

2025-2026 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.

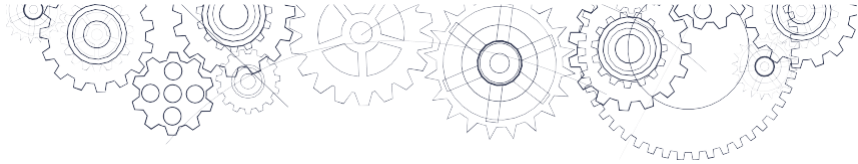
The Marking Process

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.

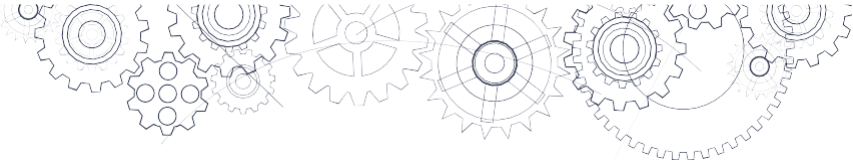
Section	Areas of strength	Areas for improvement
Part A: Graphic Organizer	Students generally demonstrated a solid understanding of the readings and increasingly used explicit textual evidence, including relevant quotations, to support their responses.	Students should avoid lengthy summaries, unfocused lists of examples, and personal narratives, and instead maintain a clear connection to the guiding question and source texts throughout their responses.
	Most students were able to make meaningful connections across texts, draw inferences, and develop synthesizing statements using appropriate examples.	Many students need reminders to identify and incorporate key terms from the prompt, properly cite quotations, and move beyond simply providing line number references.
	Stronger responses went beyond summary by providing insightful analysis, effectively synthesizing ideas, and drawing well-supported conclusions.	Students should focus on explaining how their evidence supports their claims and strengthen their conclusions by clearly synthesizing and extending their analysis.
Section	Areas of strength	Areas for improvement
Part A: Critical Response	Stronger papers demonstrated an excellent ability to synthesize ideas from multiple texts, using purposeful textual evidence and persuasive language to construct convincing arguments related to the prompt.	Students need reminders to base their responses on the provided texts rather than personal narratives, ensuring they make explicit references to at least one text and rely only on materials included in the question.



	Most students were successful in identifying and explaining the big ideas presented in the texts, which they generally found accessible and engaging.	Many weaker responses lacked organization, often consisting of a single paragraph; students should be reminded that multi-paragraph responses are expected.
	Students showed strength in making meaningful connections between the texts, the theme of home/place and identity, and, in stronger responses, relevant real-world contexts.	Some students appeared to assume markers could view other parts of the exam, such as graphic organizers or pathway texts. Students should understand that markers assess only the written response for the question.
	Responses were generally well organized, with clear paragraph structure, while upper-level papers effectively integrated and synthesized ideas across texts to support a cohesive argument.	Students would benefit from support with vocabulary, text-based evidence, and elaboration, particularly ELL students. Lower-scoring responses were often brief, lacked sufficient explanation, and did not adequately connect evidence to the task.

Section	Areas of strength	Areas for improvement
Part B: Writing Pathway	Stronger papers offered unique and engaging perspectives on the prompt, using effective descriptive language and, in many cases, creative narrative techniques.	Students should be reminded to proofread and edit their work carefully, paying attention to paragraphing, capitalization, punctuation, and typos that can make responses difficult to understand.
	Many students found the topic accessible and made meaningful personal connections while remaining focused on the task and prompt.	Many weaker responses were very brief and underdeveloped, often consisting of only a few sentences or a single short paragraph. Students should be encouraged to expand and fully develop their ideas.
	Strong responses demonstrated clear organization, including effective paragraph structure and the use of transitional words to develop ideas cohesively.	Lower-scoring papers often lacked coherence, showing repetitive or stream-of-consciousness writing, unclear perspectives, and limited development of otherwise promising ideas.
	Higher-level papers often drew on one or more of the provided readings to support their ideas or arguments in insightful ways, while also showing strong creativity and engagement.	Students should avoid overly brief poetic responses and focus on producing sustained, well-developed writing that demonstrates depth of engagement with the topic.





Links to Important Resources

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