

2025-2026 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.

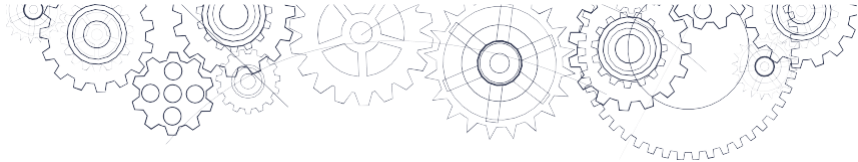
The Marking Process

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.

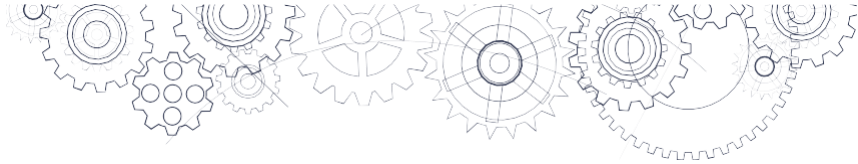
Constructed Response Task Type	Areas of strength	Areas for improvement
Reasoned Estimates: These tasks require students to make or use estimates across multiple variables to build a logical argument for a possible solution.	Students were able to keep track of multi-step calculations, even if they omitted units.	Some students struggled with conversions – both time and measurement.
	Students communicated their process well and clearly organized their work.	Some students struggled with how to use the provided information (e.g. discerning important given values and applying them in their approach).
		Some students made assumptions that led to an error in their solution.



		To prepare for the numeracy assessment, students would benefit from taking the sample assessments, familiarizing themselves with the reference pages and tools available to them, and consulting the sample responses on the ministry's website.
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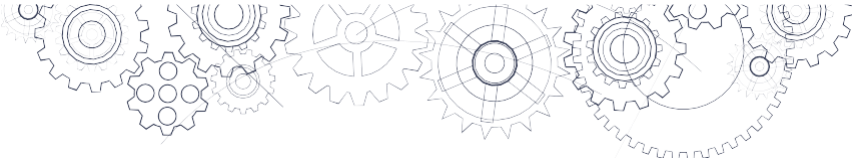
Constructed Response Task Type	Areas of strength	Areas for improvement
Fair Share These tasks require students to allocate or distribute something into different groups or categories using criteria that fit the situation (e.g., dividing a product or resource among members).	Students continue to improve the communication of their process and organization of their work.	Some students continue to arbitrarily allocate their values for a fair share without numerically justifying their allocation (like applying percentages to justify).
	Students were able to use proportional reasoning in their solution.	Some students, when working through a problem with many numbers/calculations, will often communicate their answers in a well-organized table without showing their calculations. • At least one calculation that shows how values have been computed is necessary. • A sentence explanation can help justify a chosen value.





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Plan & Design These tasks may require students to analyze time, space, cost, and people to make a recommendation.	Many students were able to identify and attempt all aspects of the problem.	Students are incorrectly calculating percentages (e.g. adding or subtracting 0.05 or 0.12 for $\pm 5\%$ or tax, respectively).
	Students were able to complete ratio/rate calculations.	Students struggled with tax and inflation calculations (percentages).
	Students were able to do unit conversions.	Some students did not recognize that the solutions that they produced were unreasonable.
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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.	Students were able to identify what they needed to graph (whether or not they were able to analyze it).	Many students continue to use bar graphs when inappropriate.
	Students were able to justify a solution through comparisons or finding slope/average.	Some students connected data points instead of drawing a line of best fit.
	Students were able to identify trends and provide a logical argument.	Students need more experience with extrapolation and interpolation of data.
		To prepare for the numeracy assessment, students would benefit from taking the sample assessments, familiarizing themselves with the reference pages and tools available to them, and consulting the sample responses on the ministry's website.

Links to Important Resources

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

