

2024-2025 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 areas for improvement as indicated by their performance on the Grade 10 Literacy 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 assessment results and include insightful takeaways from markers.

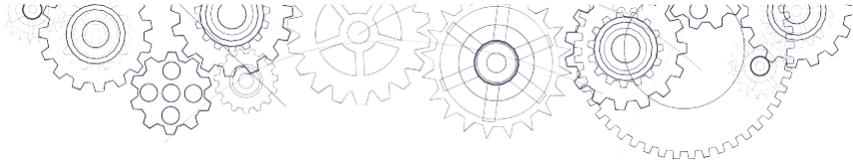
The Marking Process

The ministry coordinates the marking of the graduation assessment constructed responses. Markers must be certified B.C. or Yukon teachers and have received training on holistic marking and assessment marking rubrics. Markers use professional judgment, 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
Part A: Graphic Organizer	Students who understood the task were able to connect their answers to the text.	Students need to focus on the evidence provided in the texts and try not to stray into external context.
	Students who used direct quotes were able to provide clear explanations.	Students need to remember to connect all three texts in the first and last boxes.
	Students seemed to understand the texts for the most part.	Students need to explain why the evidence they selected is relevant to their argument.
	Stronger papers were characterized by succinct, focused answers.	Students should be encouraged to use this section to organize their writing and not as a rough draft. Spending too much time on the graphic organizer and not the writing task itself can impact student results.
	More students responded to all three texts in this session than they did in the past.	Students should focus on why the ideas matter in the conclusion section instead of restating their claim from the first box.
Section	Areas of strength	Areas for improvement
Part A: Critical Response	Higher-level papers made strong use of quotes from the text and were able to synthesize across the texts.	While students often referenced the text, they did not always bring it back to the question.



	Many students were pushing beyond the texts to consider themes or personal connections.	Students should avoid using a lot of colloquial language in this section and proofread their response for spelling errors.
	Students were able to support their ideas with well-integrated quotations.	Students are to be reminded that this section is not a personal response and requires evidence from the texts. Many weaker papers neglected to reference the texts either explicitly or implicitly.
	Students who considered a "so what" or presented an argument were successful in this section.	Students should be encouraged to write a multi-paragraph response. There were many short responses that did not go into enough detail to address the prompt.
Section	Areas of strength	Areas for improvement
Part B: Writing Pathway	Students who took a unique perspective on the prompt, wrote engaging narratives, or took a persuasive stance were successful in this section.	Students need to create enough content to be evaluated. Literacy skills are not demonstrated when the piece is too short. If students want to write a poem, encourage them to write enough for a fair evaluation.
	Most students were able to connect with the topics and were making good use of personal examples to create engaging pieces.	Students should be careful when writing dialogue that they use proper conventions.
	Some students took risks with language to create compelling writing pieces.	Students should avoid broad responses that rely on generalizations or vague claims.
		Students should choose one form of writing and stick to it. Some students started with poetry and then switched to exposition, which made it difficult to mark.

Links to Important Resources

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

