

2024 Grade 10 Numeracy 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

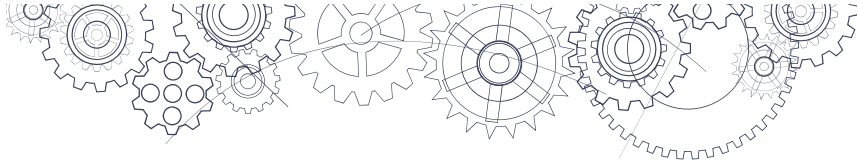
The ministry coordinates the marking of the graduation assessment constructed responses. Markers must be certified BC or Yukon teachers and have received training on holistic marking and assessment marking rubrics. Markers use professional judgement, guided by the marking materials, to assign a fair and reliable mark to each student response.

Feedback on Student Performance

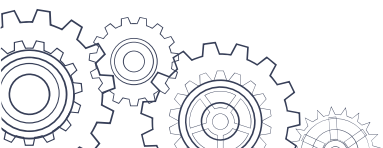
After each session, the marking chair collects feedback from markers about how students performed on the assessment. This feedback has been summarized below.

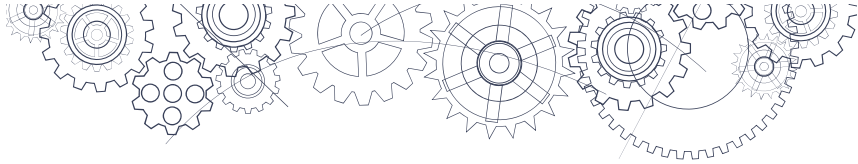
Constructed Response Task Type	Areas of strength	Areas for improvement
Reasoned Estimates: These tasks require students to make or use estimates across multiple variables to build a logical argument for a possible solution.	Students demonstrated a strong understanding of unit conversions.	Some students struggled with volume calculations.
	Students understood how to apply percentage operations appropriately.	Some students had difficulty understanding units of speed.
	Students were able to conduct basic calculations about time using distances and speed.	Some students struggled with converting units of time.
	Students were able to use several equations or rearrange formulas to calculate required values.	Some students inverted fractions in calculations.
	Students were able to apply ratios and fractions correctly.	When some students tried to simplify their equations, they were not clear about where their numbers were coming from.





		Some students struggled to use ratios effectively.
Constructed Response Task Type	Areas of strength	Areas for improvement
Fair Share These tasks require students to allocate or distribute something into different groups or categories using criteria that fit the situation (e.g., dividing a product or resource among members).	Students understood how to apply percentage/ratio operations appropriately.	Some students did not adequately explain or justify their reasoning.
	Many students provided good justification for sharing decisions.	Some students did not address all aspects of the question.
	Students were able to focus on key information given in the problem.	Some students had difficulty understanding the fair share concept.
	Many students applied unit conversions well.	Some students created a fair share plan and calculated it but did not use the values or criteria given in the question.
		Some students calculated proportion, but then did not use this value to address the question.
Constructed Response Task Type	Areas of strength	Areas for improvement
Plan & Design These tasks may require students to analyze time, space, cost, and people to make a recommendation.	Students were able to read data given in tables.	Most students struggled with sales tax calculations on purchases.
	Students were able to use logic to understand the options.	Many students struggled with correct labelling and units.
	Some students demonstrated accurate ratio/rate calculations, including unit conversions.	Many students struggled to communicate information in a clear graph or table.





	Some students used many strategies to calculate time.	Some students were unable to calculate travel time based on distance and speed.
	Students were able to add total distances and times properly.	Many students misapplied or misinterpreted a formula.
	Many students had a good understanding of rebates.	Some students struggled to work with a 24-hour clock and time conversion.
		Some students confused perimeter and area.
Constructed Response Task Type	Areas of strength	Areas for improvement
Model These tasks require students to devise a model or strategy given a data set, refine it if necessary, and apply it to a new data set.	Many students were able to create a proportional scale.	Many students were unable to explain the reasoning behind the extrapolation.
	Many students were able to plot points on a graph and extrapolate.	Some students had trouble understanding what the question was asking and multiplied random numbers to obtain an answer.
	Some students were able to use a line of best fit technique to graph.	Some students used the wrong time period in their calculations.
	Students were able to recognize trends in a graph.	Some students struggled to understand or create graphs.
	Students were able to create a graph with x - and y - axes	Some students did not or could not use the data tables given in the question.

Links to Important Resources

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

