

PROVINCIAL MONITORING REPORT 2013



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.

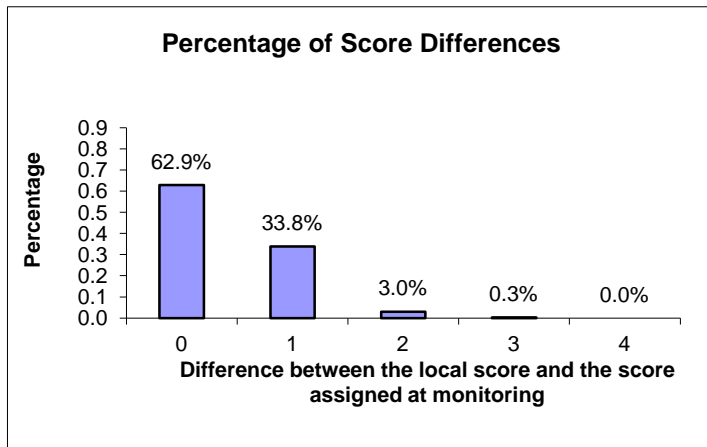
Note: The percentages of differences may not add up to 100% due to rounding.

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 – Shapes and Space, Number



96.7% 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 2013 monitoring session

Student Strengths:

- Most students had an overall understanding of the task (perimeter vs. area).
- 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.

Areas requiring improvement:

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

Implications for instruction:

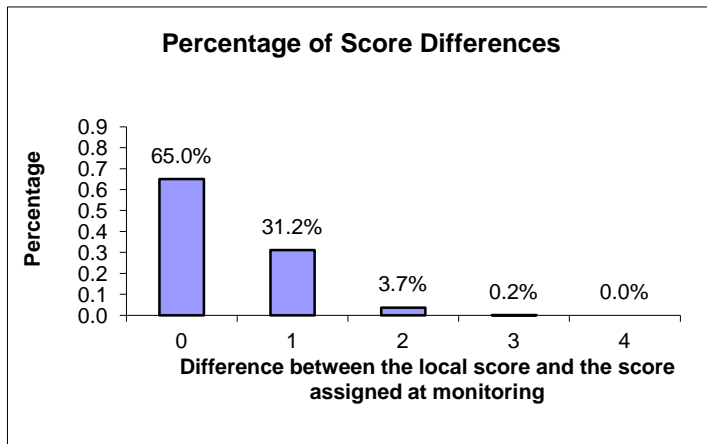
The marking team suggests that students need to be encouraged to use the most efficient strategy to solve the problem and to share those strategies to show how they arrived at the answer. Teachers should continue to build students' communication skills to improve understanding of the question and to explain their mathematical thinking. Teachers need to give more instructions on multi-step problem solving.

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

Grade 4 Numeracy

Written-Response Question 2

Strand – Numbers



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 2013 monitoring session

Student Strengths:

- Most students used a wide variety of strategies to solve the problem, including skip-counting, subtraction, multiplication and division.
- Many students used pictures to support their work.

Areas requiring improvement:

- Students need to show their thinking on paper.
- Students need to work on using strategies.
- Students need to improve on the organization of their work.

Implications for instruction:

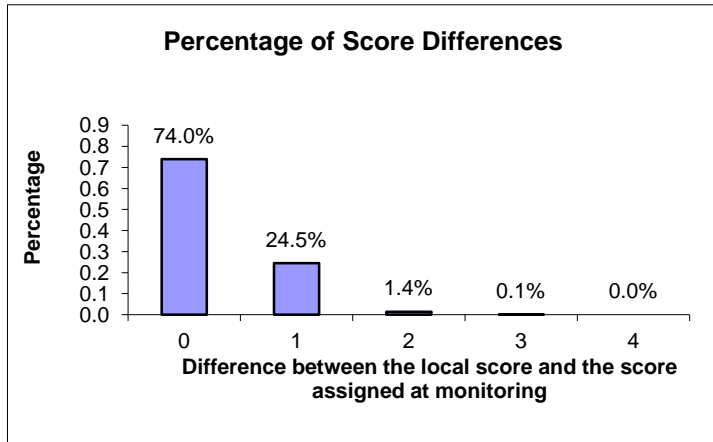
The marking team suggests that students need to be encouraged to use the most efficient strategy to solve the problem and to share those strategies to show how they arrived at the answer. Teachers should continue to build students' communication skills to improve understanding of the question and to explain their mathematical thinking. Teachers need to give more instructions on multi-step problem solving.

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Grade 7 Numeracy

Written-Response Question 1

Strand: Statistics and Probability



98.5% 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 2013 monitoring session

Student Strengths:

- Students attempted the task and were able to come up with at least a partial solution.
- Students work was clear and organized.
- Many students were able to successfully use a table to organize their work.

Areas requiring improvement:

- Students need to read instructions/questions more thoroughly.
- Students need to improve their understanding of mathematical vocabulary (for example, least probability and greatest probability).
- Students need to show all their work on the paper.
- Students need to check that they have completely answered the question.

Implications for instruction:

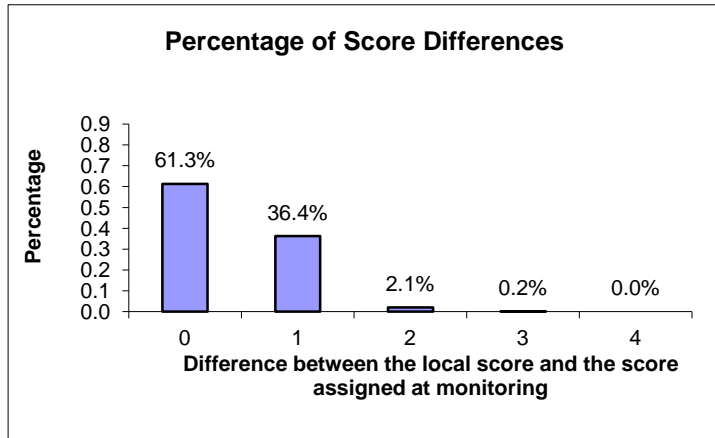
The marking team suggests that teachers should encourage students to clearly show all their work/steps/thinking and to identify the final answer by circling or answering the questions asked in a sentence. Teachers should provide direct instruction on mathematical vocabulary and the difference between discrete and continuous data and how this data is represented. Teachers should provide opportunities for students to draw and label various types of graphs. Teachers should encourage students to reflect on their answers to see if they make sense or are logical.

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

Grade 7 Numeracy

Written-Response Question 2

Strand – Patterns and Relations



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 2013 monitoring session

Student Strengths:

- Most students attempted the task.
- Work was clear and organized for the most part.
- Most students were able to complete the table of values and a graph of some type.

Areas requiring improvement:

- Students had difficulty choosing appropriate scales; for example, starting at zero, using a scale which fits the space provided, using equal increments.
- Students need to remember to put titles or labels on the x and y axes.
- Students need to know which type of graph best represents a set of data; for example, continuous data is represented by a line graph while discrete data is represented by a series of points.

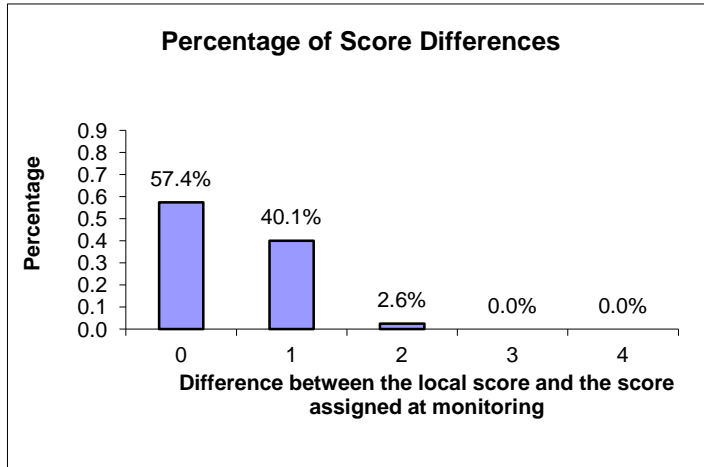
Implications for instruction:

The marking team suggests that teachers should encourage students to clearly show all their work/steps/thinking and to identify the final answer by circling or answering the questions asked in a sentence. Teachers should provide direct instruction on mathematical vocabulary and the difference between discrete and continuous data and how this data is represented. Teachers should provide opportunities for students to draw and label various types of graphs. Teachers should encourage students to reflect on their answers to see if they make sense or are logical.

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

Grade 4 Reading

Written-Response Question



97.5% 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 2013 monitoring session

Student Strengths:

- Students demonstrated good comprehension of the passages and task.
- Students were able to provide details and specific information to demonstrate their understanding.
- Some students demonstrated a personal connection to the passages.
- Some students were able to make insightful inferences.

Areas Requiring Improvement:

- Students need to go beyond literal comprehension to more inferential thinking.
- Students need to support ideas with information from both passages.
- Inferences need to be based on evidence from passages.

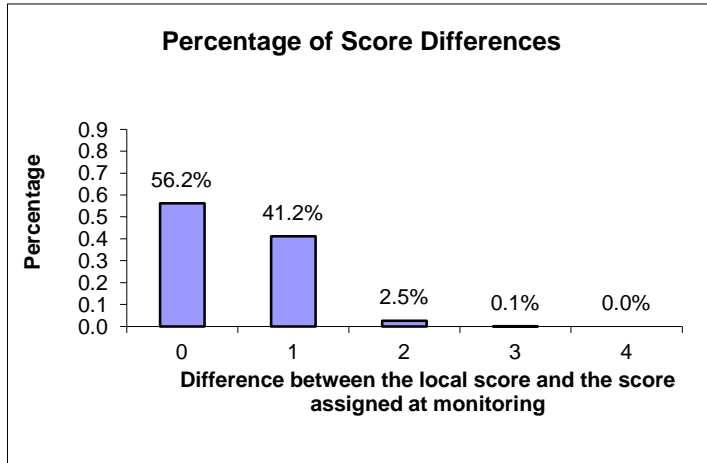
Implications for Instruction:

The marking team suggests that teachers focus on guiding students on how to look for evidence from the passages. Teachers should 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



97.4% 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 2013 monitoring session

Student Strengths:

- Students were able to summarize the passages.
- Students had a basic understanding of the passages and the task.
- Students made good inferences regarding environmental concerns and included details.
- Many students referenced both passages to make comparisons.

Areas requiring improvement:

- Students need to make specific references to the passages.
- Students need to make meaningful inferences and provide insight.
- Students need to make more compare and contrast statements.
- Students need to cite textual evidence to demonstrate their understanding.

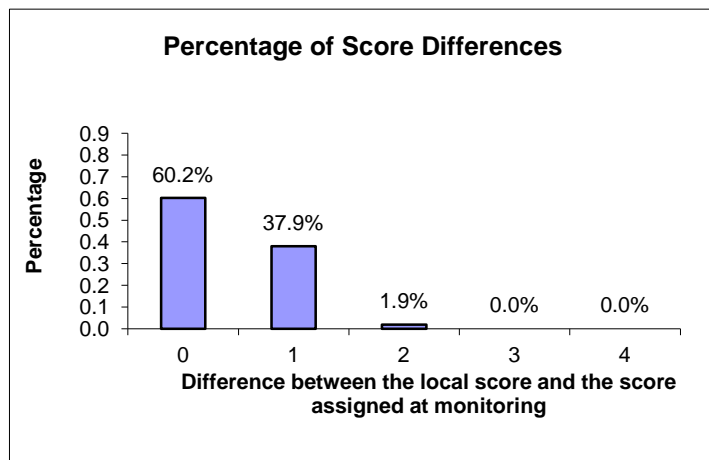
Implications for instruction:

The marking team suggests that teachers provide instruction around making inferences that are more meaningful and that draw insights to deepen comprehension. Instruction could also be provided on how to reference text to locate main ideas and supporting details. Teachers may consider using the criteria from the rubrics to guide student learning. Teachers may choose to use passages based on current issues to allow students to use background knowledge to support their answers. Using graphic organizers may provide students with more opportunities to compare, contrast, and make connections.

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

Grade 4 Writing

Focused (Short) Writing



98.1% 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 2013 monitoring session

Student Strengths:

- Students were able to relate to the writing topic.
- Students were able to use good detail.
- Students were able to generate many ideas.
- Some students successfully made personal connections.

Areas requiring improvement:

- Students need to pay attention to transitions.
- Students need to work on sentence variety.
- Students need to use engaging details to support reactions.
- Students need to pay attention to sentence structure, paragraphing, and use of conventions.

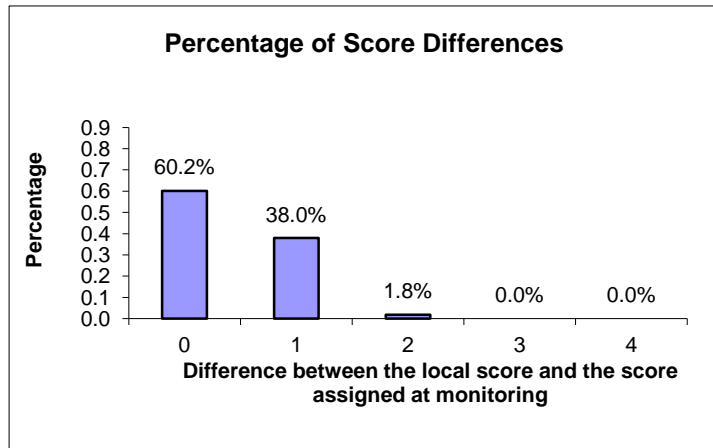
Implications for instruction:

The marking team suggests that teachers encourage students to make personal connections. 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



98.2% 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 2013 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 add interesting details to create a voice.
- Students were able to write engaging introductions.
- Students were aware of the audience when writing.

Areas requiring improvement:

- Students need to develop a strong beginning for their story.
- Students need to carry their theme through their story.
- Students need to pay attention to the use of conventions.

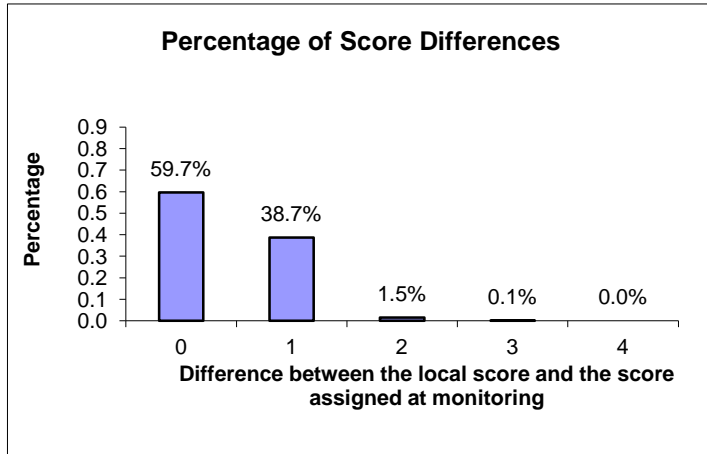
Implications for instruction:

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.

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

Grade 7 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 2013 monitoring session

Student Strengths:

- Students were able to develop a personal response.
- Students were able to use background knowledge.
- Many students were able to use basic sentence structure.

Areas requiring improvement:

- Students need to use engaging details to support reactions.
- Students need to use engaging introductions and endings that provide closure.
- Students need to use transition words between paragraphs.
- Students need to improve sentence structure, varied language, and conventions.

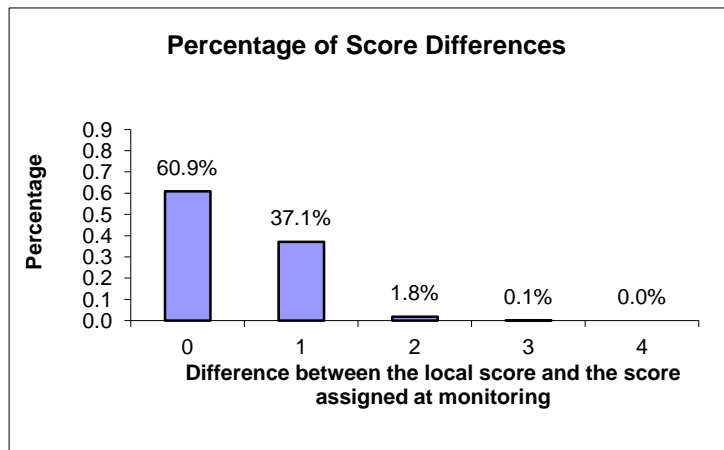
Implications for instruction:

The marking team suggests that teachers instruct students on how to engage the reader; provide instruction on developing beginning/conclusions with impact that go beyond summary; 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 better familiarize students with the scoring rubrics and performance standards, and provide descriptive feedback on how to improve their writing.

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

Grade 7 Writing

Extended (Longer) Writing



98.0% 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 2013 monitoring session

Student Strengths:

- Students were able to understand the writing task.
- Students were aware of their audience.
- Students were able to incorporate some relevant details.
- Students were able to write a reasonably good conclusion.
- Most students were able to bring personal background knowledge to enhance their writing.

Areas requiring improvement:

- Students need to develop their ideas and analysis.
- Students need to engage the reader with stronger introductions.
- Students need to develop stronger endings that provide closure and that are less predictable.
- Students need to provide well-chosen details, examples and explanations to create an impact.
- Students need to use a variety of descriptive language and smooth transition vocabulary.

Implications for instruction:

The marking team suggests that teachers instruct students on how to engage the reader; provide instruction on developing beginning/conclusions with impact that go beyond summary; 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 better familiarize students with the scoring rubrics and performance standards, and provide descriptive feedback on how to improve their writing.

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