

## Grade Four Writing: An Item-level Analysis (Provincial Level)

British Columbia

All Schools

FSA February/2008

FSA population (N=39,479)

| Content Area                           | Item # | Number(%) of Respondents | Number(%) of Score1<br>Not Yet Within Expectations | Number(%) of Score2<br>Meets Expectations (minimal to moderate) | Number(%) of Score3<br>Fully Meets Expectations | Number(%) of Score4<br>Exceeds Expectations |
|--|--------|--------------------------|--|---|---|---|
| Personal Response<br>(Shorter Writing) | 1      | 38422<br>(100%)          | 5006<br>(13%)                                      | 21017<br>(54%)  | 10777<br>(28%)                                  | 1622<br>(4%)                                |
| Story/Narrative<br>(Longer Writing)    | 2      | 38494<br>(100%)          | 4170<br>(11%)                                      | 20110<br>(52%)  | 11910<br>(31%)                                  | 2304<br>(6%)                                |

| Item #                              | Score Description of Item  |
|-------------------------------------|--|
| <b>1</b><br><b>Focused Writing</b>  | Grade 4 Focused Writing (personal response) scoring rubric (click <a href="#">here</a> ) |
| <b>2</b><br><b>Extended Writing</b> | Grade 4 Extended Writing (story/narrative) scoring rubric (click <a href="#">here</a> )  |

### General Comments – Grade 4 Writing

#### 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:**

The marking committee has identified the following suggestions for student 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 should also remind students to check over their work carefully. Teachers should use student exemplars to help model the short and the long writing and to better familiarize students with the scoring rubrics and performance standards.