

2024 Grade 12 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

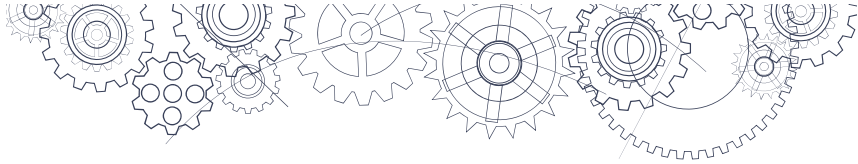
The ministry coordinates the marking of the graduation assessment constructed responses. Markers must be certified BC or Yukon teachers and have received training on holistic marking and assessment marking rubrics. Markers use professional judgement, guided by the marking materials, to assign a fair 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
Part A: Graphic Organizer	Students demonstrated a strong understanding of the texts.	Students should read the question thoroughly, respond directly, and avoid tangents.
	Students were able to extract relevant information from the texts.	Students should avoid being overly philosophical and ground responses in the text.
	Stronger responses used relevant quotations or other evidence to support ideas.	Students should avoid clichés.
	Students asked insightful questions.	Students should reflect and expand upon supporting quotations, rather than rephrasing them.
	Students rarely left the section blank.	Students should try to be concise; avoid “talking around” a topic. Some students write more than is necessary.
	Students were able to connect their personal experiences to the topics and texts well.	Students should be sure to ask a thoughtful question in the last box; this helps demonstrate that they can extend thinking beyond the text.
		Students should ensure that the evidence they use clearly reflects their reasoning.
Section	Areas of strength	Areas for improvement
Part A: Critical Response	Many students were able to provide evidence from the text to support their arguments.	Some students’ responses lacked detail and were not fully developed.





	Most students were able to develop well-structured, multi-paragraph responses.	Students should take time to organize responses prior to writing (e.g., using an outline) to help stay on-topic.
	Some students demonstrated sophisticated language use and strong topic sentences.	Students should focus on the question prompt and avoid simply summarizing information from the articles.
	Most students demonstrated a strong understanding of the texts.	Students should strive to integrate quotations by discussing them, rather than simply dropping them in.
		Students should use context cues to help them understand unfamiliar vocabulary.
		Students should avoid copy-pasting large blocks of text. Instead, they should identify succinct quotations that clearly connect to the point they wish to make.
Section	Areas of strength	Areas for improvement
Part B: Writing Pathway	Students were able to make strong and insightful connections to the topic.	Students should strive to go beyond simply summarizing texts.
	Responses tended to be thoughtful and students stayed on-topic.	Students should focus on strive to develop clear paragraph structure, including clear topic sentences and well-connected support.
	Students generally had a good understanding of the topic and the texts.	Students should try to use precise language. Avoid vague terms like “things” and “stuff”.
	Many responses effectively integrated quotations.	Teachers should encourage students to spend some time reviewing the rubric and exemplars to get a sense for what stronger responses look like.
	Students showed extended thinking by making many cross-curricular and interdisciplinary connections.	Students should remember to keep their response strongly connected to the prompt and avoid meandering.
		Students should try to write an original thesis and avoid simply copying the prompt.
		Students are encouraged to write creatively.

Links to Important Resources

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

