

PROVINCIAL MONITORING REPORT 2012



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.

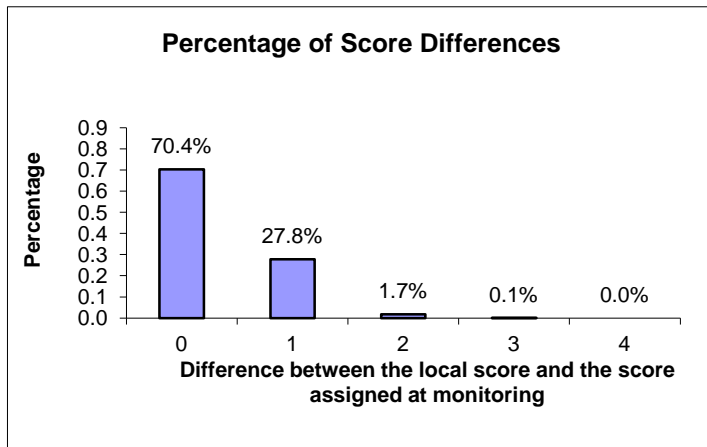
Note: The percentages of differences may not add up to 100% due to rounding.

For more information regarding this report or the monitoring of the Foundation Skills Assessment, please contact Janet Powell at Janet.powell@gov.bc.ca or 250-886-2963.

Grade 4 Numeracy

Written-Response Question 1

Strand – Number



98.2% 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 2012 monitoring session

Student Strengths:

- Students demonstrated basic addition skills.
- Many students had a strategy to solve the problem.
- Students were able to use a wide variety of strategies to solve the problem.
- Students could make combinations using wheels.
- Some students relied on using pictures.

Areas requiring improvement:

- Students need to work on problem solving with numbers.
- Students need to use a statement/sentence or pictures to communicate their solutions.

Implications for instruction:

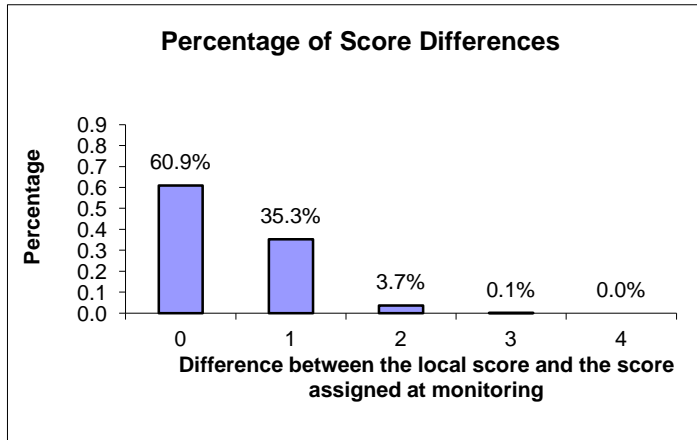
The marking team suggests that students need to be encouraged to use the most efficient strategy to solve the problem. Teachers need to give more explicit instructions on how to explain a pattern rule. Teachers should continue to build students' communication skills to improve understanding of the question and to explain their mathematical thinking.

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

Grade 4 Numeracy

Written-Response Question 2

Strand – Patterns and Relations



96.2% 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 2012 monitoring session

Student Strengths:

- Most students were able to identify a pattern.
- Many students counted and double-checked their work.

Areas requiring improvement:

- Students need to complete Part Two of the question (explain the pattern rule).
- Students need to pay attention to calculations in this question.

Implications for instruction:

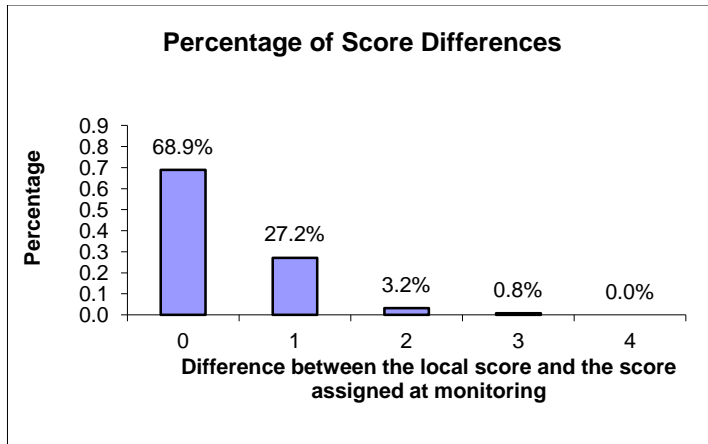
The marking team suggests that students need to be encouraged to use the most efficient strategy to solve the problem. Teachers need to give more explicit instructions on how to explain a pattern rule. Teachers should continue to build students' communication skills to improve understanding of the question and to explain their mathematical thinking.

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Grade 7 Numeracy

Written-Response Question 1

Strand: Number



96.1% 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 2012 monitoring session

Student Strengths:

- Students were able to break down the question into doable steps.
- Students were able, for the most part, to add decimals for the first step.
- Most students attempted the task and were able to come to at least a partial solution.
- Most students were able to calculate the cost of the BYO boards. Many were able to calculate the difference in price between the two types of boards.

Areas requiring improvement:

- Students need to read instructions/questions more thoroughly.
- Students need to show all their work on the paper (even what was done with the calculator or in their heads).
- Students need to explain or label their calculations.
- Students should read the entire question for complete understanding (some only answered how much was saved for one skateboard).
- Students need to check that they have completely answered the question.

Implications for instruction:

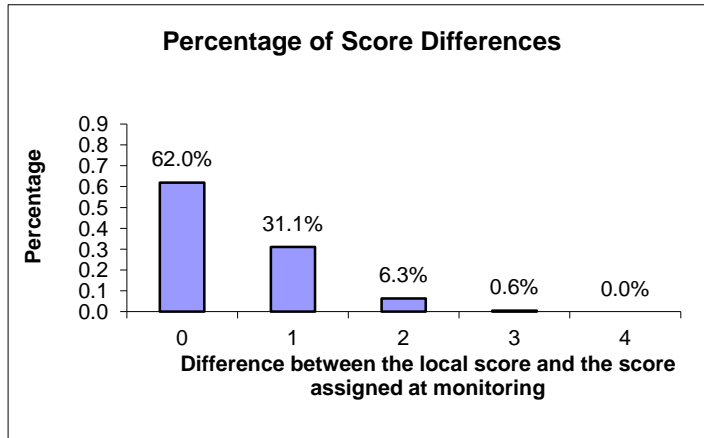
The marking team suggests that teachers should encourage students to clearly show all their work/steps/thinking. Teachers should encourage the use of precise mathematical language. Teachers should provide experiences working through problems which do not have given amounts or numbers; students should be able to provide the numbers and then generalize statements.

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

Grade 7 Numeracy

Written-Response Question 2

Strand – Shape and Space



93.1% 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 2012 monitoring session

Student Strengths:

- Most students attempted the task.
- Many students knew how to calculate the area.
- Students were able to use a variety of strategies included drawings with and without numbers for dimensions. Some students attempted algebraic representations.

Areas requiring improvement:

- Students need to know how to demonstrate the area – should have been clearer in their drawings, summaries or numbers.
- Students need to describe with precise language the relation between the two areas (said ‘smaller’ rather than ‘half’).

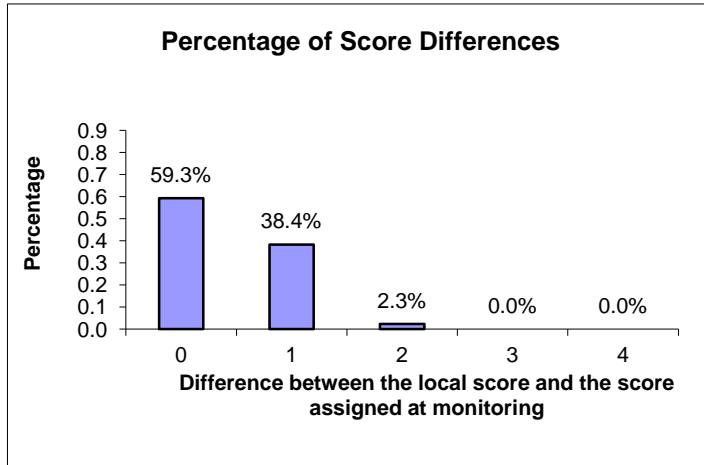
Implications for instruction:

The marking team suggests that teachers should encourage students to clearly show all their work/steps/thinking. Teachers should encourage the use of precise mathematical language. Teachers should provide experiences working through problems which do not have given amounts or numbers; students should be able to provide the numbers and then generalize statements.

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

Grade 4 Reading

Written-Response Question



97.7% 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 2012 monitoring session

Student Strengths:

- Most students were able to refer to BOTH passages in their responses.
- Students demonstrated good comprehension of the passages and task.
- Students were able to provide details to demonstrate their understanding.
- Some students were able to make inferences showing higher level thought.
- Student responses were more organized, with a topic (opening) sentence followed by their thoughts.

Areas Requiring Improvement:

- Students need to use more “because” statements which may lead to looking for more evidence from the passages.
- Weaker students referred only to one passage, simply copied a quote directly from one of the passages, or reiterated the information from the stem.
- Inferences need to be based on evidence from passages.
- Students need to use information from the passages to support opinions.

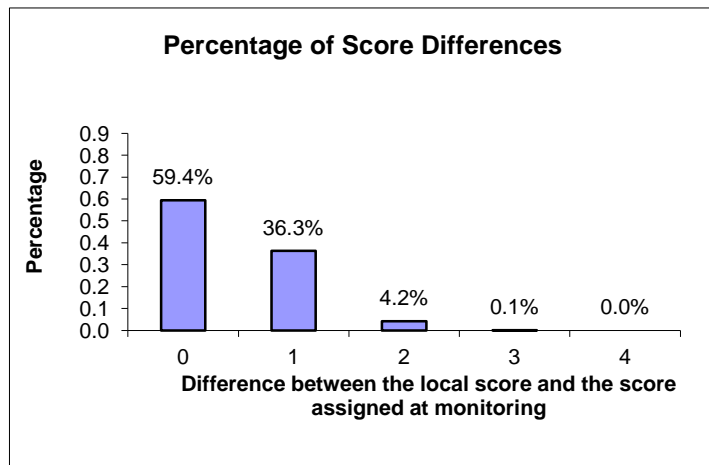
Implications for Instruction:

The marking team suggests that teachers focus on guiding students on how to look for evidence from the passages. Encourage students to use more “because” statements which may lead to looking for more evidence from the passages. Teachers could also work with students on how to compare multiple passages and how to make connections beyond text-to-self. Teachers are encouraged to use student exemplars to help model student responses.

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

Grade 7 Reading

Written-Response Question



95.7% 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 2012 monitoring session

Student Strengths:

- Most students had concrete, literal understanding of the gist of passage and task.

Areas requiring improvement:

- Students need to understand the passages and the task.
- Students need to make specific references to the passages, instead of simply expressing personal opinions.
- Students need to make more sophisticated inferences and provide insight.
- Students need to make personal connections to enhance comprehension.
- Students need to cite textual evidence to demonstrate their understanding.

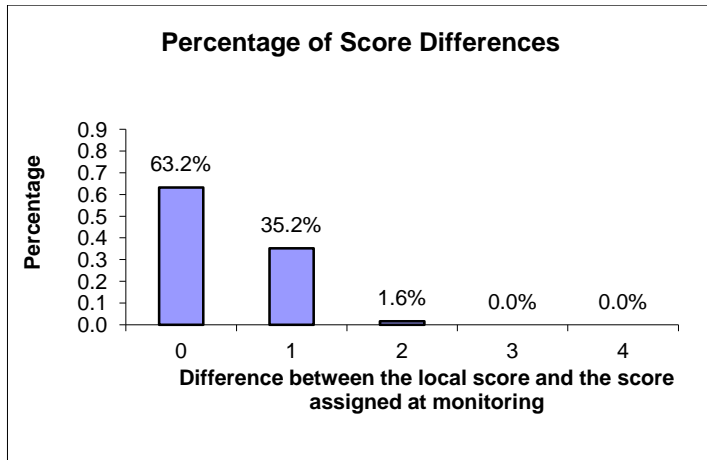
Implications for instruction:

The marking team suggests that teachers provide instruction around critical thinking skills such as inferencing and other higher thinking skills, and on how to incorporate examples or evidence from the text to support ideas/opinions. Teachers may consider using student exemplars to illustrate insightful responses and to better familiarize students with the performance standards.

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

Grade 4 Writing

Focused (Short) Writing



98.4% 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 2012 monitoring session

Student Strengths:

- Students were able to relate to the writing topic.
- Students were able to generate a lot of ideas.
- Students were able to support their ideas or opinions with reasons.
- Some students successfully made personal connections.

Areas requiring improvement:

- Students need to elaborate on their ideas.
- Students need to pay attention to sentence structure, paragraphing, and use of conventions.
- Students need to make thoughtful responses.

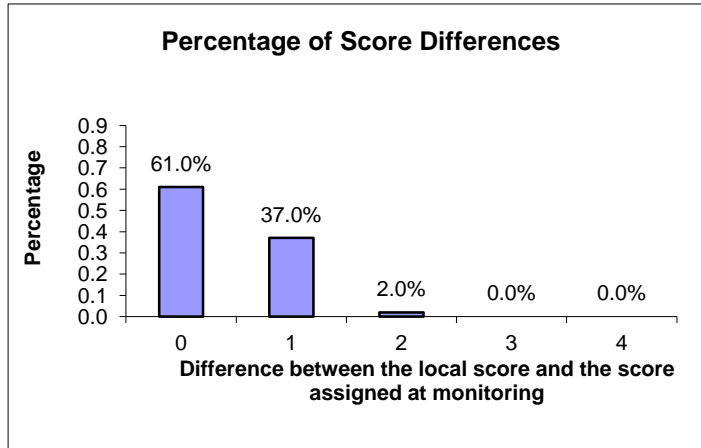
Implications for instruction:

The marking team suggests that teachers encourage students to be creative and work on idea development. Teachers should also encourage students to use varied sentence length and structure and pay attention to transitions. Teachers may 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.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 4 Writing

Extended (Longer) Writing



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 2012 monitoring session

Student Strengths:

- Students were able to relate to the writing topic.
- Students were able to write a story with a clear beginning, middle and end.
- Students were able to stay on topic.
- Students were able to write a reasonably sequenced story

Areas requiring improvement:

- Students need to develop a strong beginning for their story.
- Students need to work on using dialogue effectively.
- Students need to use original ideas to develop characters.
- Students need to pay attention to the use of conventions.

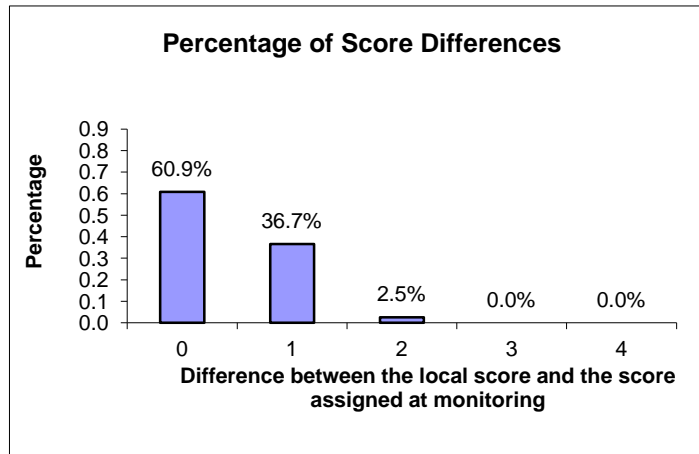
Implications for instruction:

The marking team suggests that teachers encourage students to be creative and work on character development. Teachers should also encourage students to use varied sentence length and structure and pay attention to transitions. Teachers may use student exemplars to help model the focused and the extended writing and to better familiarize students with the scoring rubrics and performance standards.

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Grade 7 Writing

Focused (Short) Writing



97.6% 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 2012 monitoring session

Student Strengths:

- Students were able to use background knowledge.
- Many students were able to provide effective introduction.
- Many students were able to use paragraphing appropriately.

Areas requiring improvement:

- Students need to be more aware of audience when writing.
- Students need to expand and support opinions, not just list ideas.
- Students need to develop an ending that has impact.
- Students need to improve sentence structure, varied language, and conventions.

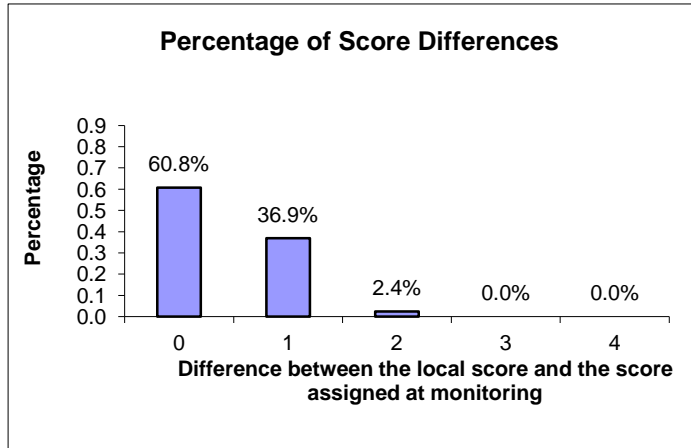
Implications for instruction:

The marking team suggests that teachers instruct students on how to write engaging beginning/conclusions with impact going beyond summary; provide direct instructions on 'meaning' and 'style' to improve their writing; encourage students to follow editing process (self, peer and teacher); 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.edudata.ca/apps/fsa_item/ for student performance on this question.

Grade 7 Writing

Extended (Longer) Writing



97.7% 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 2012 monitoring session

Student Strengths:

- Students were able to understand the writing task.
- Students were able to write a reasonably good introduction.
- Most students were able to bring personal background knowledge of topic to develop writing.

Areas requiring improvement:

- Students need to expand on their ideas.
- Students need to be convincing in expressing their ideas as there were a lot of “maybes”.
- Students need to use a variety of descriptive language and smooth transition vocabulary.
- Students should pay attention to basic writing conventions, including sentence structure, tense consistency, and paragraphing.
- Students need to know they may use their own writing structure/graphic organizer.

Implications for instruction:

The marking team suggests that teachers instruct students on how to write engaging beginning/conclusions with impact going beyond summary; provide direct instructions on ‘meaning’ and ‘style’ to improve their writing; encourage students to follow editing process (self, peer and teacher); 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.

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