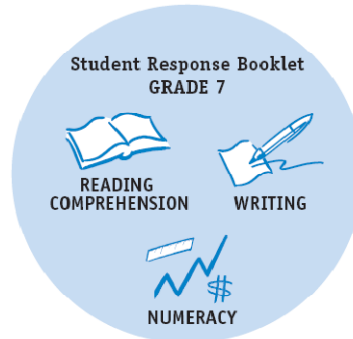
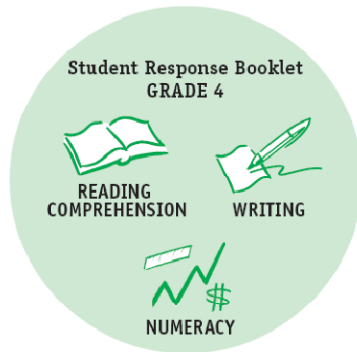


# PROVINCIAL MONITORING REPORT 2009



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](http://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.

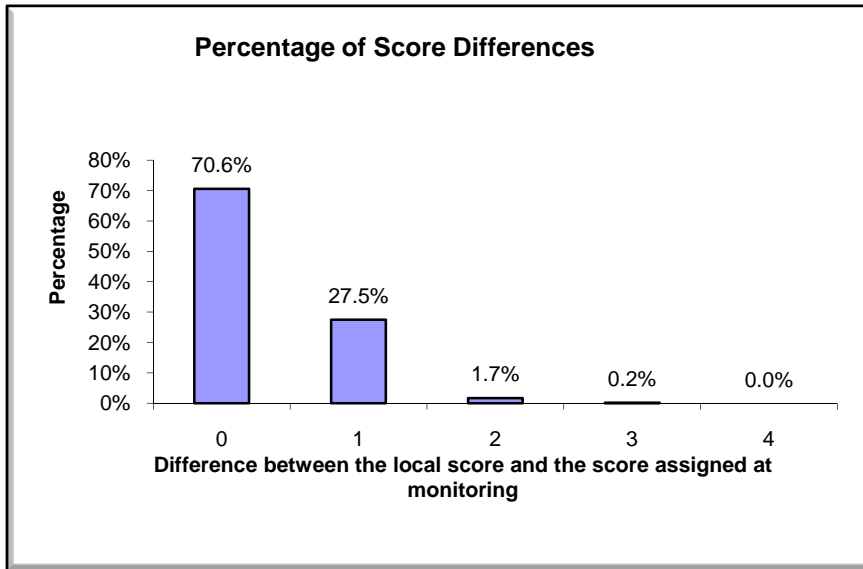
Note: The percentages of differences may not add up to 100% due to rounding.

For more information regarding this report or the monitoring of the Foundation Skills Assessment, please contact Jiemei Li at [Jiemei.Li@gov.bc.ca](mailto:Jiemei.Li@gov.bc.ca) or 250-387-5020.

## Grade 4 Numeracy

### Written-Response Question 1: 24kg of Apples

#### Strand – Number



98% 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 2009 monitoring session

#### Student Strengths:

- Most students made an attempt to solve the problem.
- Many students used charting/tables as strategies in solving the problem.

#### Areas requiring improvement:

- Students need to be encouraged to use a variety of strategies to solve problem.

#### Implications for instruction:

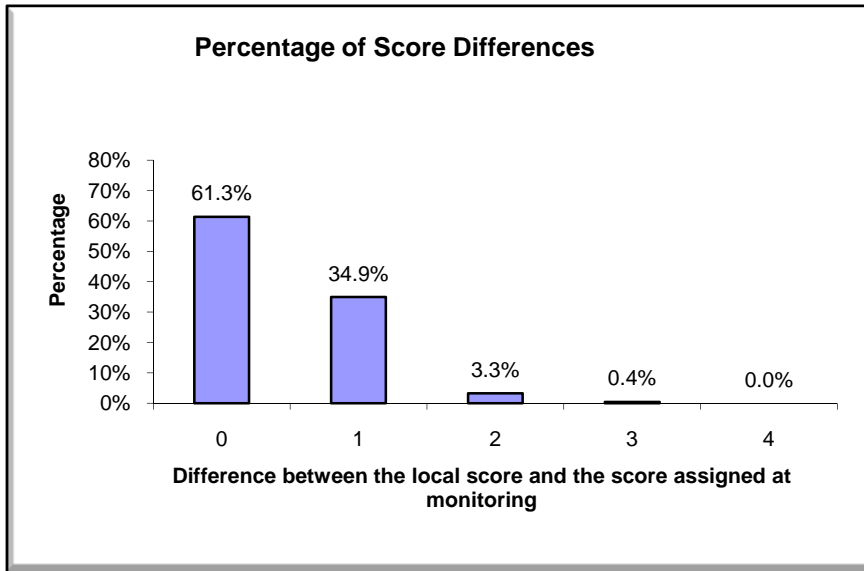
The marking team suggests that teaching of graphs could be done throughout the year in meaningful contexts. Students should be encouraged to find different strategies in problem solving.

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

Visit [http://www.edudata.ca/apps/fsa\\_item/](http://www.edudata.ca/apps/fsa_item/) for student performance on this question.

## Grade 4 Numeracy

### Written-Response Question 2: Graph Strand - Statistics and Probability



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 2009 monitoring session

#### Student Strengths:

- Graphing skills have improved over the years

#### Areas requiring improvement:

- Students need to learn how to do bar graphs with proper labelling.

#### Implications for instruction:

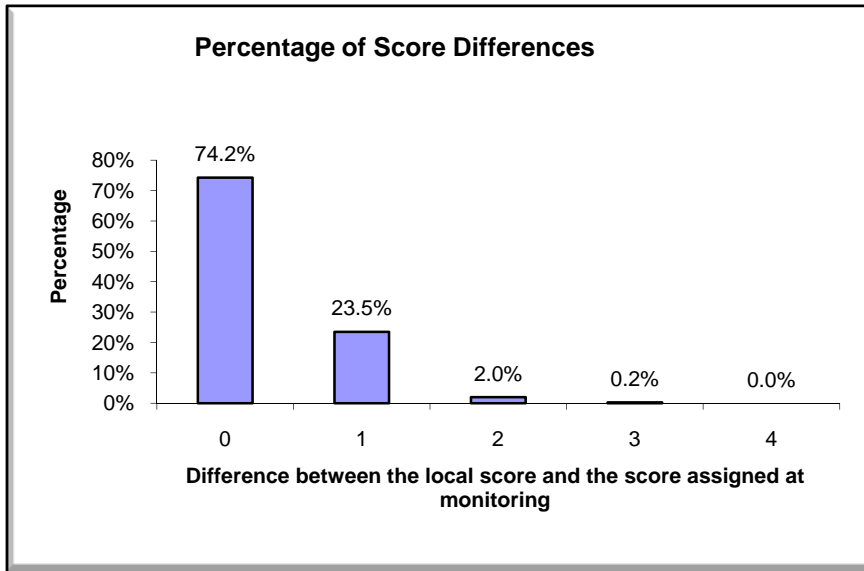
The marking team suggests that teaching of graphs could be done throughout the year in meaningful contexts. Students should be encouraged to find different strategies in problem solving.

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## Grade 7 Numeracy

### Written-Response Question 1: bottle returns

#### Strand: Statistics and Probability



98% 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 2009 monitoring session

#### Student Strengths:

- Most students attempted the question.
- Most students were able to use sound accurate strategies that demonstrate understanding
- Students were able to use a variety of strategies.

#### Areas requiring improvement:

- Students need to read instructions/questions more thoroughly.
- Students need to break problems down into parts

#### Implications for instruction:

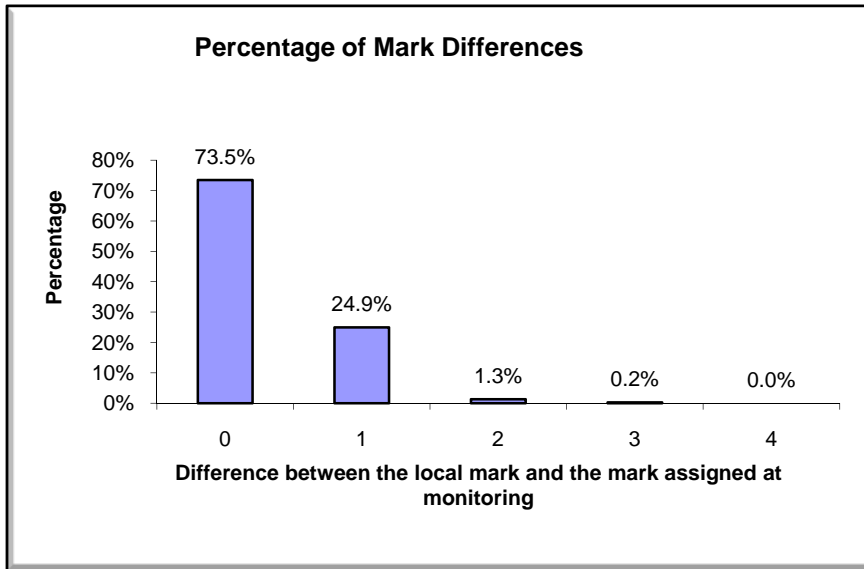
The marking team suggests that teachers teach and model a variety of strategies that allow students to show their thinking using efficient and organized strategies. Teachers need to train students on the use of calculators. Teachers need to stress the communication and representation aspect and encourage students circling or writing down the final solutions.

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

Visit [http://www.edudata.ca/apps/fsa\\_item/](http://www.edudata.ca/apps/fsa_item/) for student performance on this question.

## Grade 7 Numeracy

### Written-Response Question 2: Food Bank Strand - Patterns and Relations



98% 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 2009 monitoring session

#### Student Strengths:

- Most students attempted the question.
- Most students were able to use sound accurate strategies that demonstrate understanding
- Students were able to use a variety of strategies.

#### Areas requiring improvement:

- Students need to read instructions/questions more thoroughly.
- Students need to break problems down into parts.

#### Implications for instruction:

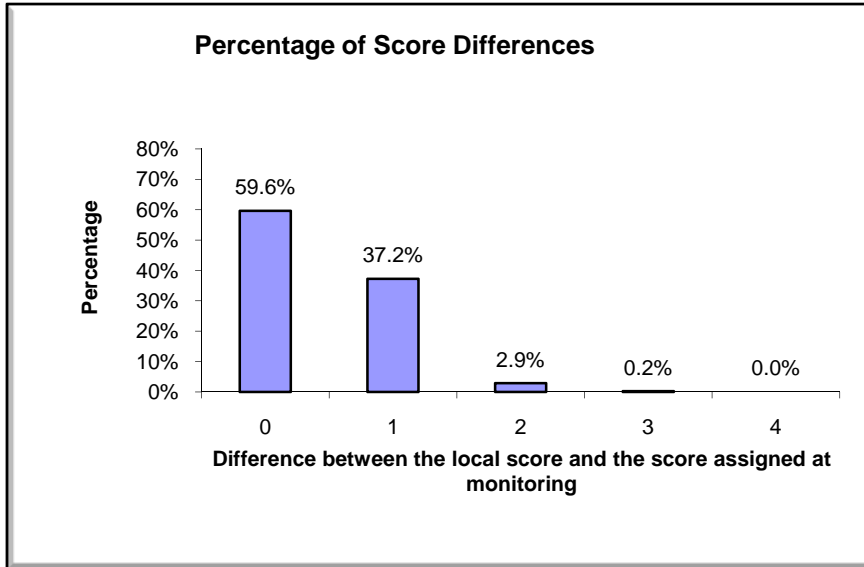
The marking team suggests that teachers teach and model a variety of strategies that allow students to show their thinking using efficient and organized strategies. Teachers need to train students on the use of calculators. Teachers need to stress the communication and representation aspect and encourage students circling or writing down the final solutions.

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

Visit [http://www.edudata.ca/apps/fsa\\_item/](http://www.edudata.ca/apps/fsa_item/) for student performance on this question.

## Grade 4 Reading

### Written-Response Question



97% 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 2009 monitoring session

#### Student Strengths:

- Students were able to understand the task.
- Students were able to retell information from the passage(s).
- Students were able to identify key information.
- Students were able to get the 'big ideas' from the passages.

#### Areas Requiring Improvement:

- Students need to make personal connections.
- Students need to support ideas with information from passage(s).
- Students need to compare and contrast two passages.

#### Implications for Instruction:

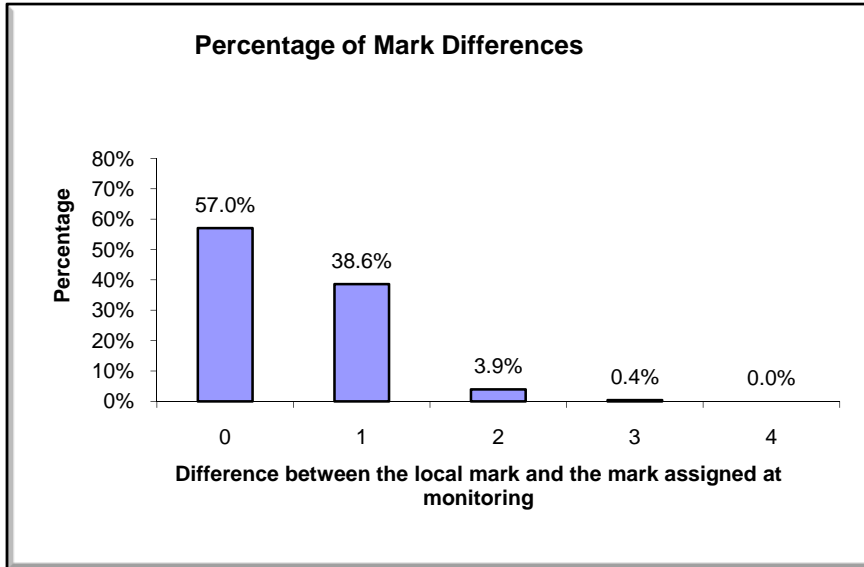
The marking team suggests that teachers focus on guiding students how to read passages carefully, showing students how to use support from the passages in their responses. Teachers could also work with students on how to compare and contrast passages. Teachers are encouraged to use student exemplars to help model student responses.

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

Visit [http://www.edudata.ca/apps/fsa\\_item/](http://www.edudata.ca/apps/fsa_item/) for student performance on this question.

## Grade 7 Reading

### 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 2009 monitoring session

#### Student Strengths:

- Most students were able to comprehend main ideas and key information in the passages.
- Most students were able to make connections between the text, their personal experiences, and the world.
- Some students were able to infer character reactions supported with passage-based information.

#### Areas requiring improvement:

- Students need to read the prompt carefully
- Students need to synthesize ideas connecting both passages.
- Students need to provide text-based support from both passages.
- Students need to develop their ability to make inferential interpretations.

#### Implications for instruction:

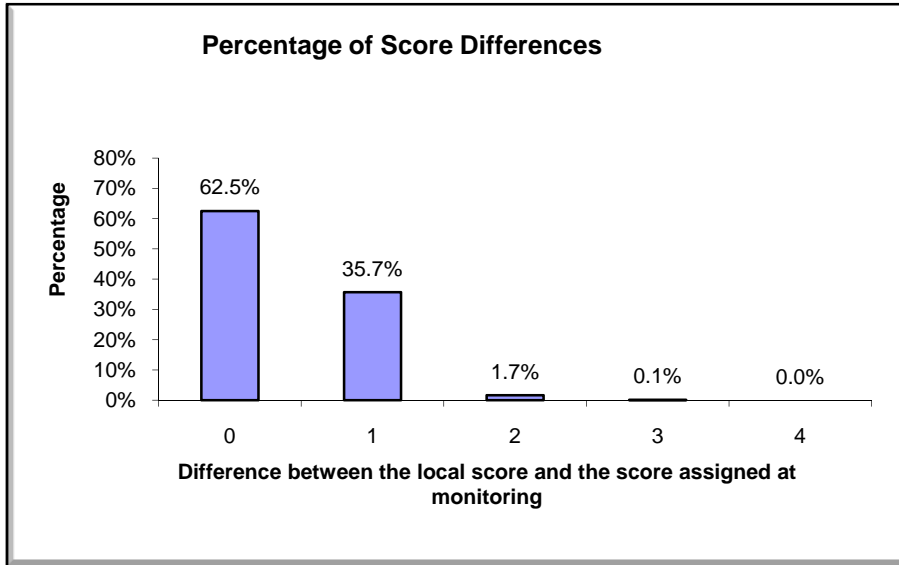
The marking team suggests that teachers provide direct instruction on how to connect passages with main ideas, synthesize information from a variety of sources, make inferences, compare and contract ideas/characters, and use details from the passages to support own opinions and ideas. Teachers may consider using student exemplars to illustrate insightful responses and to better familiarize students with the performance standards.

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

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## Grade 4 Writing

### Focused (Short) Writing: Personal Response



98% 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 2009 monitoring session

#### Student Strengths:

- Students were able to respond to the writing topic.
- Students were able to include details to support their responses.

#### Areas requiring improvement:

- Students should include introductions, support, and a conclusion.
- Students should develop ideas with support.
- Students should pay attention to writing conventions such as spelling and punctuation.

#### Implications for instruction:

The marking team suggests that teachers encourage students to use planning pages or graphic organizers as a pre-writing strategy. Use a persuasive writing model for personal responses and use support to strengthen ideas. Teachers should also remind students to follow the writing and revising process to check over their work carefully. Teachers should use student exemplars to help model the focused and the extended writing and to better familiarize students with the scoring rubrics and performance standards.

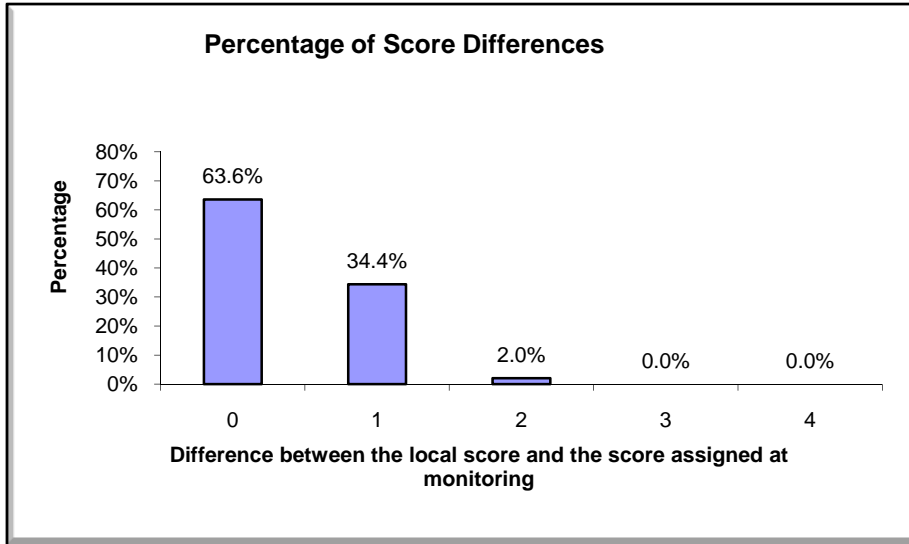
Visit <http://www.bced.gov.bc.ca/assessment/fsa/training.htm> for the questions and examples of student work.

Visit [http://www.edudata.ca/apps/fsa\\_item/](http://www.edudata.ca/apps/fsa_item/) for student performance on this question.



## Grade 4 Writing

### Extended (Longer) Writing: Story/Narrative



98% 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 2009 monitoring session

#### Student Strengths:

- Students were able to write on a wide range of imaginative stories.
- Stories include beginning, middle and end. Some were well-developed.
- Stories were engaging and interesting to read.

#### Areas requiring improvement:

- Students need to use original ideas to develop characters.

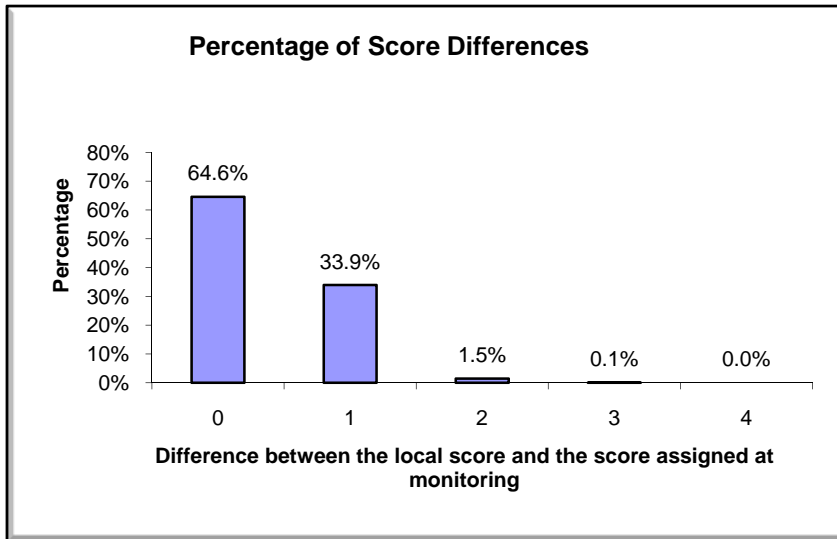
#### Implications for instruction:

The marking team suggests that teachers encourage students to use planning pages or graphic organizers as a pre-writing strategy. Use a persuasive writing model for personal responses and use support to strengthen ideas. Teachers should also remind students to follow the writing and revising process to check over their work carefully. Teachers should use student exemplars to help model the focused and the extended writing and to better familiarize students with the scoring rubrics and performance standards.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/training.htm> for the questions and examples of student work.  
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## Grade 7 Writing

### Focused (Short) Writing: Persuasive Writing



99% 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 2009 monitoring session

#### Student Strengths:

- Most students were able to write an introduction and conclusion.
- Most students showed good ability to be persuasive.
- Most students were able to provide strong opinions with supports.

#### Areas requiring improvement:

- Students need to develop their skills in presenting logical deep-thinking arguments and reasons.
- Students need to develop their skills in writing an engaging introduction and a conclusion with impact.
- Students need to improve using reading passages as sources of information to support their writing.
- Students need to improve their ability in using an appropriate tone in writing.
- Students need to improve sentence structure, paragraphing, and conventions.

#### Implications for instruction:

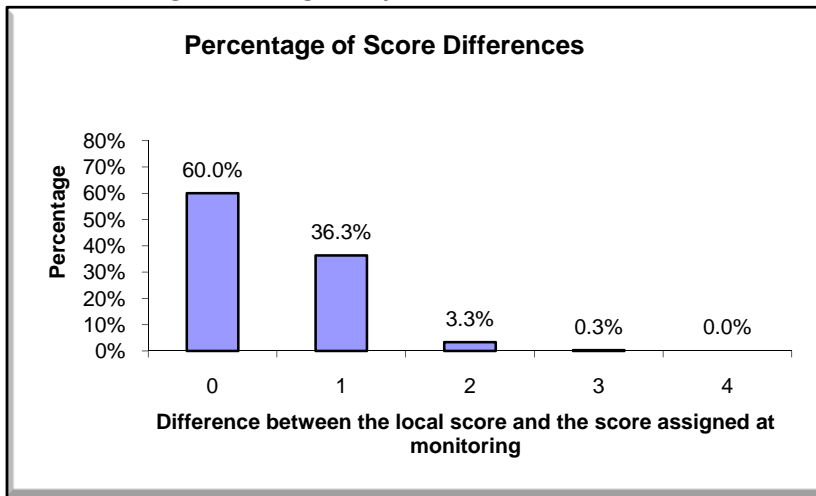
The marking team suggests that teachers provide direct instruction on how to write a persuasive essay, how to write an engaging opening and a conclusion that provides closure with impact, how to use descriptive details and figurative language to enhance writing, and basic writing conventions. Teachers should 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/training.htm> for the questions and examples of student work.

Visit [http://www.edudata.ca/apps/fsa\\_item/](http://www.edudata.ca/apps/fsa_item/) for student performance on this question.

## Grade 7 Writing

### Extended (Longer) Writing: Story/Narrative



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 2009 monitoring session

#### Student Strengths:

- Most students were able to stay 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.
- Some students were able to develop creative and original ideas.

#### Areas requiring improvement:

- Students need to improve their skills in character development when writing a story.
- Students need to write with a strong opening and conclusion.
- Students need to develop a sense of audience and maintain appropriate tone in their writing.
- Students should use more sensory details, figurative language, and transition words.
- Students should pay attention to basic writing conventions, including sentence structure, quotations, tense consistency, and paragraphing.

#### Implications for instruction:

The marking team suggests that teachers provide direct instruction on how to write a story and character development, how to write an engaging opening and a conclusion that provides closure with impact, how to use descriptive details and figurative language to enhance writing, and basic writing conventions. Teachers should 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/training.htm> for the questions and examples of student work.

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