

2025-2026 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.

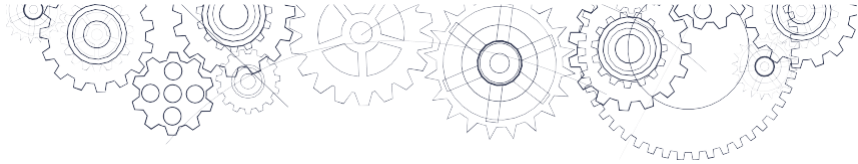
The Marking Process

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.

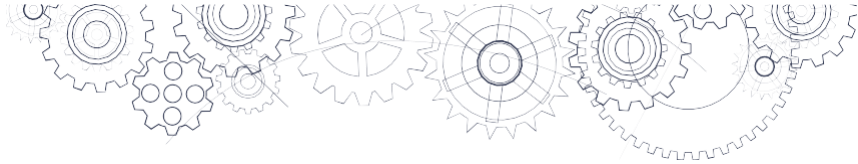
Section	Areas of strength	Areas for improvement
Part A: Graphic Organizer	Most students successfully identified and supported a clear perspective using relevant, purposeful evidence from the texts, with many demonstrating insight through thoughtful questions.	Encourage students to move beyond evidence by commenting on and analyzing the articles in relation to their perspective.
	Students engaged strongly with the prompt, making clear connections to the texts and topics, which were accessible and relatable to them.	Remind students to pose genuine questions and explain how paraphrased evidence supports their ideas, rather than copying text directly.
	Overall performance was strong, with fewer incomplete graphic organizers, many responses containing multiple questions, and very few zero-score submissions.	Clarify that the final box is not a conclusion and should not contain concluding statements.



Section	Areas of strength	Areas for improvement
Part A: Critical Response	Most students effectively engaged with the topic, developing clear and coherent arguments supported by relevant evidence from the texts.	Reinforce that responses should be organized into multiple paragraphs with a clear thesis and appropriate line breaks for readability.
	Strong writing skills were evident through well-structured paragraphs, effective integration of quotes, consistent use of in-text citations, and, in some cases, connections to knowledge from other studies.	Emphasize the need to use and integrate textual evidence, as responses without evidence were unable to achieve higher scores.
	Many students made meaningful personal and real-world connections, using their own observations and experiences to strengthen links between the texts and the prompt.	Support students in improving writing conventions, as punctuation, capitalization, and spelling errors were common.

Section	Areas of strength	Areas for improvement
Part B: Writing Pathway	Students connected strongly with the topic, drawing on personal experiences, storytelling, and narratives to communicate their ideas and support their arguments.	Encourage students to demonstrate stronger creativity and take risks with their writing by exploring formats such as narratives rather than relying on lists, bullet points, or simple summaries.
	Many responses demonstrated thoughtful engagement, with students taking clear positions, incorporating prior knowledge, referencing the readings, and, in some cases, offering insightful philosophical reflections and poetry responses.	Reinforce the importance of organizing ideas into clear, multi-paragraph responses, as long blocks of uninterrupted text can be difficult to read.
	The topic was highly accessible and inclusive, providing multiple points of entry for students of all skill levels and generating a wide variety of creative, engaging responses, including many memorable stories.	Support students in expanding and developing their ideas more fully, as many responses were brief or underdeveloped.





	Writing was generally well organized, with clear introductions and effective use of information from the texts to support ideas; markers also noted a higher number of top-scoring responses than usual.	Remind students to proofread carefully for grammar, spelling, and typographical errors to improve the overall quality of their writing.
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Links to Important Resources

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

