

# 2024-2025 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 areas for improvement as indicated by their performance on the Grade 12 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.

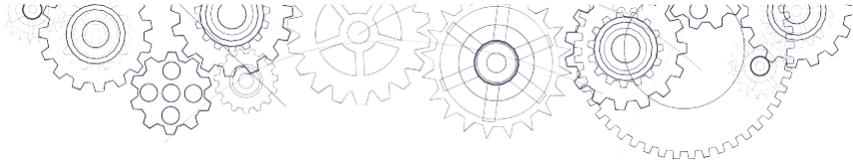
## The Marking Process

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	Most students found the texts accessible.	Students should work to elaborate on their ideas to deepen their responses.
	Many students were able to support and develop a perspective based on the prompt.	Students should work on explaining their evidence rather than simply inserting it.
	The majority of students were able to fill in something for each of the four parts.	Students should ask questions that are not already answered in the texts.
		Students should avoid offensive language or commentary.
Section	Areas of strength	Areas for improvement
Part A: Critical Response	Many students were able to use the texts to support their perspectives.	Students should be encouraged to view this as a synthesis task even though they are only required to reference one text; quality responses generally referenced multiple texts.
	Students who took time to organize and paragraph their writing had better results.	Students should try to open their written response in engaging ways.
	Some students demonstrated sophisticated language and strong topic sentences.	Students need to maintain a more objective stance and use the texts as support for their perspectives.
	Most students demonstrated a strong understanding of the texts.	



Section	Areas of strength	Areas for improvement
Part B: Writing Pathway	Many students were able to find personal examples to support the prompts.	Students need to address one of the prompts provided.
	Some students had strong creative responses that made excellent use of descriptive language	Students should be encouraged to write narratives for this task as they are often more creative.
	Students were able to connect to culture and what they were learning in the classroom.	Teachers should encourage students to spend some time reviewing the rubric and exemplars to get a sense for what stronger responses look like.
	Students were able to connect to Indigenous content that they learned in EFP/ BCFP/ CIS12.	Students should be reminded of academic honesty.
		Students should consider using more dialogue when writing a narrative.

## Links to Important Resources

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

