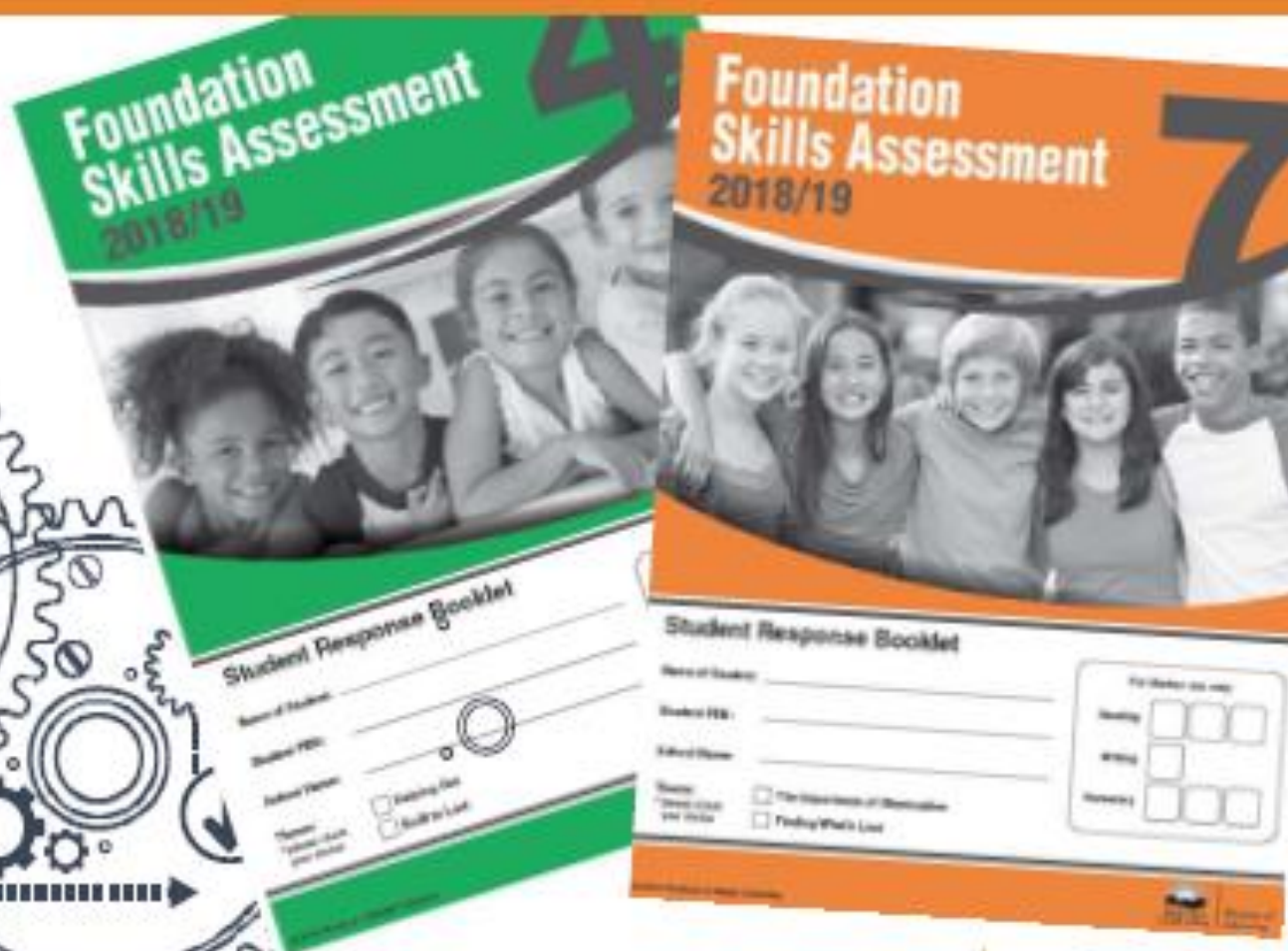




# Foundation Skills Assessment 2019

## Provincial Marking Monitoring Report



Foundation Skills Assessment: Marking Monitoring.....	3
Scorers.....	3
Scoring Process .....	3
Scoring Feedback .....	4
Grade 4 Numeracy .....	5
Written-Response Question 1.....	5
Written-Response Question 2.....	6
Written-Response Question 3.....	7
Monitoring Comments: Grade 4 Numeracy .....	8
Grade 7 Numeracy .....	9
Written-Response Question 1.....	9
Written-Response Question 2.....	10
Written-Response Question 3.....	11
Monitoring Comments: Grade 7 Numeracy .....	12
Grade 4 Reading.....	13
Written-Response: Theme 1, Question 1 .....	13
Written-Response: Theme 1, Question 2 .....	14
Written-Response: Theme 1, Question 3 .....	15
Written-Response: Theme 2, Question 1 .....	16
Written-Response: Theme 2, Question 2 .....	17
Written-Response: Theme 2, Question 3 .....	18
Monitoring Comments: Grade 4 Reading.....	19
Grade 7 Reading.....	20
Written-Response: Theme 1, Question 1 .....	20
Written-Response: Theme 1, Question 2 .....	21
Written-Response: Theme 1, Question 3 .....	22
Written-Response: Theme 2, Question 1 .....	23
Written-Response: Theme 2, Question 2 .....	24
Written-Response: Theme 2, Question 3 .....	25
Monitoring Comments: Grade 7 Reading.....	26

Grade 4 Writing.....	27
Monitoring Comments: Grade 4 Writing.....	28
Grade 7 Writing.....	29
Monitoring Comments: Grade 7 Writing.....	30
Summary of Marking Reliability.....	31
Considerations for Marking .....	32
Some noteworthy comments from participants .....	33
Appendix 1: Monitoring session Scorer demographics .....	34
Summary of responses to Likert scale statements (sample): .....	34

## Foundation Skills Assessment: Marking Monitoring

Large scale assessments in British Columbia are developed and continuously evaluated based on evidence-based best practices as recommended by national and international assessment experts 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)<sup>1</sup>. 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 Ministry of Education monitors district and school-based scoring of the written-response sections of the Foundation Skills Assessment (FSA) by re-scoring a sample of student response booklets from each district and a select number of independent schools.

This report describes the degree of consistency between the score local 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 written-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 BC Performance Standards. Scoring rubrics and related scoring materials are available at [www.bced.gov.bc.ca/assessment/fsa/training.htm](http://www.bced.gov.bc.ca/assessment/fsa/training.htm).

### Scorers

In total, 50 scorers participated in the marking monitoring session. Each school district was invited to send one educator, familiar with FSA marking in their district, to participate in the FSA monitoring session. In addition, four independent school educators were invited to participate. (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, using the ‘best line of 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 reading and 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. 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 highly aligned with the provincial scoring standards specific to each assessment.



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

Over 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 Reading, Writing and Numeracy can be found at the end of each section of the report.

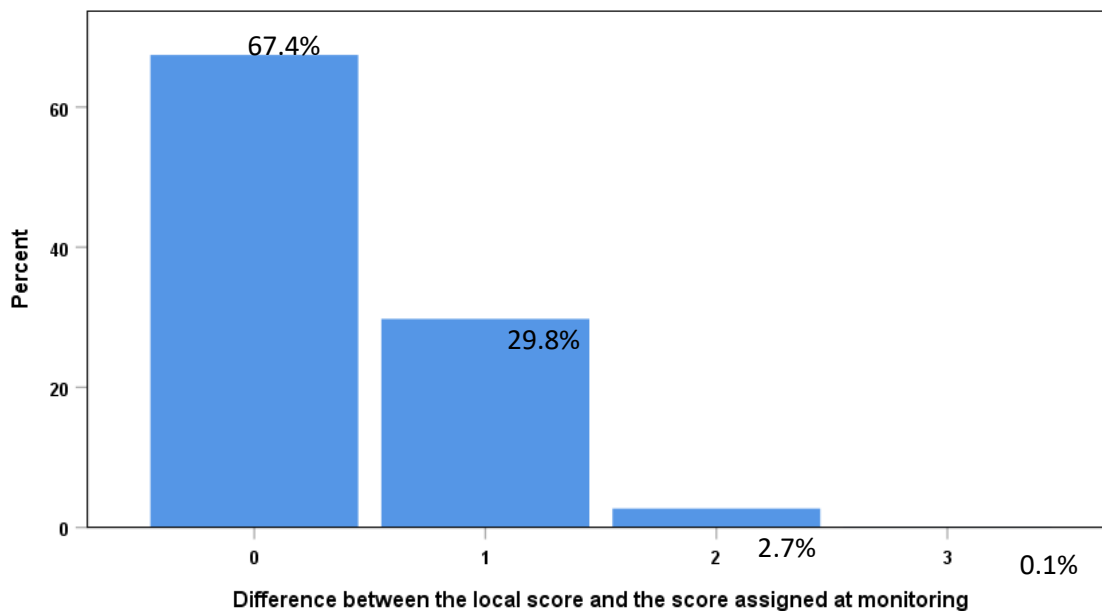
Scorers also provided general feedback on the marking support materials and the session. This feedback is found at the end of the report.

## Grade 4 Numeracy

### Written-Response Question 1

Curriculum Theme – Number and Computational Fluency

Percentage of score differences for Numeracy question 1



97.2% of the local scores were within 1 point of the scores assigned at the monitoring session

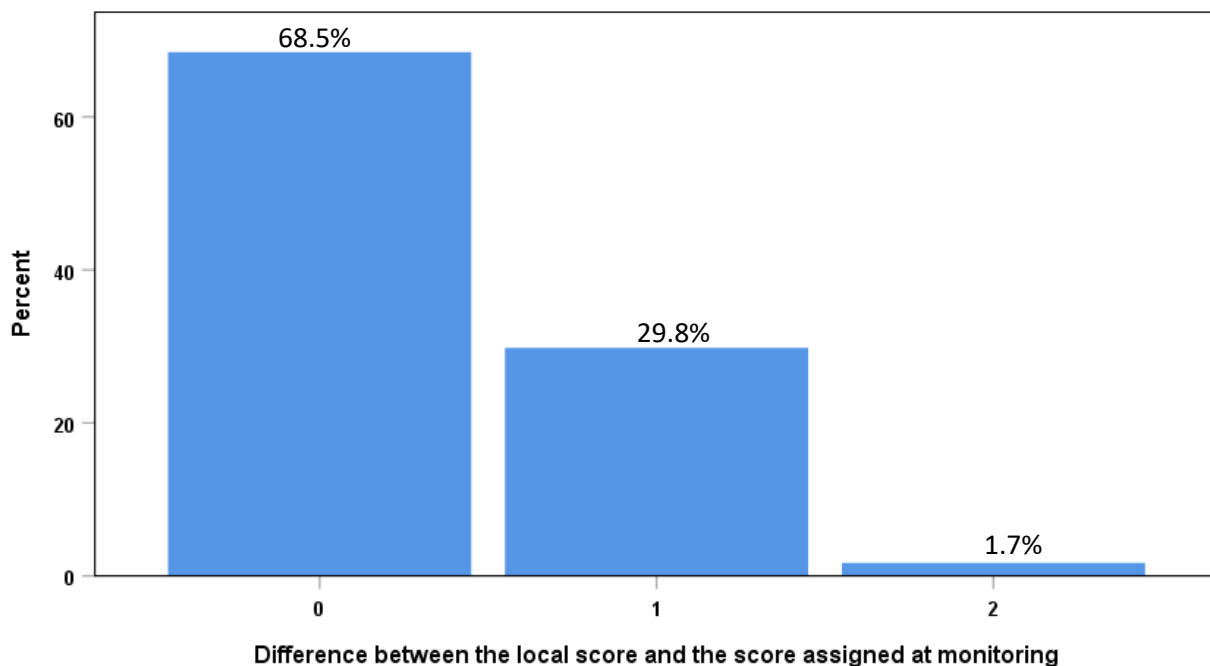
Grade 4 Numeracy (continued)

**Written-Response Question 2**

Curriculum Theme – Number and Computational Fluency, Patterns

Grade 4

Percentage of score differences for Numeracy question 2



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

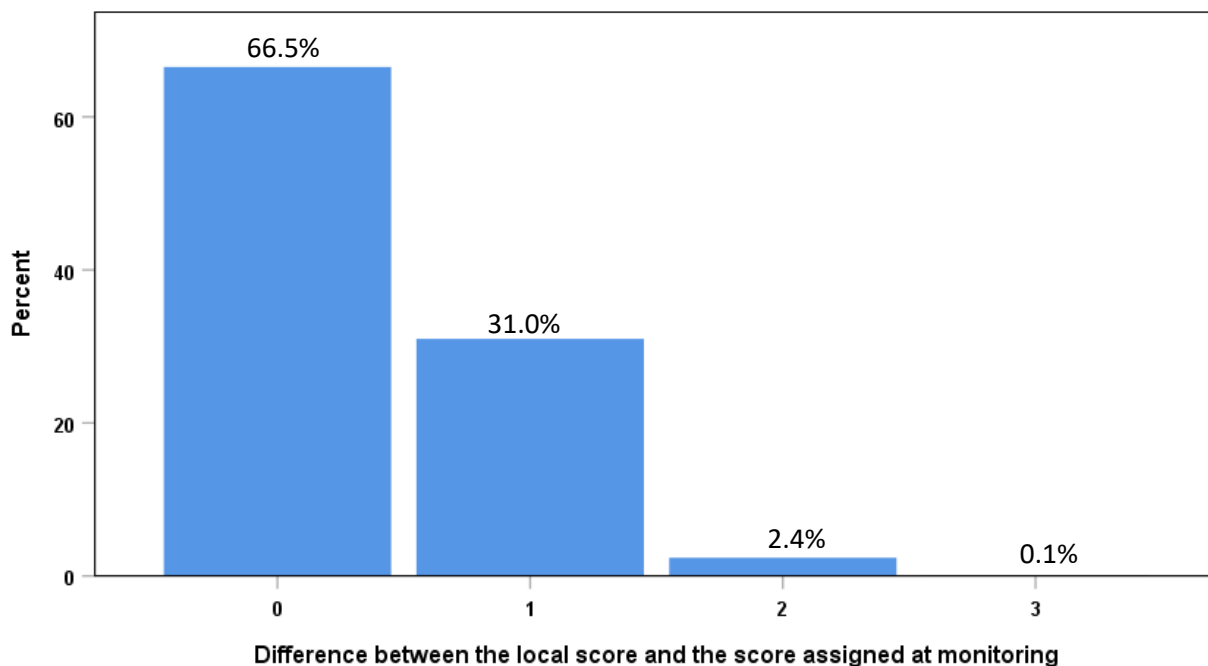
Grade 4 Numeracy (continued)

Written-Response Question 3

Curriculum Theme – Number and Computational Fluency

Grade 4

Percentage of score differences for Numeracy question 3



97.5% of the local scores were within 1 point of the scores assigned at the monitoring session



## Monitoring Comments: Grade 4 Numeracy

General comments regarding student performance on numeracy written response questions, according to the participants of the July 2019 monitoring session

### Student Strengths

- Students demonstrated a strong ability to show data visually.
- Students used creative solutions to solve the problem.
- Students exhibited knowledge of coin value and adding strategies.
- Students persisted through multiple part questions.

### Areas Requiring Improvement

- Students need to read instructions/questions more thoroughly.
- Students need to show all their work on the paper.
- Students need to check that they have completely answered the question and confirm their work matches their recorded answer.

### Implications for Instruction

The marking team suggests that teachers could:

- encourage students to clearly show all their work/steps/thinking and to identify the final answer by circling or answering the questions asked in a sentence.
- encourage students to reflect on their answers to see if they make sense or are logical.
- instruct students to follow instructions explicitly.
- continue to encourage students to express their thinking in concrete ways.

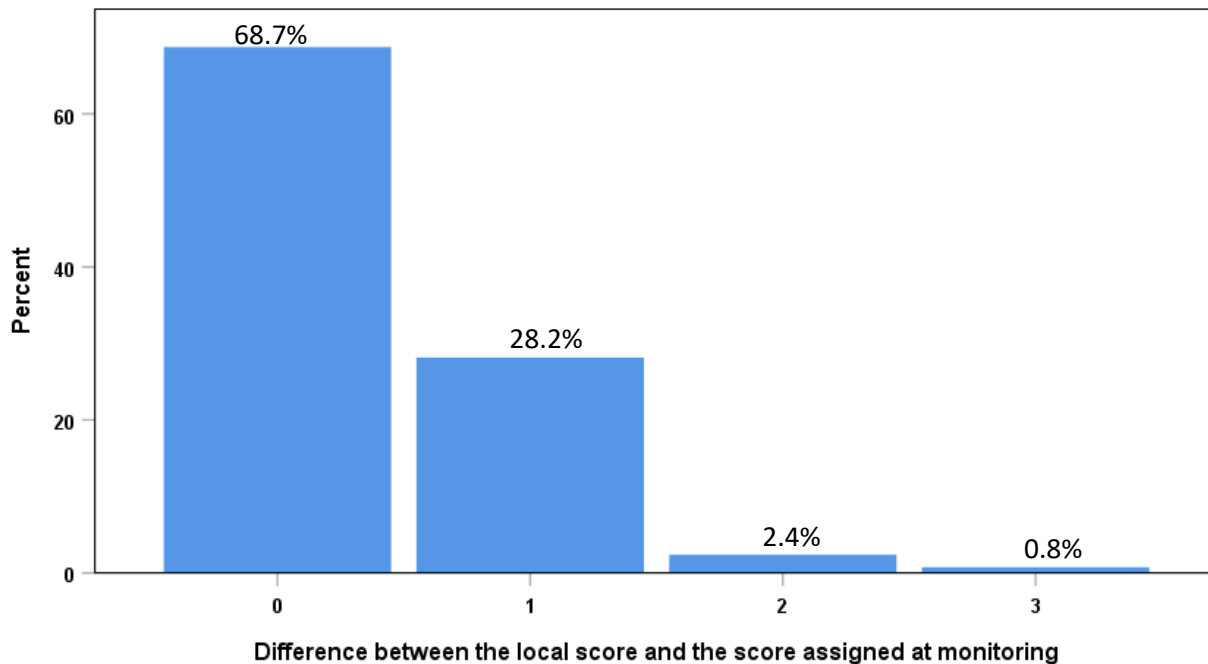
## Grade 7 Numeracy

### Written-Response Question 1

Curriculum Theme – Number and Computational Fluency

Grade 7

Percentage of score differences for Numeracy question 1



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

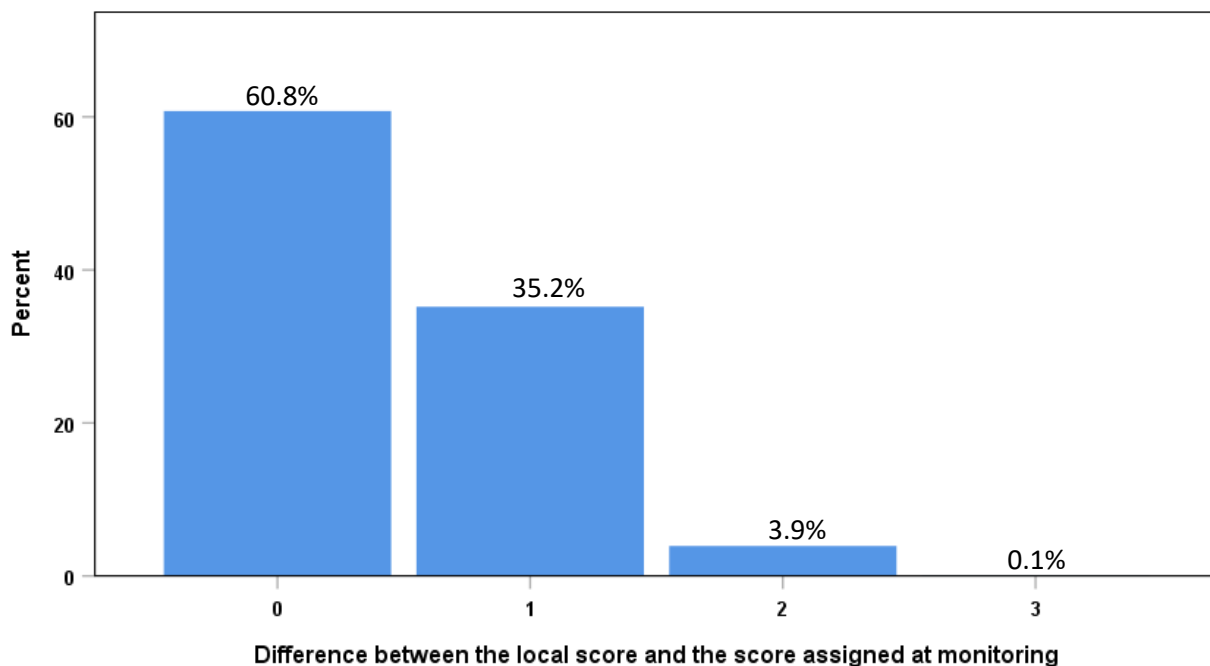
Grade 7 Numeracy (continued)

**Written-Response Question 2**

Curriculum Theme – Data and Probability

Grade 7

Percentage of score differences for Numeracy question 2



96.0% of the local scores were within 1 point of the scores assigned at the monitoring session

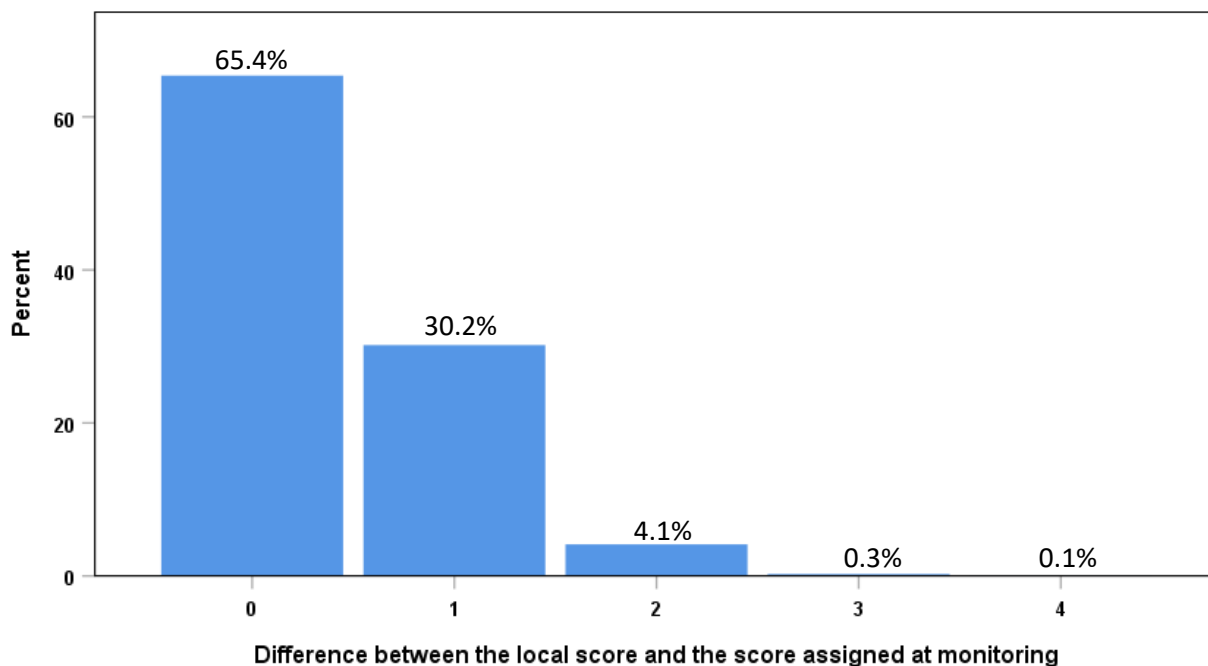
Grade 7 Numeracy (continued)

**Written-Response Question 3**

Curriculum Theme – Geometry and Measurement

Grade 7

Percentage of score differences for Numeracy question 3



95.6% of the local scores were within 1 point of the scores assigned at the monitoring session

## Monitoring Comments: Grade 7 Numeracy

General comments regarding student performance on numeracy written response questions, according to the participants of the July 2019 monitoring session

### Student Strengths

- Students attempted the task and were able to come up with at least a partial solution.
- Students showed strong arithmetic and foundational skills.
- Students demonstrated creative approaches to solving numeracy problems.

### Areas Requiring Improvement

- Students need to read instructions/questions more thoroughly.
- Students need to remember to title and label graphs and units.
- Students need to check that they have completely answered the question.

### Implications for Instruction

The marking team suggests that teachers could:

- encourage students to clearly show all their work/steps/thinking and to identify the final answer by circling or answering the questions asked in a sentence.
- teach students how to use different types of graphs – bar, line, etc.
- help students better understand area and perimeter measurements and ruler skills.
- encourage students to reflect on their answers to see if they make sense or are logical.

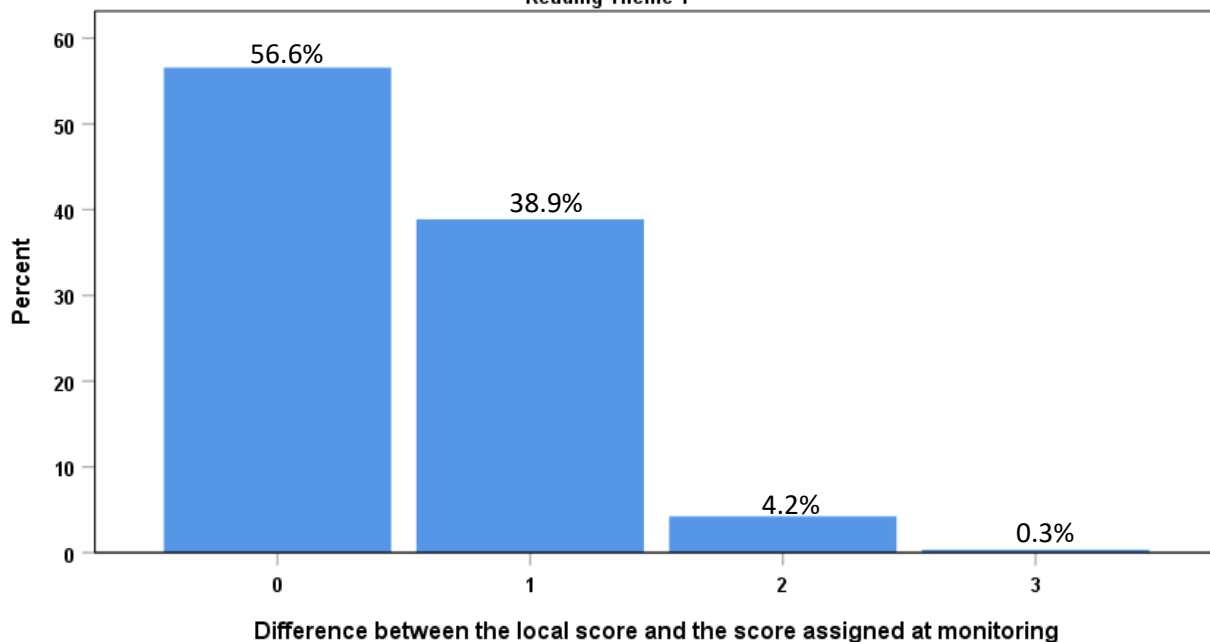
**Grade 4 Reading**

**Written-Response: Theme 1, Question 1**

**Grade 4**

**Percentage of score differences for Reading question 1**

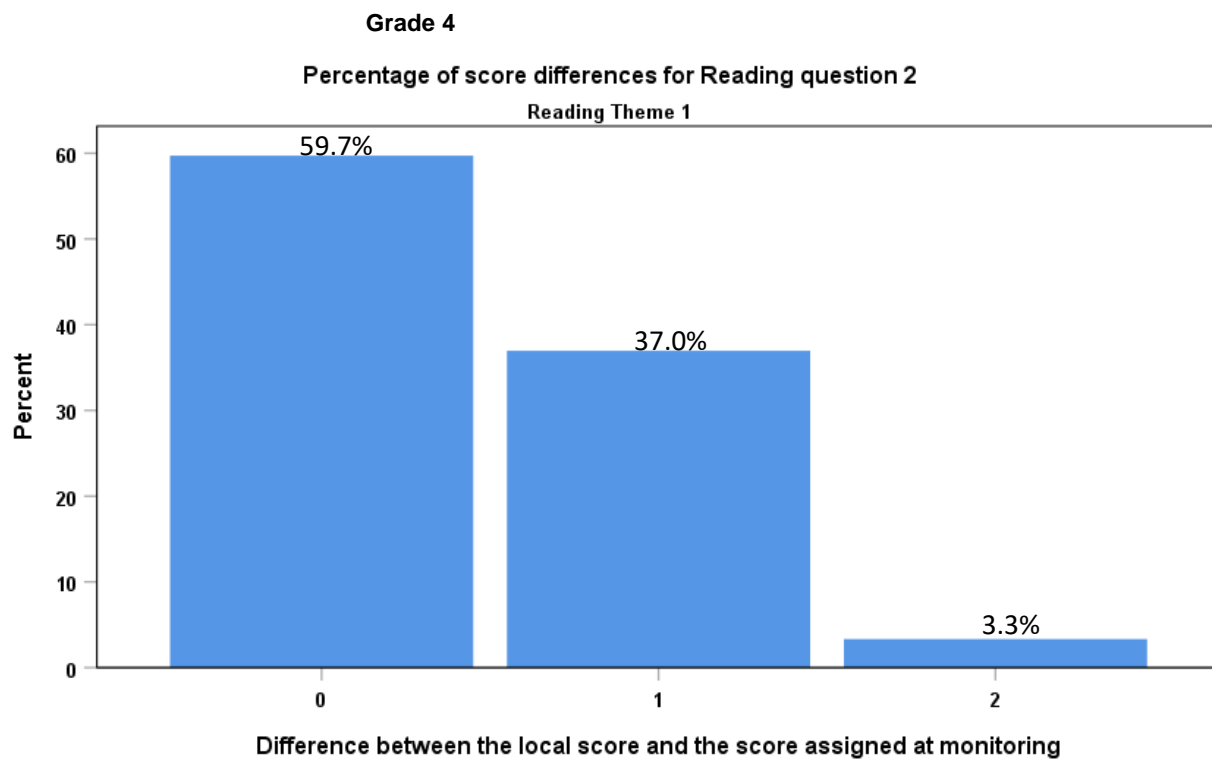
**Reading Theme 1**



95.5% of the local scores were within 1 point of the scores assigned at the monitoring session

Grade 4 Reading (continued)

Written-Response: Theme 1, Question 2



96.7% of the local scores were within 1 point of the scores assigned at the monitoring session

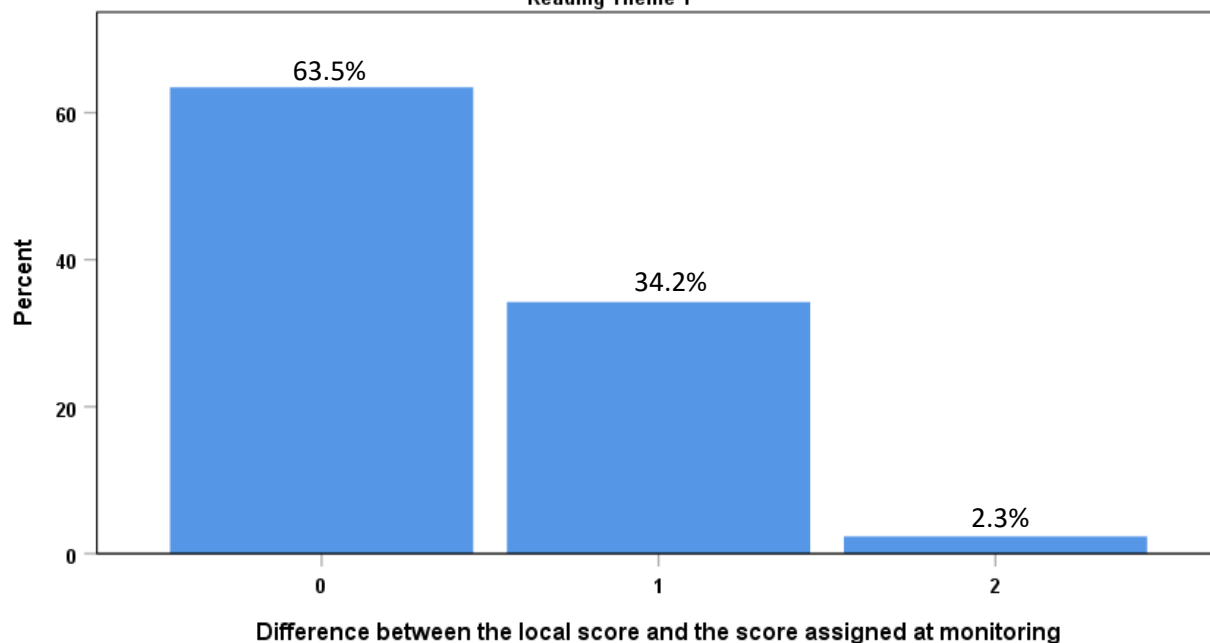
Grade 4 Reading (continued)

Written-Response: Theme 1, Question 3

Grade 4

Percentage of score differences for Reading question 3

Reading Theme 1



97.7% of the local scores were within 1 point of the scores assigned at the monitoring session



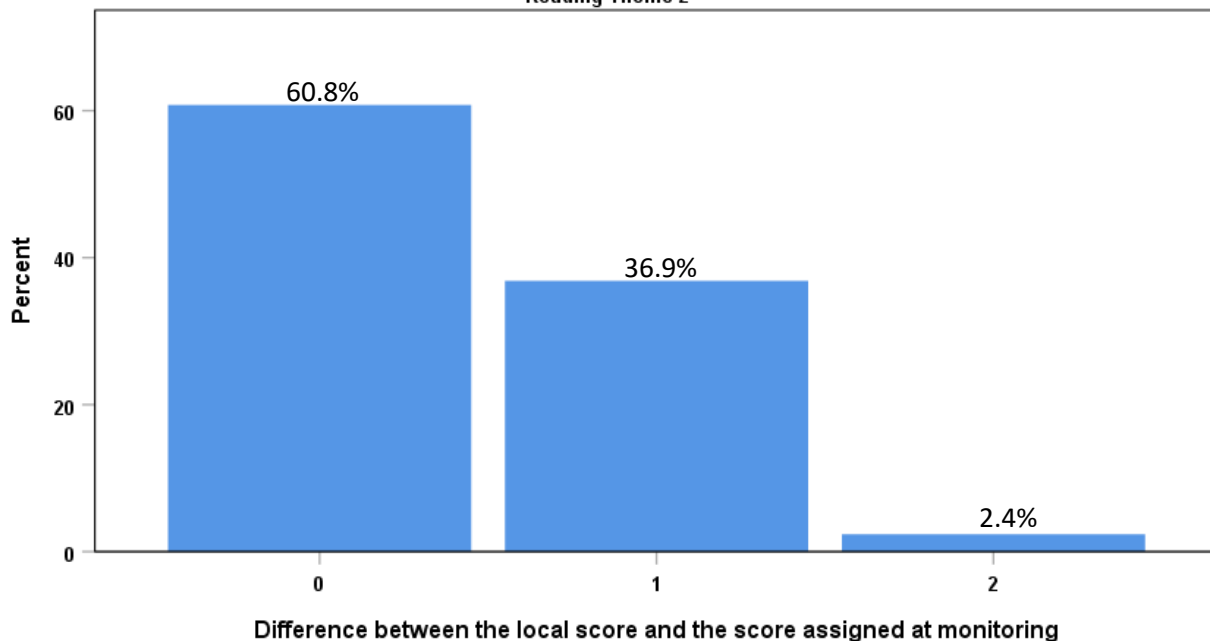
Grade 4 Reading (continued)

Written-Response: Theme 2, Question 1

Grade 4

Percentage of score differences for Reading question 1

Reading Theme 2

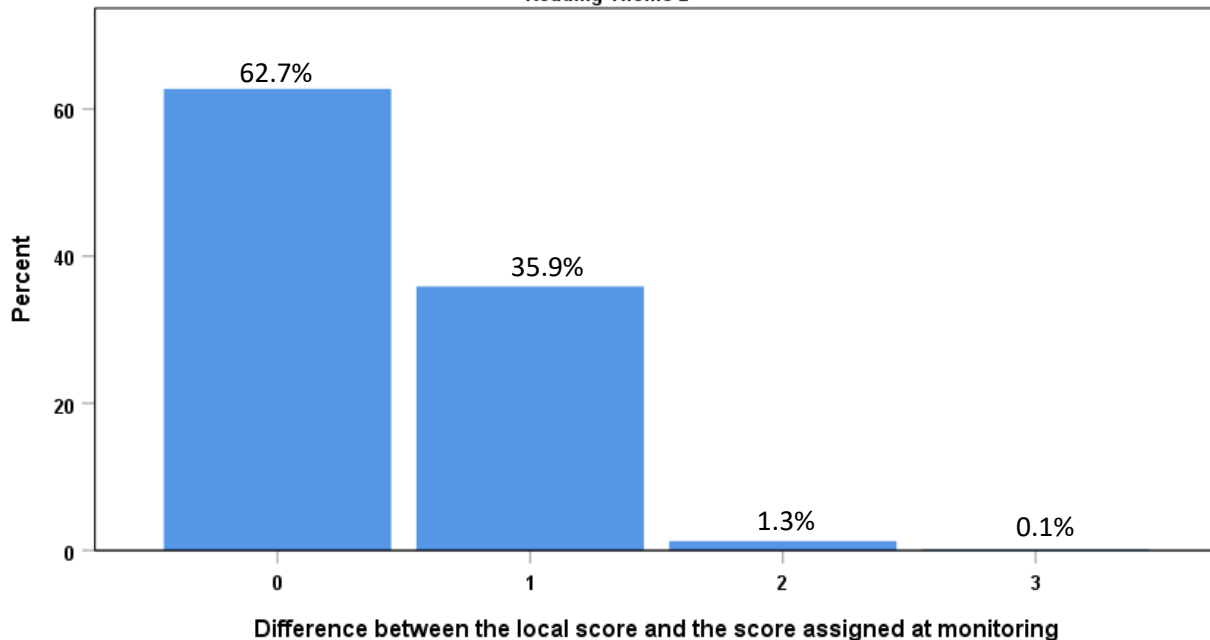


97.7% of the local scores were within 1 point of the scores assigned at the monitoring session

Grade 4 Reading (continued)

Written-Response: Theme 2, Question 2

Grade 4  
 Percentage of score differences for Reading question 2  
 Reading Theme 2



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

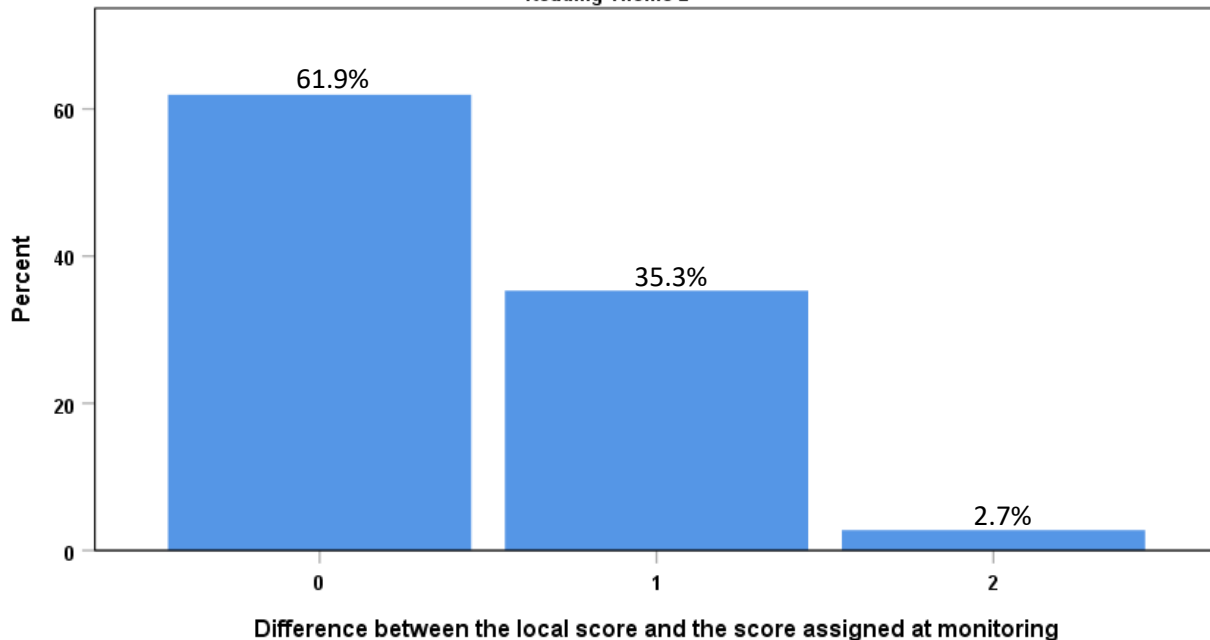
Grade 4 Reading (continued)

Written-Response: Theme 2, Question 3

Grade 4

Percentage of score differences for Reading question 3

Reading Theme 2



97.2% of the local scores were within 1 point of the scores assigned at the monitoring session

## Monitoring Comments: Grade 4 Reading

General comments regarding student performance on reading written response questions according to the participants of the July 2019 monitoring session

### Student Strengths

- Students demonstrated good comprehension of the texts and task.
- Students were able to provide details and specific information to demonstrate their understanding.
- Students were able to identify and extract main ideas.
- Some students were able to make insightful inferences and show creativity with responses.

### Areas Requiring Improvement

- Students need to go beyond literal comprehension to more inferential thinking.
- Students need to support ideas with information from both texts.
- Students need to include more personal connections and elaborations in their work.

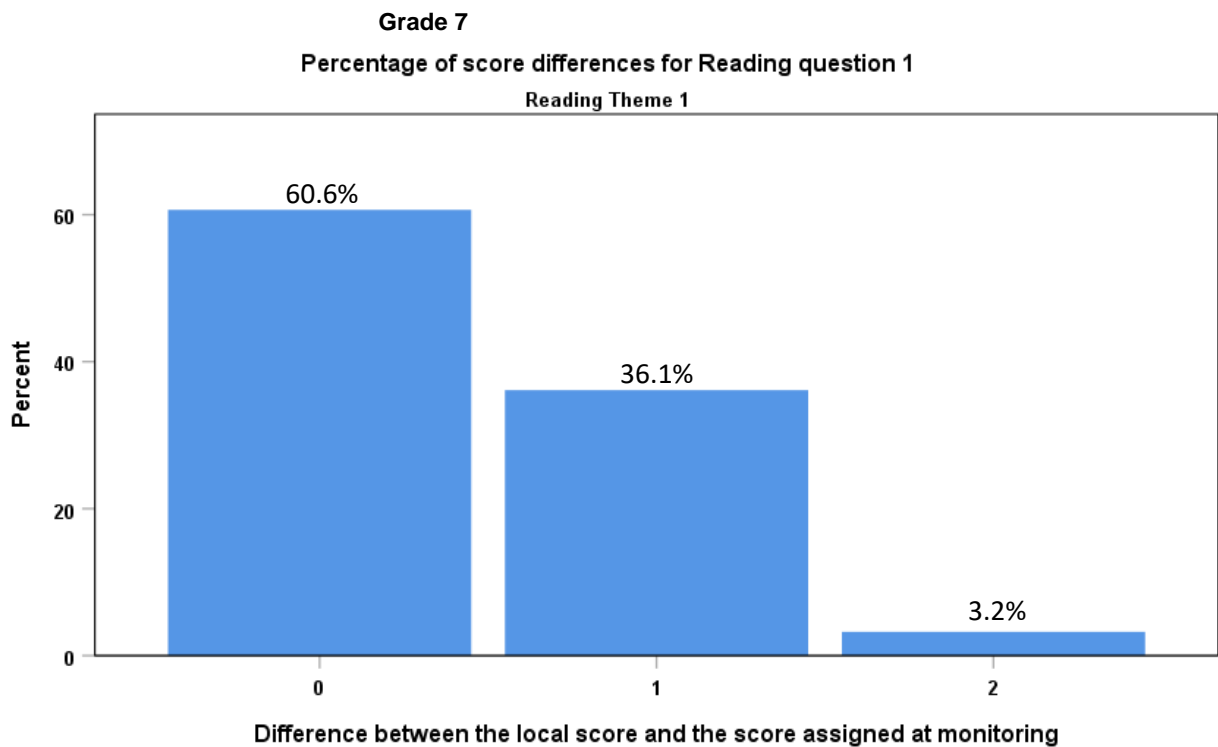
### Implications for Instruction

The marking team suggests that teachers could:

- focus on guiding students on ways to support their thinking using evidence from the texts.
- work with students to compare two texts.
- work with students on creating and using graphic organizers to show their work.
- practice comparing and contrasting ideas from within texts.

**Grade 7 Reading**

**Written-Response: Theme 1, Question 1**



96.7% of the local scores were within 1 point of the scores assigned at the monitoring session

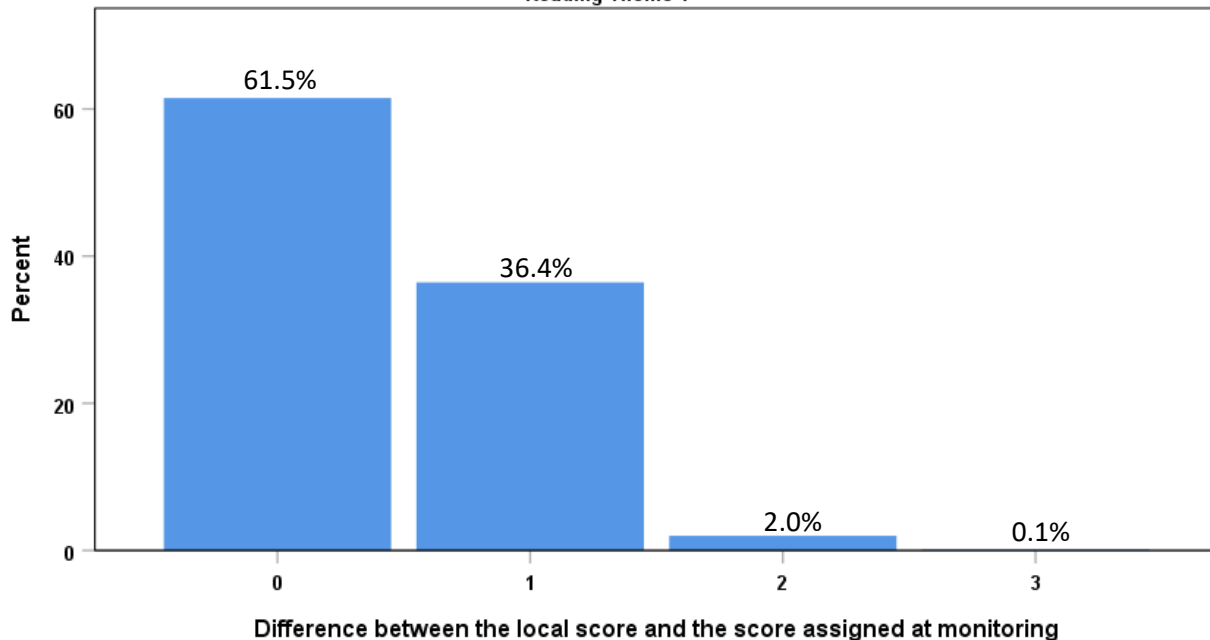
Grade 7 Reading (continued)

Written-Response: Theme 1, Question 2

Grade 7

Percentage of score differences for Reading question 2

Reading Theme 1

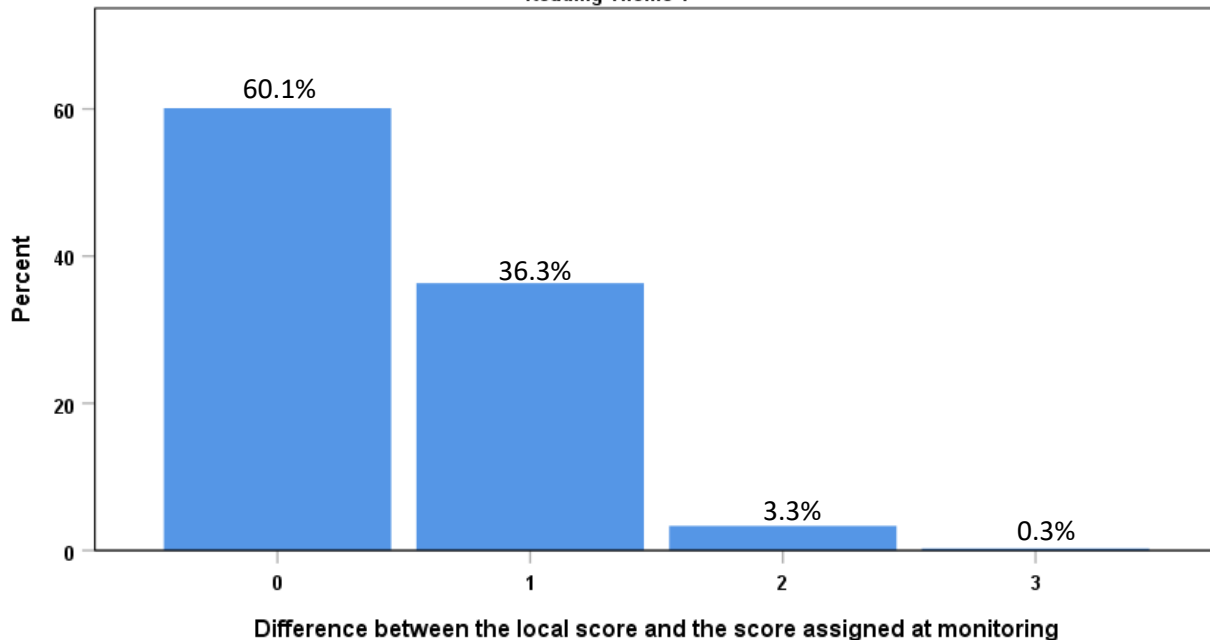


97.9% of the local scores were within 1 point of the scores assigned at the monitoring session

Grade 7 Reading (continued)

Written-Response: Theme 1, Question 3

**Grade 7**  
**Percentage of score differences for Reading question 3**  
**Reading Theme 1**



96.4% of the local scores were within 1 point of the scores assigned at the monitoring session

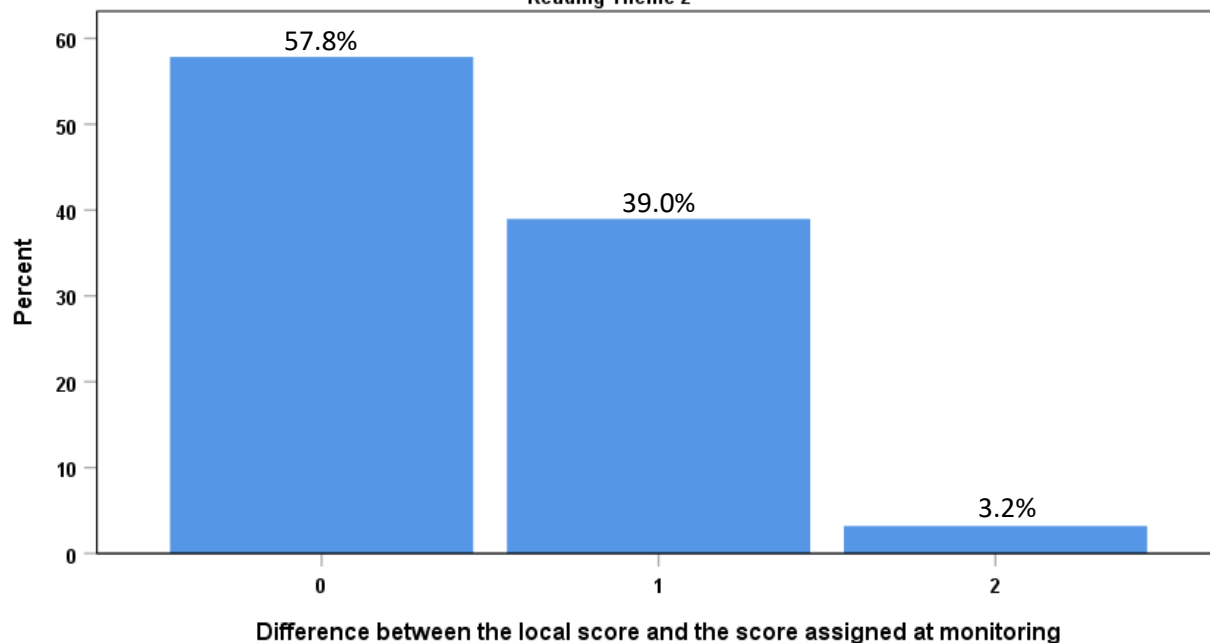
Grade 7 Reading (continued)

Written-Response: Theme 2, Question 1

Grade 7

Percentage of score differences for Reading question 1

Reading Theme 2



96.8% of the local scores were within 1 point of the scores assigned at the monitoring session



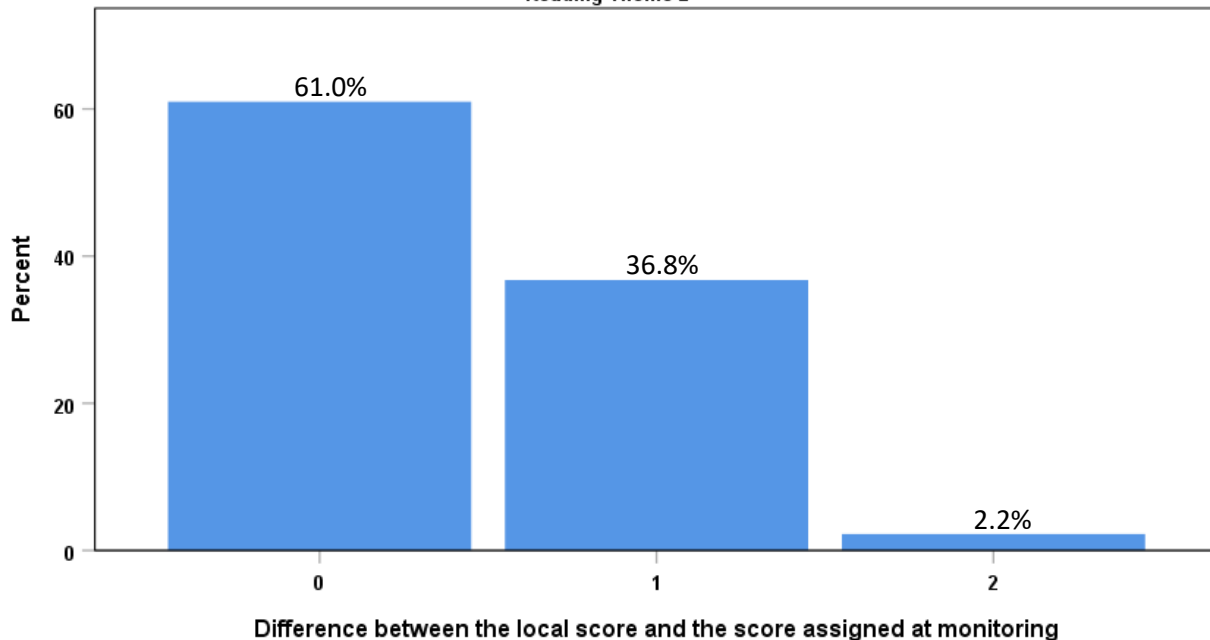
Grade 7 Reading (continued)

Written-Response: Theme 2, Question 2

Grade 7

Percentage of score differences for Reading question 2

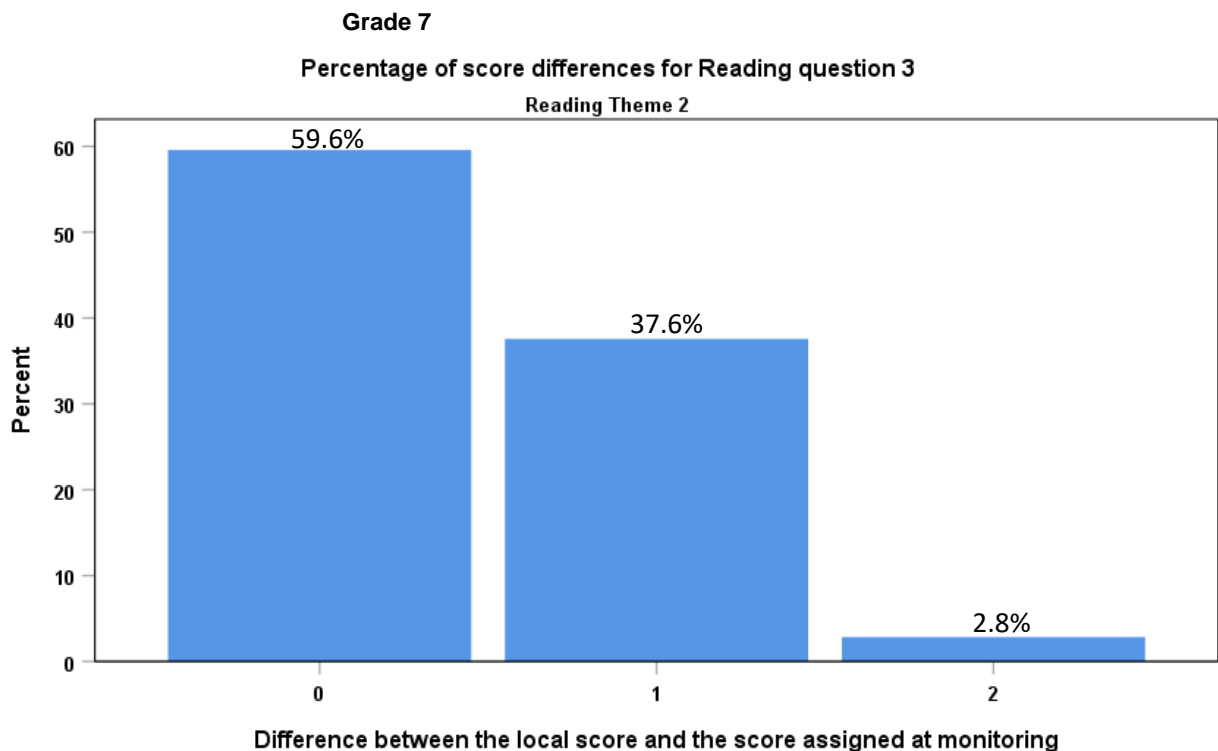
Reading Theme 2



97.8% of the local scores were within 1 point of the scores assigned at the monitoring session

Grade 7 Reading (continued)

Written-Response: Theme 2, Question 3



97.2% of the local scores were within 1 point of the scores assigned at the monitoring session

## Monitoring Comments: Grade 7 Reading

General comments regarding student performance on reading written response questions according to the participants of the July 2019 monitoring session

### Student Strengths

- Students were able to summarize the texts.
- Students have a basic understanding of the texts and the task.
- Students were able to make good inferences and include details to answer at least part or all of the question.
- Students were able to properly incorporate direct quote evidence.

### Areas Requiring Improvement

- Students need to work on expressing and supporting personal opinions.
- Students need to explain relationships and connections in more detail.
- Students need to compare texts of different genres.
- Students need to cite textual evidence to demonstrate their understanding.

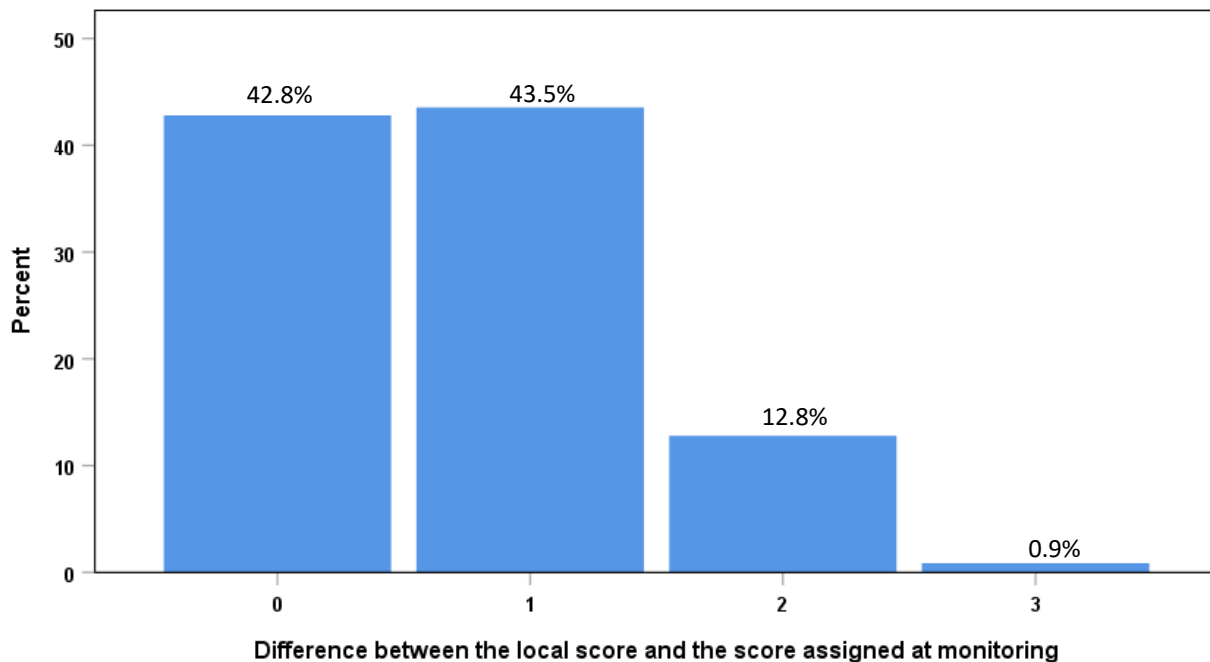
### Implications for Instruction

The marking team suggests that teachers could:

- provide instruction on how to make inferences that are more meaningful and that draw insights to deepen comprehension.
- provide instruction on how to reference texts to locate main ideas and supporting details.
- consider using the criteria from the scoring rubrics to guide student learning.
- use graphic organizers to provide students with more opportunities to compare, contrast, and make connections.
- provide instruction on how to read the question and identify what is being asked.

Grade 4 Writing

Grade 4  
Percentage of score differences for Writing question 1



86.3% of the local scores were within 1 point of the scores assigned at the monitoring session

## Monitoring Comments: Grade 4 Writing

General comments regarding student performance on the writing written response question according to the participants of the July 2019 monitoring session

### Student Strengths

- Students were able to relate to the writing topic and embrace the topic.
- Students showed lots of creative detail.
- Students were able to generate many ideas and stay on topic.
- Students were able to structure their writing using a beginning, middle and ending.

### Areas Requiring Improvement

- Students need to pay attention to the use of “I” and “me”.
- Students need to work on sentence variety.
- Students need to use engaging and descriptive language.
- Students need to pay attention to sentence structure, paragraphing, and use of conventions.

### Implications for Instruction

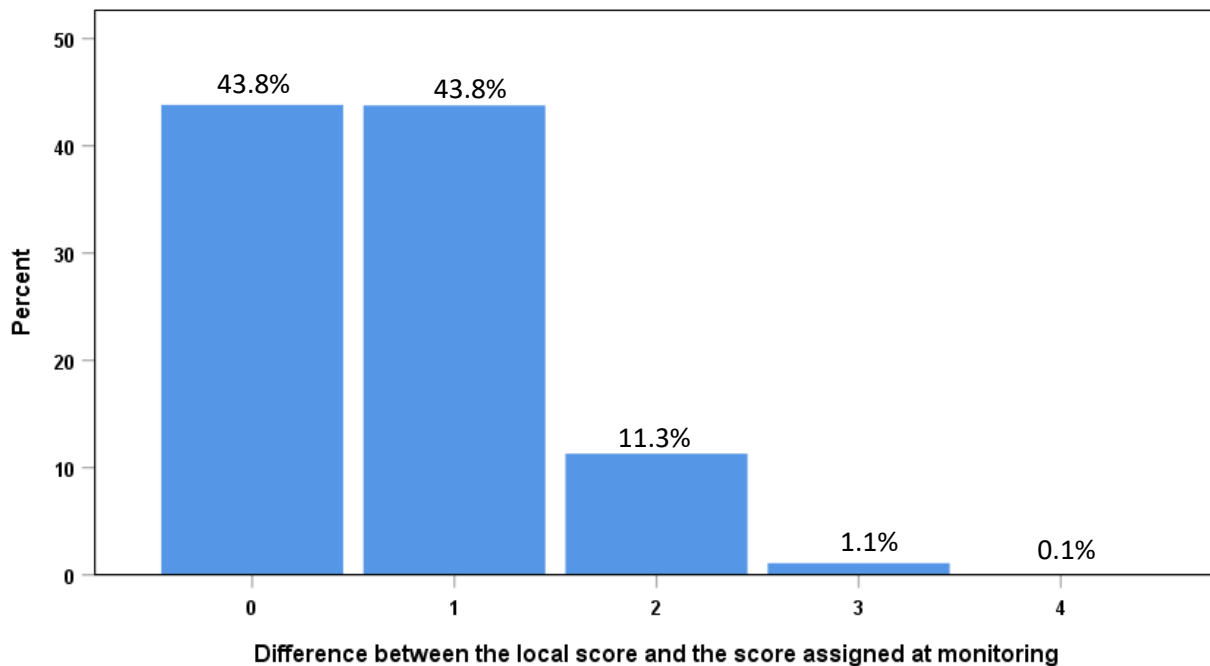
The marking team suggests that teachers could:

- encourage students to make personal connections.
- teach students how to plan for an effective writing piece.
- familiarize students with the scoring rubrics and performance standards.

**Grade 7 Writing**

**Grade 7**

**Percentage of score differences for Writing question 1**



87.6% of the local scores were within 1 point of the scores assigned at the monitoring

## Monitoring Comments: Grade 7 Writing

General comments regarding student performance on the writing written response question according to the participants of the July 2019 monitoring session.

### Student Strengths

- Students were able to develop a detailed and organized response.
- Students had a good knowledge of global issues and perspectives.
- Students did a great job in showcasing personality.

### Areas Requiring Improvement

- Students need to develop skills in concluding paragraphs.
- Students need to avoid using improper language (ex. “gonna”, “wanna”).
- Students need to improve sentence structure, varied language, and conventions.
- Students need to work on staying on topic and remaining focused in their response.

### Implications for Instruction

The marking team suggests that teachers could:

- instruct students on how to engage the reader.
- instruct students on quality of responses vs. quantity.
- provide instruction on developing beginning/conclusions with impact that goes beyond summary.
- focus on vocabulary development, effective use of transition words, and writing conventions.
- provide students with student exemplars of effective writing along with scoring rubrics and performance standards for self and peer assessment along with descriptive feedback on how to improve their writing.

## 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 Standards<sup>1</sup>. Overall results show a high level of consistency; between 86 - 99% of the scores assigned at the monitoring session were within 1 point of the local scores. No significant difference in scoring consistency was found between the grades, although marking reliability for numeracy was slightly higher than for reading and writing for both 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. The results also allow the Ministry to assess the reliability of the marks assigned at district levels, provide useful information to FSA 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. A district level and an independent school level summary report are also generated to help inform local scoring.

At the end of the session, feedback was collected from the participants. This information is summarized in Appendix 1. 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.



## Considerations for Marking

General comments regarding district/school marking according to the participants of the July 2019 monitoring session.

**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
<b>Student understands</b>	Student demonstrates minimal ability to view the situation mathematically. Approach or representation is unclear or incomplete. Reasoning or solution is absent.	Student demonstrates basic ability to view the situation mathematically. Approach or representation is difficult to follow. Reasoning or solution is missing in some places.	Student demonstrates moderate ability to view the situation mathematically. Approach or representation is accessible and generally clear but lacks reasoning or solution contains minor inaccuracies.	Student demonstrates advanced ability to view the situation mathematically. Approach or representation is effective and is clearly reasoned. Reasoning and solution is clear and well presented.
<b>Reasoning</b>	No response (entered page is blank)	Only simply respond here question (Puzzle, word or solution is unrelated/question) (inserted evidence with no work shown) (Inappropriate answer given contains profanity, inappropriate-dignity or language) (Empty/blank answer)		
<b>Mathematical Concepts</b>	<ul style="list-style-type: none"> <li>reasoning to solve the problem is not explained</li> <li>analysis of solution is absent</li> </ul>	<ul style="list-style-type: none"> <li>reasoning to solve the problem is explained</li> <li>analysis of solution is present but not well supported by work</li> </ul>	<ul style="list-style-type: none"> <li>reasoning to solve the problem is partially explained</li> <li>analysis of solution is sufficiently supported by work</li> </ul>	<ul style="list-style-type: none"> <li>reasoning to solve the problem is explained in detail and logical</li> <li>analysis of solution is thoroughly supported by work shown</li> </ul>
<b>Mathematical Concepts</b>	<ul style="list-style-type: none"> <li>insufficient understanding of mathematical concepts and skills to solve problem</li> <li>inappropriate strategy chosen to solve problem</li> </ul>	<ul style="list-style-type: none"> <li>emerging understanding of mathematical concepts and skills, although insufficient to solve problem</li> <li>strategy chosen in some problem contains several steps but does not lead to an appropriate solution</li> </ul>	<ul style="list-style-type: none"> <li>sufficient understanding of mathematical concepts and skills to solve problem</li> <li>strategy chosen to solve problem to appropriate with minor errors in selection of calculation</li> </ul>	<ul style="list-style-type: none"> <li>clear understanding of mathematical concepts and skills to solve problem</li> <li>strategy chosen to solve problem is appropriate, solution is thoroughly developed and free of errors</li> </ul>
<b>Communicate</b>	<ul style="list-style-type: none"> <li>response does not communicate a solution to problem</li> <li>at best representation using mathematical organizers, language, units</li> </ul>	<ul style="list-style-type: none"> <li>response communicates a solution to problem, although may be unorganized</li> <li>reasonable representation of mathematical organizers, language, units</li> </ul>	<ul style="list-style-type: none"> <li>response communicates a solution to problem, with simple explanations but some minor content errors</li> <li>reasonable representation of mathematical organizers, language, units, with minor errors</li> </ul>	<ul style="list-style-type: none"> <li>response communicates a solution to problem, supports self explanation</li> <li>clear and accurate representation of mathematical organizers, language, units</li> </ul>

*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

- *I really enjoyed this session. It was a wonderful networking opportunity and gave me great insight into the FSAs. I will now be able to share all of this knowledge with my colleagues in our district.*
- *Definitely provided a greater understanding of the process and gave me more confidence in my working*
- *Atmosphere was positive. A great refresher on student expectations. Have a good summer.*
- *Valuable pro-d for me to take home*
- *Hope to be back next year*
- *Thanks once again - so informative and good stuff to take back to the district*
- *Great opportunity to collaborate and further develop some shared understandings; positive experience with some important learning*
- *One of the best pro-d opportunities of the year*
- *Would love to be a part of this again next year; I will be using these examples for teacher training as well as for student prep for FSAs*
- *This was my first experience with the marking monitoring and I found it quite interesting and plenty of opportunity to discuss and evaluate responses; it is a very valuable experience*
- *Well done! The organization and efficiency grows year to year*
- *Thanks! Great pro-d, food was great and company was awesome*
- *This was my first-time taking part in this process. I love to do it again next year*
- *Thanks for the opportunity. I usually mark/facilitate reading so it was helpful to spend time with numeracy portion of the assessment. My partners were very supportive during my consultation process. I will recommend to our district that we reconsider our marking model and have educators mark all FSA parts (N, R, W)*
- *Really enjoyed this! Would love to do it again!*

## Appendix 1: Monitoring session Scorer demographics

46 participants completed the feedback form.

Who were they?

- 20% classroom educators
- 54% administrators
- 13% other
- 11% both classroom educators and administrators

Years of experience:

- 10.5% had less than 10 years of experience
- 74% had more than 16 years of experience

Where did they teach?

- 87% taught at English language schools
- 9% taught at neither English language nor French immersion schools

Experience with the FSA:

- 48% had experience with FSA standard setting
- 41% participated in the district-based marking of the FSA
- 9% participated in the FSA marking monitoring 2018

## 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

98% 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

100% agreed or strongly agreed that the monitored marking was a valuable professional development experience

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<sup>i</sup> 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.