2024-2025 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 areas for improvement 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 assessment results and include insightful takeaways from markers.
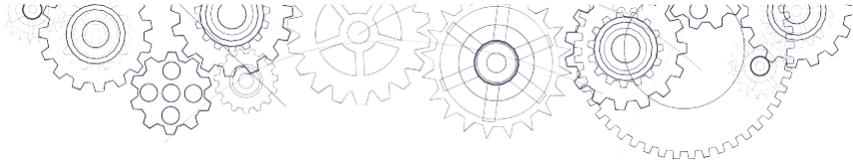
The Marking Process

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.
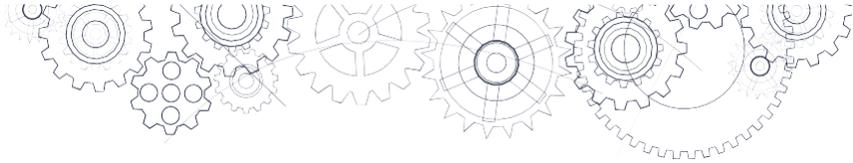
Constructed Response Task Type	Areas of strength	Areas for improvement
Reasoned Estimates: These tasks require students to make or use estimates across multiple variables to build a logical argument for a possible solution.	Students were able to use ratios appropriately.	Some students, while able to enter the problem, struggled to manage all the parts needed for a complete solution.
	Students were able to create a plan given several conditions/constraints in a context.	Some students did not support their solutions with calculations (often using mental math).
	Students were able to determine reasonableness of solutions within the context.	Some students struggled with time calculations, particularly those that included hours and minutes or converting decimal portions of hours to minutes.
	Students were able to convert between units (linear, area, volume).	Many students misunderstood how to use ± values in context.

Constructed Response Task Type	Areas of strength	Areas for improvement
	Students continue to improve how they organize their work and communicate their process.	Many students tried to use an ineffective strategy (using incorrect operations, graphing when not appropriate, etc.).
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 were able to use proportions and ratios appropriately.	Some students continue to distribute evenly amongst all participants in a fair share without considering the constraints of the problem.
	Some students were able to consider the constraints of the problem when determining their sharing method.	Some students provided a solution without showing work and/or providing justification.
	Many students were able to communicate their solution clearly and were able to justify their distribution method.	Some students struggle with using more than one factor when determining their distribution method.
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 complete area and volume calculations.	Some students stated a solution with little to no mathematical justification.
	Students were able to perform conversions.	Some students demonstrated difficulty distinguishing the difference between surface area, perimeter, and volume.
	Students understood when and how to apply taxes.	Some students did not understand that rounding is contextual.
		Some students, when provided with a table as an example for organizing their solution, did not show calculations and/or communicate their process clearly.

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 graph with appropriately scaled axes.	Some students struggled with graphing fundamentals (accurate axes, labels, point plotting).
	Some students were able to extrapolate either graphically or algebraically.	Many students did not plot enough points (only plotting two points for extrapolation).
	Many students were able to recognize the trend in data sets.	Some students created a graph but did not answer the question and/or provide communication about their process.

Links to Important Resources

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