

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

British Columbia

All Schools

FSA May/2004

FSA population (N=48,134)

Provincial FSA Item-Level Response Reports include data for all BC students in Grade 4 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 the English and French versions of the FSA Writing tests are similar, the Item-level Analysis – provincial report includes all students.

| Content Area | Item # | Number(%) of Respondents | Number(%) of Score1 Not Yet Within Expectations | Number(%) of Score2 Meets Expectations (minimal to moderate) | Number(%) of Score3 Fully Meets Expectations | Number(%) of Score4 Exceeds Expectations |
|-------------------------------------|--------|--------------------------|--|---|---|---|
| Personal response (Focused Writing) | 1 | 43,540 (100%) | 2427 (6%) | 34129 (78%) | 6552 (14%) | 432 (1%) |
| Story/narrative (Extended Writing) | 2 | 43,452 (100%) | 3293 (8%) | 33078 (76%) | 6562 (15%) | 519 (1%) |

| Item # | Score Description of Item |
|------------------------------|---|
| 1 Focused Writing | <p>Score 1: Often disjointed and illogical. Includes some details; these may appear unrelated to the topic or purpose. Simple language, with frequent errors.</p> <p>Score 2: Some sense of organization and connections between ideas and details. May include several errors. Generally simple language; little variety. May show some awareness of audience.</p> <p>Score 3: Relevant, easy to follow ideas with some detail and explanation. Shows growing control of written language; some errors. May consider audience reaction.</p> <p>Score 4: Clear, focused and developed with some elaboration and individuality. Language flows smoothly and shows variety. Few errors. Shows sense of audience – tries to engage reader.</p> |
| 2 Extended Writing | <p>Score 1: Little sense of story. Often disjointed or illogical. Includes some action and events, but there are often not logically sequenced. Simple language with frequent errors.</p> <p>Score 2: Some sense of story with limited development. There is a beginning, middle, but end is weak or omitted; sequence may be difficult to follow in places. May include several errors.</p> <p>Score 3: The story is complete and easy to follow, with some detail. Includes a logically sequenced beginning, middle, and end, although connections among events are not always clear. Shows growing control of written language; some errors.</p> <p>Score 4: The story is clear, focused, and developed with some elaboration and individuality. Includes a logically sequenced beginning, middle, and end. Language flows smoothly and shows variety. Few errors.</p> |

General Comments - Grade 4 Writing

Student Strengths

Educators on the marking committee have identified areas of student strengths in writing. Students could relate to the topics. Most of them were able to write clearly and logically with a sense of purpose. Students were able to use dialogue and descriptive language in their writing.

Implications for Instruction

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

- Develop their story or personal response; expand ideas with details
- Use varied sentences
- Use precise and descriptive language
- Write to include logical, resolved endings
- Pay attention to conventions

The marking committee suggested that a greater emphasis should be placed on using the writing process in the classroom and modelling good writing with student writing samples. The writing process includes stages of pre-writing, planning and organizing, drafting, revising and editing, proofreading, and presenting. The committee also suggested that teachers and students use the performance standards and the writing scales as learning resources in the classrooms.