

Grade 7 Reading: An Item-level Analysis -- Written Response Questions (Provincial Level)

British Columbia

All Schools

FSA May/2004

FSA population (N= 50,653)

Provincial FSA Item-Level Response Reports include data for all BC students in Grade 7 who wrote a particular FSA test. Both public and independent schools are included. The FSA 2004 provincial Item-Level Response Reports display the proportion of students who made errors on each test item and a description of the misconception.

Since test format differs between the English and French versions of the FSA Reading test, the Item-level Analysis – Written Response Questions provincial report includes only students who wrote the English test.

Content Area	Item #	Number(%) of Respondents	Number(%) of Score0	Number(%) of Score1	Number(%) of Score2	Number(%) of Score3	Number(%) of Score4
Interpret texts	16	45,302 (100%)	2139 (5%)	11394 (25%)	23009 (51%)	7330 (16%)	1430 (3%)
Analyze texts	37	45,272 (100%)	2026 (5%)	8727 (19%)	22576 (50%)	9773 (22%)	2170 (5%)

Score Description

Score 0 – response is totally inaccurate, demonstrates no understanding of the passage or reading task, no aspects of the question are adequately addressed, all information is irrelevant.

Score 1 – response is largely inaccurate and unsupported, demonstrates limited understanding of the passage or the task, many aspects of the question are inadequately addressed, often vague and incomplete, may include a great deal of irrelevant material, response is literal rather than interpretive.

Score 2 – response is partially accurate and supported, demonstrates understanding of the gist of the passage and the task on a literal level, aspects of the question are addressed, may be unclear, incomplete or lack detail, may include simplistic interpretation or irrelevant material, may include simple inferences.

Score 3 – response is generally accurate and clear with some supporting details, demonstrates a general understanding of the key elements of the passage and the task, most important aspects of the question are addressed, may show some interpretation and insight, but may miss subtle or complex ideas, may include simple inferences and extend information.

Score 4 – response is accurate, clear, complete, and well-supported with specific text-based examples, demonstrates a thorough understanding of the passage and of the task, important elements of the question are addressed, may show interpretation and insight, may include inferences and extend information.

General Comments - Grade 7 Reading Written Response Questions

Student Strengths

Educators on the marking committee have identified areas of student strengths. Students demonstrated understanding of the main idea of texts. They also demonstrated a solid understanding of the literal meaning of texts. Students were able to recognize others' point of view and convey their own personal learning experiences, for example, or to make connections with the two authors with their personal experiences. They were able to organize and present their responses using a paragraph, as instructed in the assessment.

Implications for Instruction

The marking committee has offered the following suggestions for instruction to address the areas requiring improvement. Students should learn to:

- Read questions carefully
- Make interpretations and inferences from texts
- Look at symbolism and metaphors to help interpret texts
- Make connections between personal knowledge/experience and texts
- Explain and support answers with relevant details from texts
- Synthesize ideas from various texts