

PROVINCIAL MONITORING REPORT 2011



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

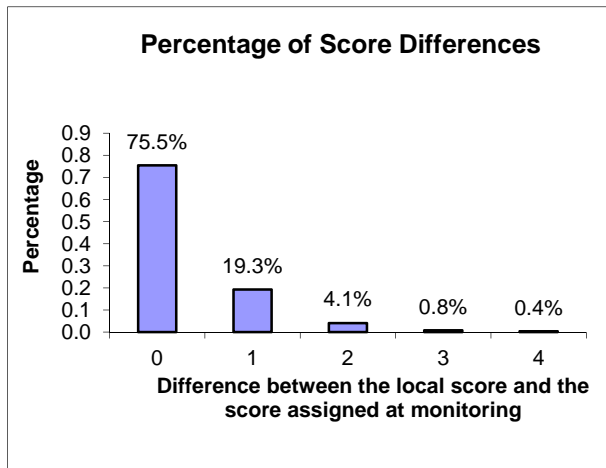
Scorers use their professional judgment guided by the scoring materials to give each student response a fair and reliable reading and score. Differences of one scale point between the score assigned at the monitoring session and the score assigned at the district based scoring session are considered 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 CL Mar at Cherilynn.Mar@gov.bc.ca or 250-380-8260.

Grade 4 Numeracy

Written-Response Question 1: Fit Fun Day activities Strand – Shape and Space



95% 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 2011 monitoring session

Student Strengths:

- Most students attempted to solve the problem.
- Most students used a variety of strategies (organized lists, charts)
- Students who started with a solid strategy soon saw the pattern and were able to get all combinations without repeats

Areas requiring improvement:

- Students need to work on problem solving with shapes and spaces.
- Students need to work on using strategies.
- Students need to improve on the organization of their work.

Implications for instruction:

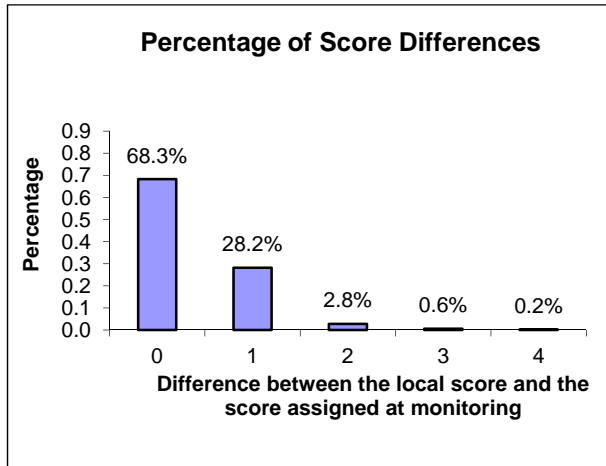
The marking team suggests that students need to learn that reverse combinations are not necessary (swimming/running and running/swimming) and that teaching an effective strategy (charts, organized lists, T-charts) would eliminate this issue. Teacher should continue to have students practice multi-step problems.

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

Visit http://www.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 4 Numeracy

Written-Response Question 2: Tickets for fruit exchange Strand – Number



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 2011 monitoring session

Student Strengths:

- Most students attempted to solve the problem.
- Students showed different combinations to total 24.
- Students used a variety of strategies to solve the problem.

Areas requiring improvement:

- Students need to work on problem solving with numbers.
- Students need to work on using strategies.
- Students need to improve on the organization their work.

Implications for instruction:

The marking team suggests that students need to learn to use an effective strategy (charts, organized lists, T-charts). Teacher should continue to have students practice multi-step problems.

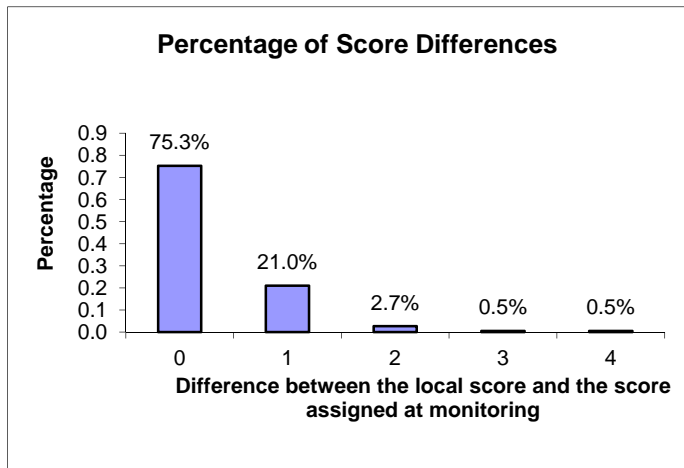
Visit <http://www.bced.gov.bc.ca/assessment/fsa/> for examples of student work.

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Grade 7 Numeracy

Written-Response Question 1: Fitness walk

Strand: Number



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 2011 monitoring session

Student Strengths:

- Most students attempted the question.
- Students were able to use sound accurate strategies that demonstrate understanding.
- Students were able to use a variety of strategies.
- Some students were able to demonstrate high level thinking such as adding 9 to get the next number with digits having a sum of 7
- There was an improvement in student's ability to recognize patterns.

Areas requiring improvement:

- Students need to read instructions/questions more thoroughly.
- Students need to improve their understanding of mathematical vocabulary e.g., **sum** of 7.

Implications for instruction:

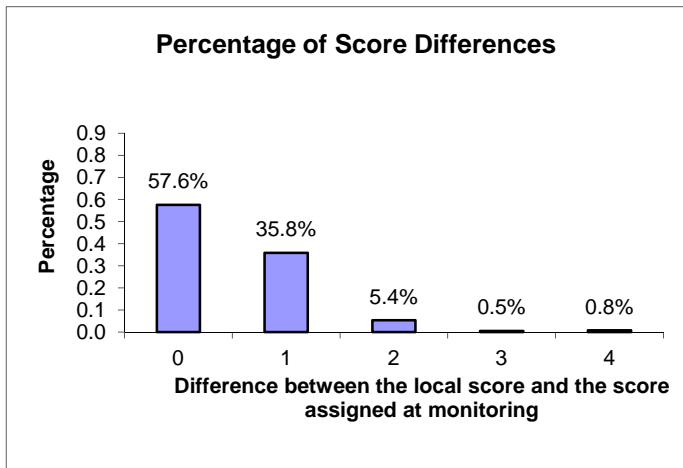
The marking team suggests that teachers encourage students to identify the final answer by circling or answering the questions asked in a sentence. Teachers need to focus on communications and representation and teach students to organize their thinking. Teachers need to teach students the mathematical vocabulary needed to be successful.

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

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Grade 7 Numeracy

Written-Response Question 2: School Garden Strand – Shape and Space



93% 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 2011 monitoring session

Student Strengths:

- Most students attempted the question.
- Most students were able to create a completed graph of some type.
- Work was clear and organized for the most part.

Areas requiring improvement:

- Students need to read instructions/questions more thoroughly.
- Students need to improve their understanding of mathematical vocabulary e.g., **sum** of 7

Implications for instruction:

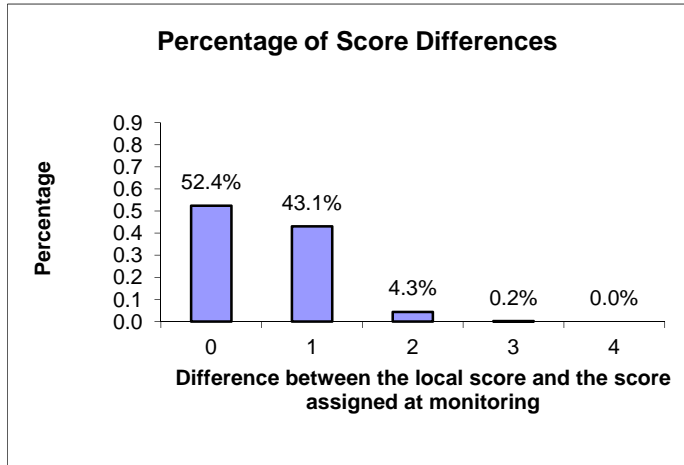
The marking team suggests that teachers encourage students to focus on communications and representation and teach students to organize their thinking. Teachers need to teach students the mathematical vocabulary needed to be successful. Teachers need to teach the difference between discrete and continuous data and how this data is represented. Teachers need to provide ample opportunity for students to draw and label various types of graphs.

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

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Grade 4 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 2011 monitoring session

Student Strengths:

- Students were able to respond to the question.
- Students were able to make personal connections.
- Students were able to demonstrate comprehension of texts.
- Students were able to see similarities between both pieces.
- Students were able to engage the topic.
- Some students were able to make insightful inferences.
- Some students were able to write thoughtful responses.

Areas Requiring Improvement:

- Students need to support ideas with information from passage(s).
- Students need to provide relevant details.
- Students need to elaborate ideas.
- Students need to go beyond literal comprehension to more inferential thinking.
- Students need to add personal connections to writing

Implications for Instruction:

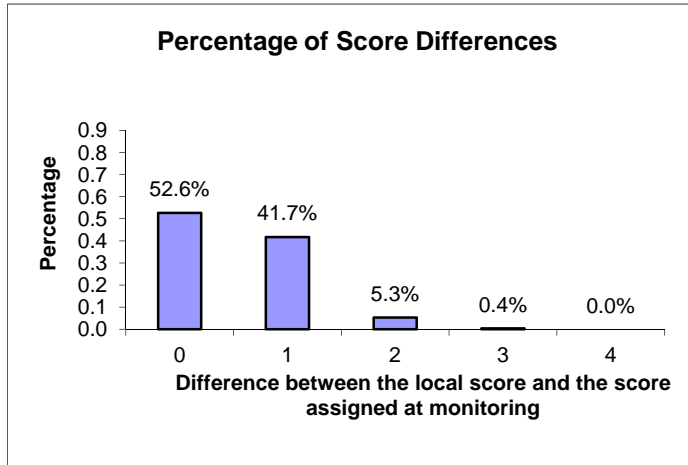
The marking team suggests that teachers focus on guiding students on how to read the passages and the task carefully, how to make inferences, and how to use support from the passages in their responses. Teachers could also work with students on how to compare and contrast passages. Teachers are encouraged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

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

Visit http://www.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 7 Reading

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 2011 monitoring session

Student Strengths:

- Students were able to use quotes and specific examples from the text.
- Students were able to recognize divergent points of view.
- Students were able to identify literary devices to compare passages.

Areas requiring improvement:

- Students need to understand the question and the task.
- Students need to make text-to-text, text-to-self and text-to-world connections that relate to the passages.
- Students need to elaborate on the quotes and specific details provided from the passages.
- Students need to make meaningful inferences and insightful interpretations.

Implications for instruction:

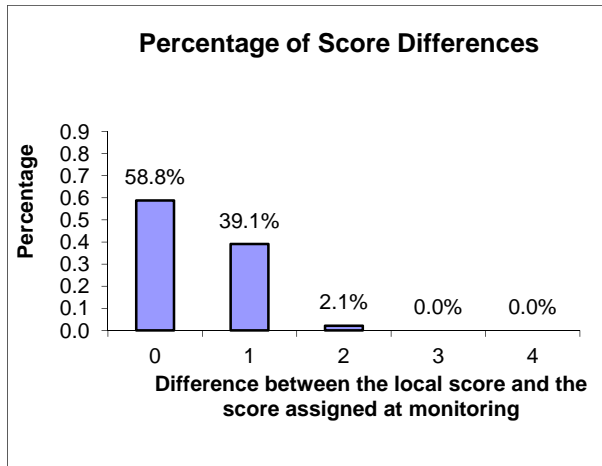
The marking team suggests that teachers provide instruction around critical thinking skills such as inferencing and other higher thinking skills, and on how to use details from the passages to support own opinions and ideas. Teachers may consider using student exemplars to illustrate insightful responses and to better familiarize students with the performance standards. Teachers may also consider having students engage in more practice comparing two different passages.

Visit <http://www.bced.gov.bc.ca/assessment/fsa/> for 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 2011 monitoring session

Student Strengths:

- Students were able to show a sense of purpose in their writing.
- Students were able to include a structure in their writing – beginning, middle, and end.
- Students were able to use good detail.
- Students were able to focus on topic.
- Students were able to show reasoning in their writing.
- Students were able to make connections between hobbies, interest and future careers.

Areas requiring improvement:

- Students need to be more creative in their introductions.
- Students need to work on clarity of ideas.
- Students need to work on linking details to be able to follow the personal response.
- Students need to elaborate ideas with support.
- Students need to pay attention to sentence construction.
- Students need to work on sentence completion and sentence variety (sentences all start the same way).

Implications for instruction:

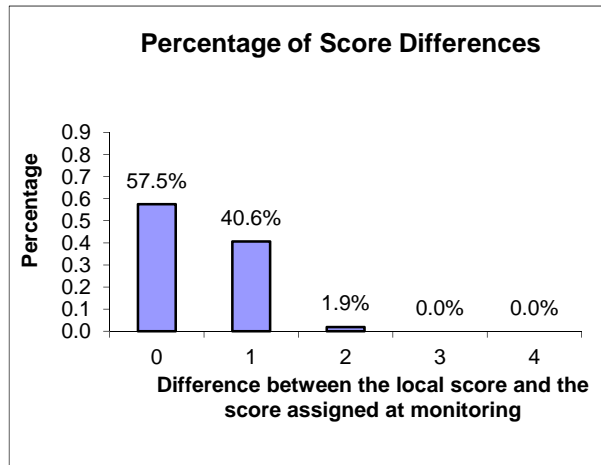
The marking team suggests that teachers encourage students to use planning pages or graphic organizers in the writing process. Teachers should also remind students to follow the writing and revising process to work on sentence construction. Teachers may use student exemplars to help model the focused writing and to better familiarize students with the scoring rubrics and performance standards.

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

Visit 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 2011 monitoring session

Student Strengths:

- Students were able to stay on topic.
- Students were able to write using dialogue.
- Stories include good beginnings, middles and ends. Some stories were well-developed with creativity and imagination.
- Stories were engaging and interesting to read.

Areas requiring improvement:

- Students need to work on story line development.
- Students need to use original ideas to develop characters.
- Students need to provide more details.
- Students need to work on using dialogue.
- Students need to pay attention to transitions, conventions and sentence structure.

Implications for instruction:

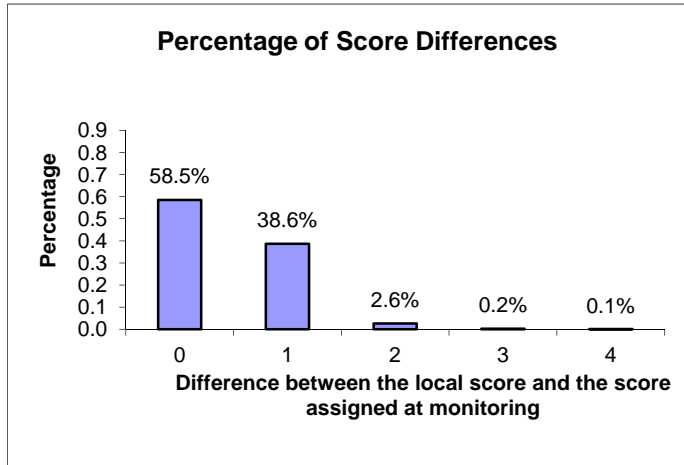
The marking team suggests that teachers encourage students to use planning pages or graphic organizers in the writing process. Teachers should also remind students to follow the writing and revising process to work on sentence construction. Teachers may use student exemplars to help model the extended writing and to better familiarize students with the scoring rubrics and performance standards.

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

Visit http://www.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 7 Writing

Focused (Short) Writing: Persuasive Writing



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 2011 monitoring session

Student Strengths:

- Students were able to clearly present opinions.
- Students were able to write in a clear voice.
- Most students were able to engage in the writing topic.

Areas requiring improvement:

- Students need to improve using details to support their opinions.
- Students need to improve sentence structure, varied language, and conventions.

Implications for instruction:

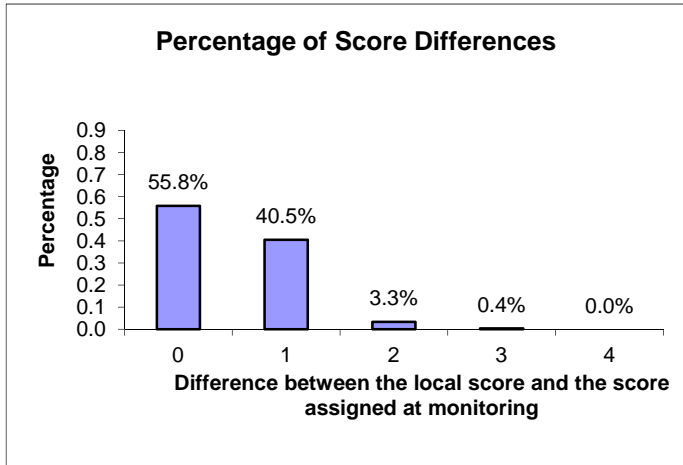
The marking team suggests that teachers instruct students on how to engage the reader; provide direct instructions on how to write an essay persuasively; encourage students to use the planning/writing process; and pay attention to vocabulary development, effective use of transition words, and basic writing 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/> for examples of student work.

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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 2011 monitoring session

Student Strengths:

- Students wrote on a variety of topics.
- Students showed good use of imagination and creativity.
- Most students were able to bring personal background knowledge of topic to enhance writing.

Areas requiring improvement:

- Students need to be concise in their writing.
- Students need to be original in their writing.
- Students need to improve their character development with sophisticated sensory details.
- 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 instruct students on how to engage the reader; encourage students to use the planning/writing process; and pay attention to vocabulary development, effective use of transition words, 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/> for examples of student work.

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