

# 2024 Grade 10 Literacy Assessment: Feedback from the Provincial Assessment Marking Sessions

## Overview

This report is intended to provide teachers and students with information on students' strengths and weaknesses as indicated by their performance on the Grade 10 Numeracy Assessment in the preceding year. Feedback from markers is an additional resource to help prepare students for graduation assessments as they provide an overview of assessments results and include insightful takeaways from markers.

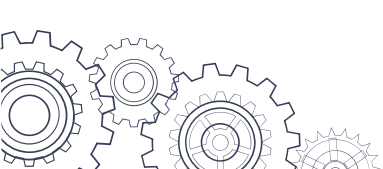
## The Marking Process

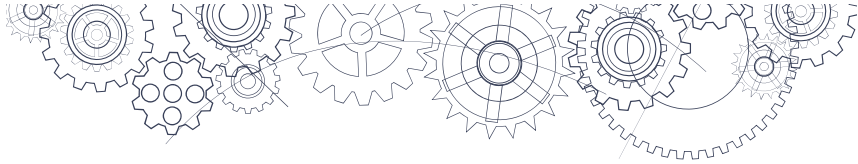
The ministry coordinates the marking of the graduation assessment constructed responses. Markers must be certified BC or Yukon teachers and have received training on holistic marking and assessment marking rubrics. Markers use professional judgement, guided by the marking materials, to assign a fair and reliable mark to each student response.

## Feedback on Student Performance

After each session, the marking chair collects feedback from markers about how students performed on the assessment. This feedback has been summarized below.

Section	Areas of strength	Areas for improvement
<b>Part A: Graphic Organizer</b>	Students demonstrated a strong understanding of the texts.	Students should read the question thoroughly to properly address the prompts.
	Students were able to extract relevant information from the texts.	Students should read the entire task before beginning to respond.
	Stronger responses used relevant quotations to support ideas.	Students should avoid over-relying on personal stories instead of using references from the text.
	Students used creative and thoughtful examples.	Students should consider using the Graphic Organizer as an outline to plan the Critical Response. Students can use cut and paste to re-use relevant sections from the Graphic Organizer.
	Students rarely left the section blank.	Teachers should model how to summarize big ideas and incorporate evidence from text.
		Teachers should advise students to encourage students to read the Big Idea and context clues to help focus their responses.
Section	Areas of strength	Areas for improvement
<b>Part A: Critical Response</b>	Students demonstrated a good understanding of the text and task.	Students should refrain from using profanity.





	Students were generally able to connect issues in a sophisticated way.	Students should analyse and elaborate more and avoid repeating the same idea.
	Students were able to support their ideas with well-integrated quotations.	Students should use topic and concluding sentences.
	Stronger responses were concise, used clear thesis statements, referred to multiple texts, and synthesized material well.	Students should refer to the text to provide evidence to support their reasoning. Some well-developed responses suffered because they did not refer to the text.
	Students used multi-paragraph structure effectively.	
<b>Section</b>	<b>Areas of strength</b>	<b>Areas for improvement</b>
<b>Part B: Writing Pathway</b>	Students addressed the prompt accurately, with very few off-topic responses.	Students should be reminded of the importance of writing in multiple paragraphs.
	Students did a good job of using the prompt as a springboard to relevant, engaging discussions.	Students should be reminded that they are not required to reference the texts; emphasis should be on making personal connections to the topics.
	Some students wrote risky, but creative responses.	Students should be sure to respond to the question directly; avoid simply summarizing material from the reference articles.
	Students did a good job of making personal connections in their responses.	Students should pay attention to correct grammatical conventions (e.g., sentence structure).
		Students should avoid broad generalizations; stronger responses were detailed and used specific examples.
		Teachers are encouraged to expose students to the rubric and sample responses prior to the assessment.

## Links to Important Resources

- [Sample Graduation Assessments and Scoring Guides](#)
- [Marking Provincial Assessments](#)
- [Graduation Assessments: Information for Administrators](#)

