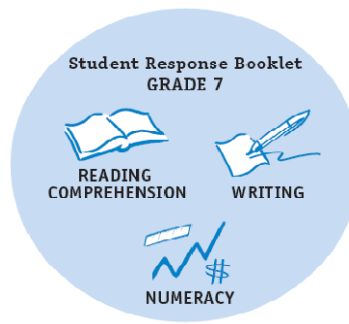
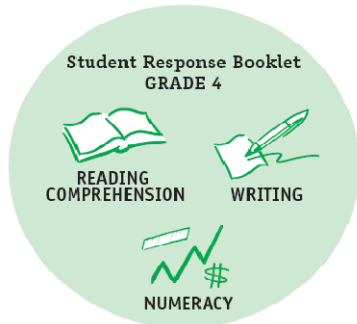


FOUNDATION SKILLS ASSESSMENT 2008

MONITORING FEEDBACK REPORT



The Ministry of Education monitors district/school based scoring of the written-response sections of the Foundation Skills Assessment (FSA) by sampling student response booklets from each district and a number of independent schools. The selected booklets were re-scored at the monitoring session.

This report indicates the degree of consistency between the scores local scorers assigned to their students' responses in district/school based scoring sessions and scores assigned by the scorers participating in the monitoring session. The report also provides general comments regarding student performance based on the participants' observations during the monitoring session.

The scoring of the written-response questions for all locally scored FSA is based on the use of scoring rubrics. Scoring rubrics and related scoring materials are available at www.bced.gov.bc.ca/assessment/fsa/training.htm

Scorers use their professional judgment guided by the scoring materials to give each student response a fair and reliable reading and score. Differences of one scale point between the score assigned at the monitoring session and the score assigned at the district based scoring session are considered to be reasonable. When at least 80% of the scores assigned locally are within one scale point of the scores assigned at the monitoring session this indicates that local scores are highly aligned with the provincial scoring standards specific to each assessment.

Note: The percentages of differences may not add up to 100% due to rounding.

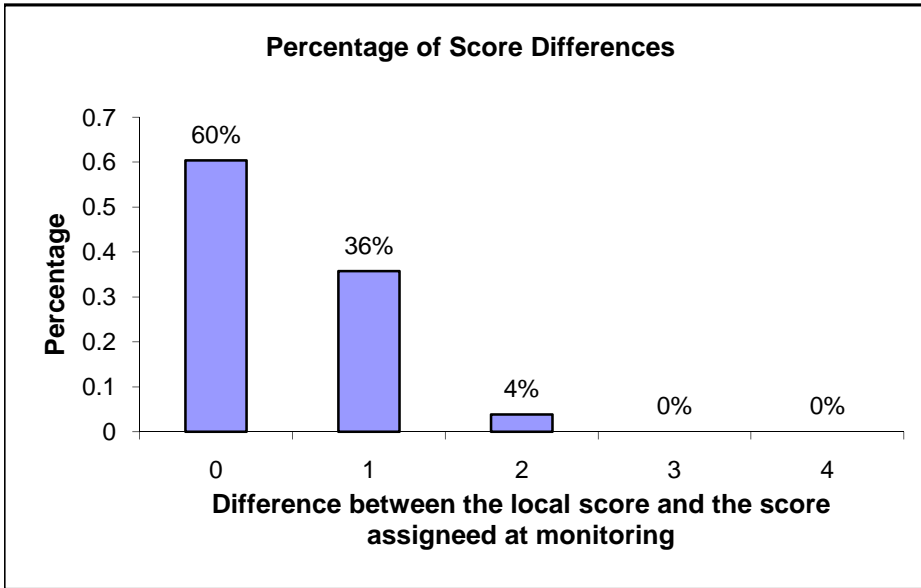
For more information regarding this report or the monitoring of the Foundation Skills Assessment, please contact Jiemei Li at 250-387-5020 or by email to Jiemei.li@gov.bc.ca



Ministry of
Education

Numeracy 4

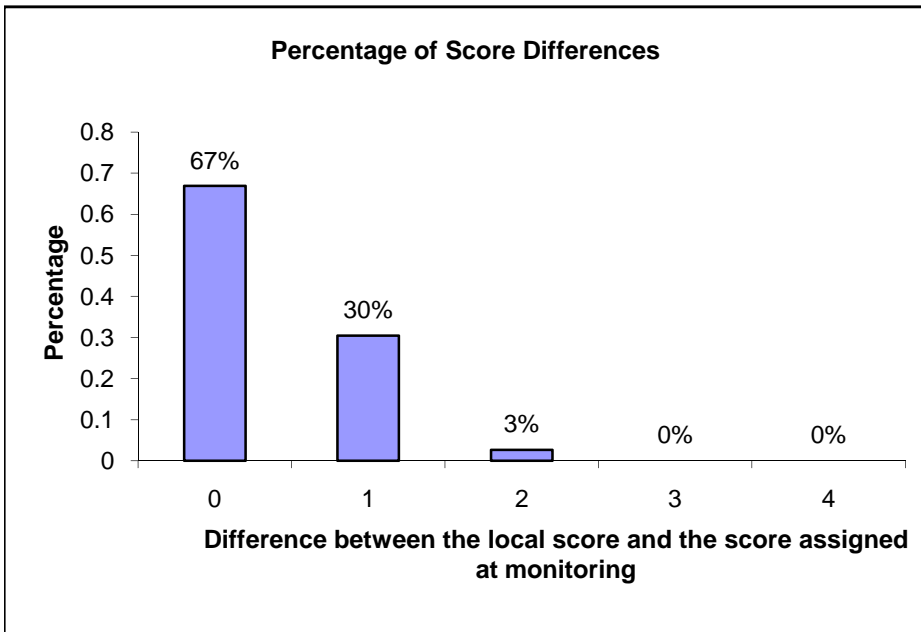
Written-Response Question One: *Seeds and Posters* Strand - Number



96% of the local scores were within 1 point of the scores assigned at the monitoring session

Written-Response Question Two: *24 Desks*

Scorers use their professional judgment guided by the scoring materials to give each student response a fair and



97% of the local scores were within 1 point of the scores assigned at the monitoring session

Numeracy 4

General comments regarding student performance according to the participants of the July 2008 monitoring session.

Student Strengths:

Question 1 - Seeds and Posters

Strand - Number

- Most students had at least some understanding of the problem.
- Most students were able to solve the addition/subtraction problem.
- Most students found at least some of the combinations to make \$8.00.

Question 2 - 24 Desks

Strand – Shape and Space

- Most students understood the question and were able to at least attempt a response.

Areas requiring improvement:

Question 1 - Seeds and Posters

- Students need to develop strategies which allow them to find a complete solution.
- Students should be reminded to show all their work.

Question 2 - 24 Desks

- A few students solved the question by thinking about perimeter rather than area. Students should understand the distinction between perimeter and area.

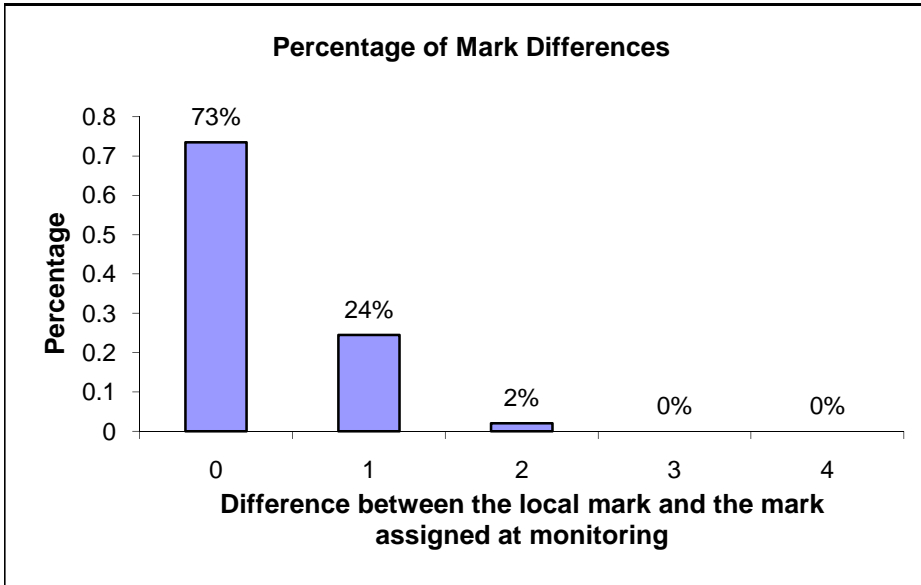
Implications for instruction:

The committee suggests that teachers focus on students learning, inventing, and discovering many different strategies. If this is done in a problem-based setting, students will be more equipped to answer the written-response questions.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/> for the questions and examples of student work.

Numeracy 7

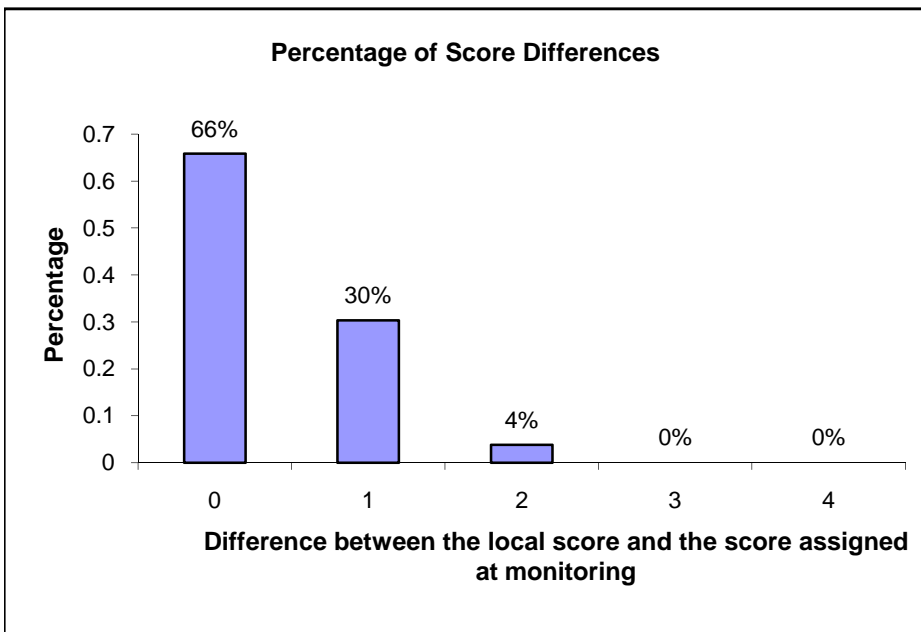
Written-Response Question One: *30 metres of fencing* Strand - Shape and Space



97% of the local scores were within 1 point of the scores assigned at the monitoring session

Written-Response Question Two: *CD problem*

Scorers use their professional judgment guided by the scoring materials to give each student response a fair and



95% of the local scores were within 1 point of the scores assigned at the monitoring session

Numeracy 7

General comments regarding student performance according to the participants of the July 2008 monitoring session.

Student Strengths:

Question 1 – 30 metres of fencing

Strand – Shape and Space

- Most students attempted the question.
- Most students knew the difference between area and perimeter.
- Students produced many different patterns.
- Most students completed the problem well.

Question 2 – CD problem

Strand - Number

- Most students attempted the question.
- Students demonstrated thinking in a variety of ways.

Areas requiring improvement:

Question 1 – 30 metres of fencing

- Students need to label drawings with appropriate units when necessary.
- Students need to recognize that 7×8 is the same as 8×7 .

Question 2 – CD problem

- Students need to improve the organization of their work.
- Students need to show their work in a clear and detailed manner.
- Some students indicate only some of the possible combinations.

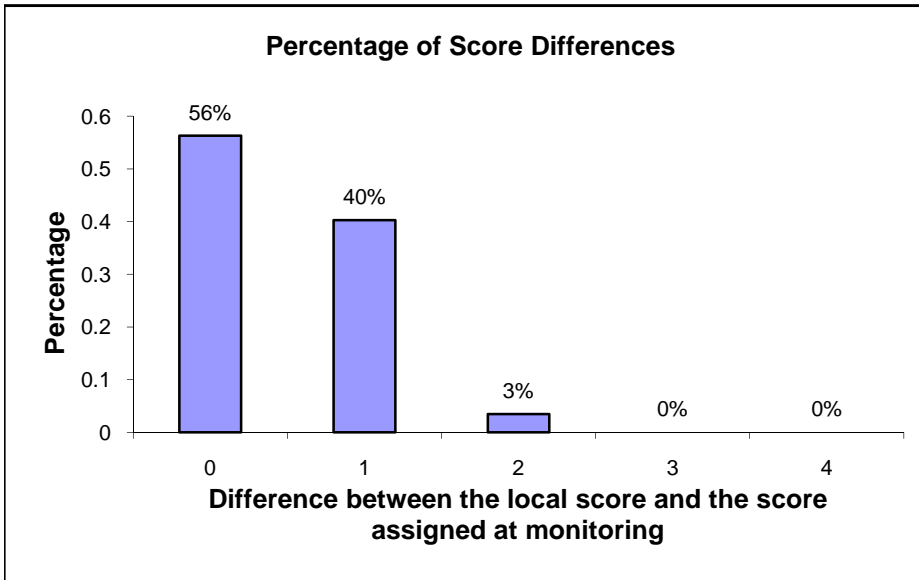
Implications for instruction:

The committee suggests that teachers work on more problems involving area and perimeter so that students become more familiar with them. Teachers may teach and model a variety of strategies that allow students to show their thinking using efficient and organized strategies. Teachers may stress the communication and representation skills.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/> for the questions and examples of student work.

Reading 4

Written-Response Question



96% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2008 monitoring session.

Scorers use their professional judgment guided by the scoring materials to give each student response a fair and

- Most students were able to at least attempt a response.
- Most students were able to make a connection between the two passages.

Areas requiring improvement:

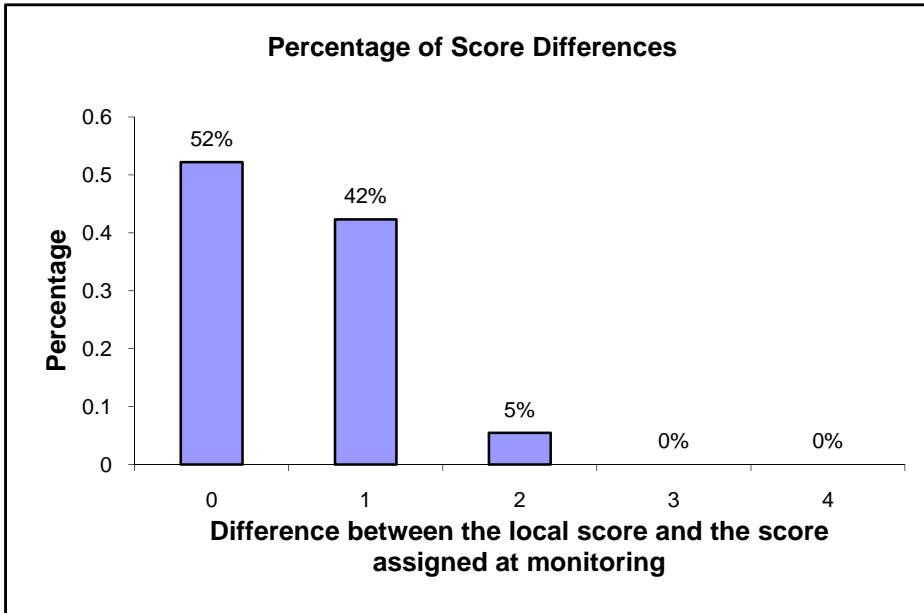
- Students should ensure that details provided in the response are relevant.
- Students should ensure they make connections between the two passages.

Implications for instruction:

The committee suggests that teachers focus on showing students how to include support from the passages in their responses. Teachers could also work with students on how to compare passages and make connections in written form. Teachers should use student exemplars to help model student responses.

Reading 7

Written-Response Question



94% of the local scores were within 1 point of the scores assigned at the monitoring session

General comments regarding student performance according to the participants of the July 2008 monitoring session.

Scorers use their professional judgment guided by the scoring materials to give each student response a fair and

- Most students demonstrated the ability to comprehend the main ideas in the passages.
- Most students used background knowledge to demonstrate comprehension.

- Most students were able to interpret/infer character reactions, and they supported them with passage-based information.

Areas requiring improvement:

- Students should read the prompt carefully.
- Students need to provide text-based support.
- Students need to provide support from both of the reading passages.
- Students should demonstrate their ability to make inferential interpretations.
- Some students did not comprehend the poem.

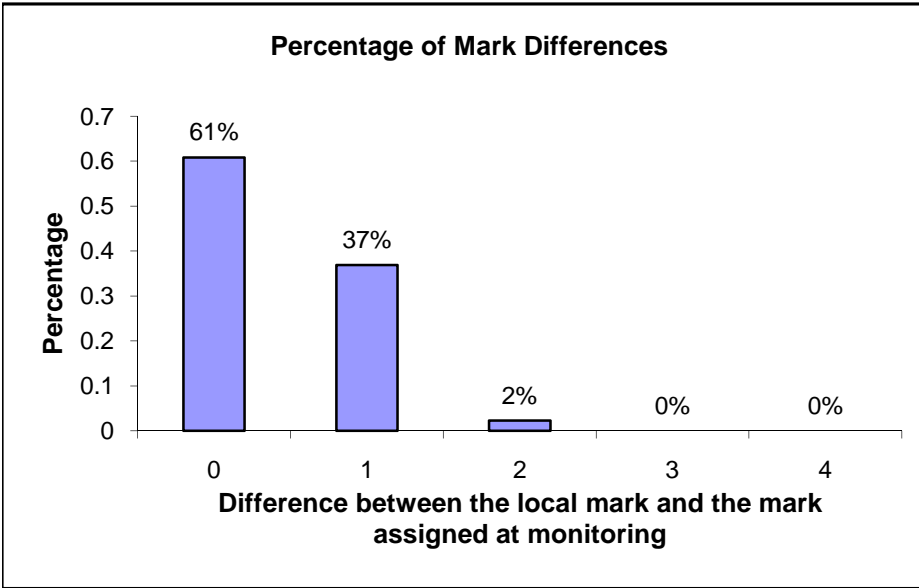
Implications for instruction:

The committee suggests that teachers provide direct instruction on how to use the text to support opinions and ideas, synthesize information from a variety of sources, and make inferences. Teachers should provide students with more exposure to poetry and figurative language. Teachers may use student exemplars to help students model responses and to better familiarize students with the performance standards.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/> for the question and examples of student work.

Writing 4

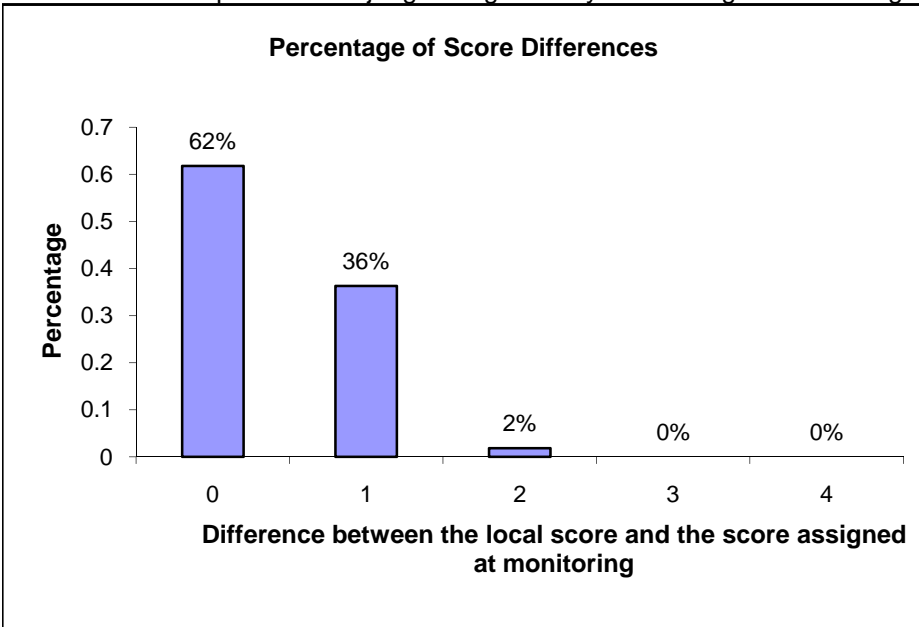
Focused (Short) Writing



98% of the local scores were within 1 point of the scores assigned at the monitoring session

Extended (Longer) Writing

Scorers use their professional judgment guided by the scoring materials to give each student response a fair and



98% of the local scores were within 1 point of the scores assigned at the monitoring session

Writing 4

General comments regarding student performance according to the participants of the July 2008 monitoring session.

Student Strengths:

Focused (Short) Writing

- Most students were able to connect with the main idea and write about realistic changes they could make
- Most students included both objective and personal details to support their responses.

Extended (Longer) Writing

- Students wrote on a wide range of ideas.
- Responses were very imaginative and interesting to read.

Areas requiring improvement:

Focused (Short) Writing

- Students should write in the required personal response format, not a story format.
- Students should pay attention to writing conventions such as spelling and punctuation.

Extended (Longer) Writing

- Students need to formulate a good beginning and a solid ending.
- Students should avoid overuse of listing in their stories.

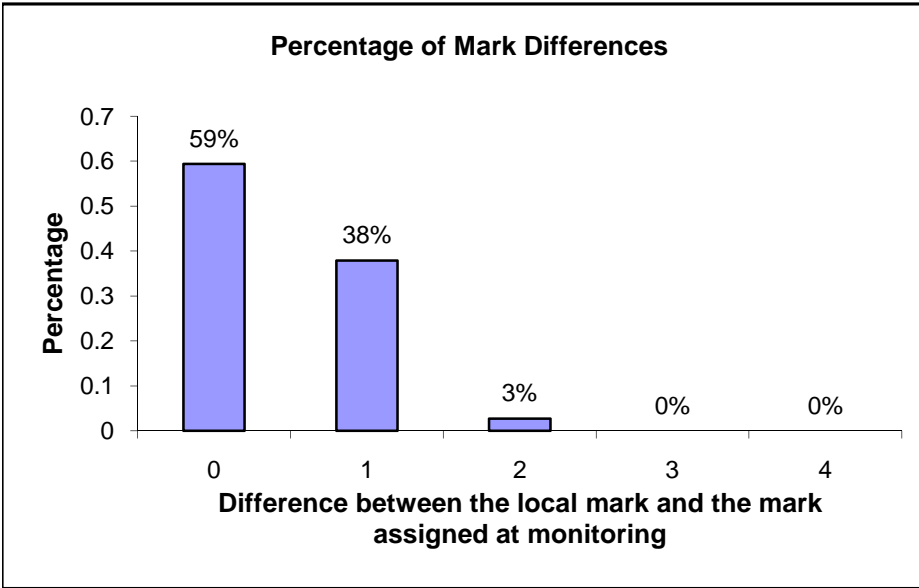
Implications for instruction:

The committee suggests that teachers clarify with students the expectations for personal responses and story/narrative writing. Teachers may also remind students to check over their work carefully. Teachers may use student exemplars to help model the short and the long writing and to better familiarize students with the scoring rubrics and performance standards.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/> for the writing topics and examples of student work.

Writing 7

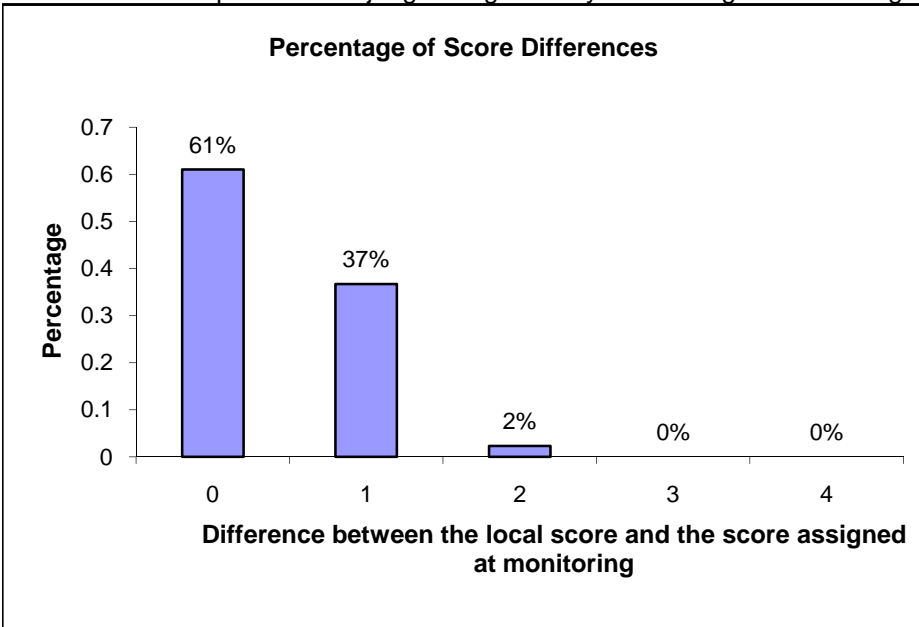
Focused (Short) Writing



97% of the local scores were within 1 point of the scores assigned at the monitoring session

Extended (Longer) Writing

Scorers use their professional judgment guided by the scoring materials to give each student response a fair and



98% of the local scores were within 1 point of the scores assigned at the monitoring session

Writing 7

General comments regarding student performance according to the participants of the July 2008 monitoring session.

Student Strengths:

Focused (Short) Writing

- Most students had strong organization and structure.
- Most students showed good ability to be persuasive.
- Most students provided strong opinions and were able to support them.

Extended (Longer) Writing

- Most students stayed on topic.
- Most students made good use of expressive language.
- Most students effectively sequenced their ideas and used connecting words appropriately
- Most students wrote with an apparent sense of voice.

Areas requiring improvement:

Focused (Short) Writing

- Students need to ensure they provide logical arguments and reasons.
- Students need to improve sentence structure and clarity of thoughts.
- Students need to work on proper paragraphing.

Extended (Longer) Writing

- Students should ensure that they employ proper essay organization with effective introductions and conclusions.
- Students should ensure that they providing details/viewpoints that do not sound like lists.
- Students should maintain appropriate tone/level of formality in their writing.
- Students should develop a sense of audience.
- Students should pay attention to basic writing conventions.

Implications for instruction:

The committee suggests that teachers provide more direct instruction on basic writing conventions, effective paragraphing, and how to write engaging introductions and conclusion that provides closure with impact. Teachers may provide instruction and practice in persuasive writing, extended writing, and impromptu writing. Teachers may provide students with student exemplars of effective writing and to better familiarize students with the scoring rubrics and performance standards.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/> for the writing topics and examples of student work.