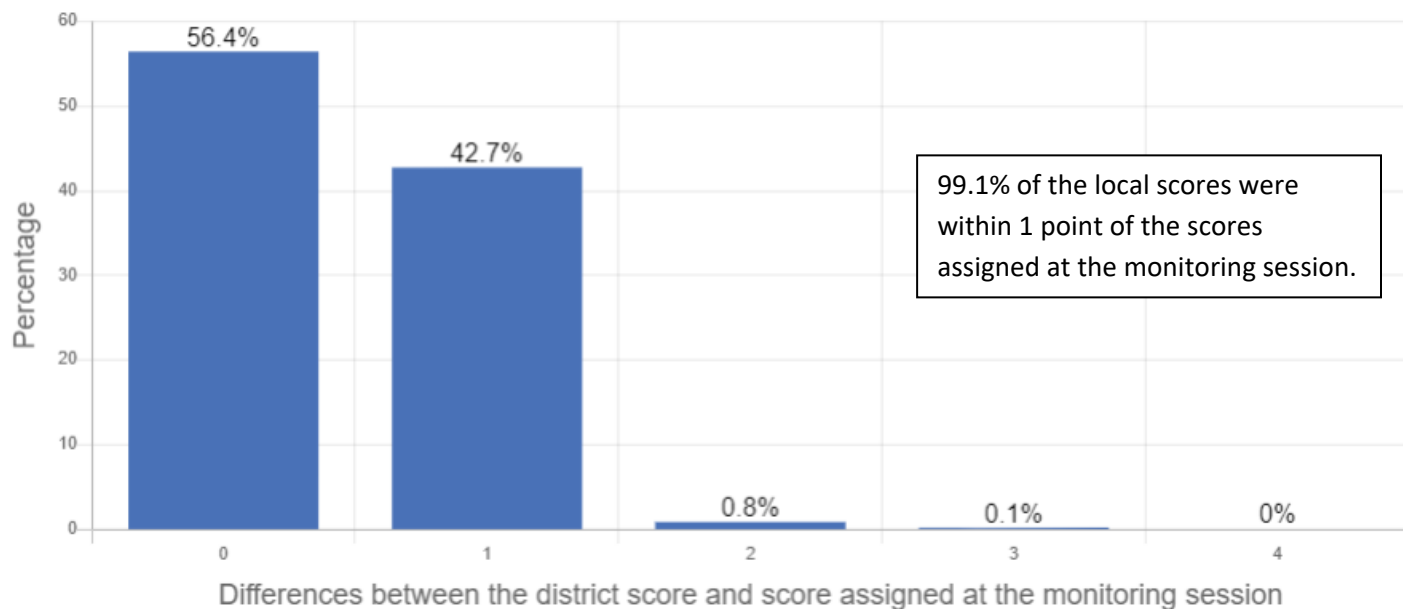
Score Discrepancies for Grade 7 Literacy Question 2
Theme 2



Grade 7 Literacy (continued)

Written Response: Theme 2 Question 3

Score Discrepancies for Grade 7 Literacy Question 3
Theme 2



Monitoring Comments: Grade 7 Literacy

General comments regarding student performance on literacy constructed response questions, according to the participants of the July 2024 monitoring session:

Student Strengths

- Students were able to retell what they've read in great detail.
- Students seemed to understand the "big idea" of most of the texts, and supporting details (when included) were generally well sequenced and organized.
- Students showed understanding of the writing process.
- Students exhibited excellent transitions and overall sophisticated language for their age which was encouraging.
- Students were able to use creativity and unique inferences.

Areas Requiring Improvement

- Students need to answer the question with supporting evidence from the text.
- Students need to work on flow - endings were very abrupt.
- Students are understanding the gist of the question and the stories they are reading; however, they need to continue to work on building those thoughtful connections to self when answering the questions.
- Students needed to make more personal connections to their responses.
- Students need to improve their organizational skills.

Implications for Instruction

The marking team suggests that teachers could focus on the following:

- Teach students how to pull evidence from text to support an argument or idea instead of just retelling the story.
- Reminders to proofread after writing.
- Reminders to focus on proper paragraph structure and on words that enrich writing.
- Helping students to understand what is being asked, adding details to their writing, expanding vocabulary and knowing what tools to use to enrich their writing.
- Spending time with the students to explain what is expected of them - students need to be more detailed in their responses.
- Helping students develop content, language and style.

Summary of Marking Reliability

Maintaining consistent FSA marking standards across the province helps to ensure that no matter where a student takes the FSA, his or her responses will be marked in a consistent manner. The purpose of the FSA marking monitoring session was to gather evidence for the reliability, validity, and fairness of the FSA marking process in accordance to the Standards¹. Overall results show a high level of consistency; between 96.9 – 99.4% of the scores assigned at the monitoring session were within 1 point of the local or district scores. No significant difference in scoring consistency was found between the grades.

The results from the FSA marking monitoring session provide evidence for the reliability, validity, and fairness of the FSA marking process at the provincial level. Specifically, the results allow the Ministry to assess the reliability of the marks assigned at district levels, provide useful information to markers about the FSA marking process in terms of how to effectively use the assessment rubric and knowing what to look for when marking student responses, etc. To provide feedback on how well local scorers performed, all districts are provided with summary reports unique to their own district. An overall independent school-level summary report is also provided to the Executive Director of Independent Schools. It is expected that such reports will highlight the importance of ensuring high scoring standards are followed so that the scoring process is reliable, valid, and fair.

Considerations for Marking

Score holistically. Holistic scoring gives an overall score for the student response. When scoring holistically, the focus is on what the student CAN do, and the strengths demonstrated in the student’s work. No one aspect of the student’s work carries more importance or weight than another when scoring holistically.

Give the student response a complete and careful read for a general impression. Use professional experience, and based on the rubric, give each student paper a fair score. Be aware of personal biases when scoring and refer to the rubric and exemplars, especially when in doubt.

Based on the balance of strengths and weaknesses according to the rubric, arrive at an overall score for the response.

Refer to the rubrics regularly to stay focused. The scoring rubrics form the basis for assessment; refer to them often, especially if unsure what score to give the student’s work. Markers should review the rubrics at the beginning of each scoring session, and continue to refer to them during scoring, adding notes and highlighting aspects of importance.

Score for the ‘best line of fit’. Markers should give an overall score for the student response, based on the score of the rubric where most of their response falls. Often students will score across two or three score points on the rubric. The final score should reflect where most of a student’s response lies.

FSA Numeracy Scoring Rubric

	1	2	3	4
Problem Solving	Student demonstrates inability to solve the problem mathematically. Approach or representation is ineffective. Reasoning or evidence is absent.	Student demonstrates basic ability to solve the problem mathematically. Approach or representation is limited in follow-through. Reasoning or evidence is lacking in some degree.	Student demonstrates problem ability to solve the problem mathematically. Approach or representation is complete and generally effective. Reasoning or evidence contains minor weaknesses.	Student demonstrates advanced ability to solve the problem mathematically. Approach or representation is effective and is easily followed. Reasoning and evidence of clear and well-presented.
Reasoning	No response (other than page is blank)	0	NR	NR
Understanding	<ul style="list-style-type: none"> reasoning to solve the problem is not explained analysis of solution is absent 	<ul style="list-style-type: none"> reasoning to solve the problem is implied analysis of solution is present but not well supported by work 	<ul style="list-style-type: none"> reasoning to solve the problem is partially explained analysis of solution is supported by work 	<ul style="list-style-type: none"> reasoning to solve the problem is explained in detail and is logical analysis of solution is thorough and supported by work shown
Communication	<ul style="list-style-type: none"> response does not communicate a relative frequency limited representation using mathematical organizers, language, units 	<ul style="list-style-type: none"> response communicates a relative frequency representational representation of mathematical organizers, language, units 	<ul style="list-style-type: none"> response communicates a relative frequency representational representation of mathematical organizers, language, units, with clear intentions 	<ul style="list-style-type: none"> response communicates a relative frequency representational representation of mathematical organizers, language, units

When being scored, this student’s work received the greatest number of checkmarks for descriptors in Score 4, therefore, ‘best line of fit’ would be a score of 4 (even though there is a calculation error in this numeracy example).

Some noteworthy comments from participants

- *The leaders were great! I felt all did their best to get us through training quickly and efficiently.*
- *This was very well organized and I learned several things that I can take back to my district next year. Including, line of best fit and holistic marking.*
- *This is still among the best pro-d opportunities I have each year. It's a great opportunity to refresh, get back to speed, and deal with the provincial picture.*
- *This is a great experience. It helps inform instruction and how to help understand assessment in a perspective of learning for students. Where the strengths and needs are for the students but also for the teachers and leads.*
- *Wish that this kind of training was offered to all Grade 4/7 teachers/assessment leaders in all of BC - it really helped me frame how to administer the FSAs for my Grade 7s next year. I'll be sure to take back what I learned to my colleagues and recommend this monitoring session to them next time.*
- *I found this very well run and easy to follow. Felt more efficient than when I used to do this in person.*
- *Great session, very well organized and efficient. The tech was great, I had no problems on my end. I learned a lot and I appreciate being part of this process.*
- *Very well run - organized and efficient. The online marking system is great.*

Appendix 1: Monitoring session Scorer demographics

Who were they?

- 41.9% classroom educators
- 44.2% administrators
- 14% other

Years of experience:

- 21.4% had 15 years or less experience
- 78.6% had 16 years or more experience

Where did they teach?

- 84.6% taught at English language schools
- 5.1% taught at French immersion schools
- 10.3% taught at Other (e.g., both, trilingual school, university)

Experience with the FSA:

- 45.1% had participated in previous marking monitoring sessions
- 7.8% had experience with FSA standard setting
- 88.2% had participated in the FSA district-level marking

Summary of responses to Likert scale statements (sample)

- 100% agreed or strongly agreed that the training provided an opportunity to develop a common understanding of the scoring criteria.
- 100% agreed or strongly agreed that the exemplar papers were useful in explaining and supporting score allocation.
- 100% agreed or strongly agreed that the marking leaders were effective in guiding and coordinating the monitored marking process.
- 100% agreed or strongly agreed that the monitored marking process was efficient and well-coordinated.
- 93.8% agreed or strongly agreed that marking was a valuable professional development experience.

ⁱ American Educational Research Association., American Psychological Association., & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Psychological Association.