

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

**British Columbia      All Schools      FSA May/2004      FSA population (N=51,079)**

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 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
Persuasive Writing (Focused Writing)	1	45,999 (100%)	2804 (6%)	34029 (74%)	8494 (19%)	672 (2%)
Informal Essay (Extended Writing)	2	46,083 (100%)	1981 (4%)	27860 (61%)	14550 (32%)	1692 (4%)

Item #	Score Description of Item
<b>1</b> <b>Focused Writing</b>	<p><b>Score 1:</b> The writing consists of loosely connected ideas. Often seems to be all “middle” with no sense of focus or purpose. Simple repetitive language with frequent errors.</p> <p><b>Score 2:</b> The writing is somewhat general but does offer an opinion with some relevant reasons and supporting detail. Conclusion is often weak. Language is clear; limited variety. Some errors.</p> <p><b>Score 3:</b> The writing reads smoothly and provides a logical argument with relevant reasons and supporting details that leads to a clear conclusion. Language is clear and varied; may include some errors, most often in complex language.</p> <p><b>Score 4:</b> The writing is expressive and interesting to read; a convincing argument that shows some complexity. Develops logically from an engaging opening; ending has some impact. Language is varied and flows smoothly; few errors.</p>
<b>2</b> <b>Extended Writing</b>	<p><b>Score 1:</b> The writing consists of loosely connected ideas. Often seems to be all “middle” with no sense of focusing. And developing a topic. Simple, repetitive language with frequent errors.</p> <p><b>Score 2:</b> The writing is somewhat general but it does provide some detail and complete the basic task. Ideas are relevant, but may seem “listed” rather than developed. Conclusion is often abrupt. Language is clear; limited variety. Some errors.</p> <p><b>Score 3:</b> Clear, complete, with some development and individuality. Ideas develop logically from an effective introduction, and lead to a conclusion. Language is clear and varied; may include some errors, most often in complex language.</p> <p><b>Score 4:</b> Expressive and interesting to read. Ideas show some complexity. Develops logically from an engaging opening to a conclusion that has some impact. Language is varied, and flows smoothly; few errors.</p>

## **General Comments - Grade 7 Writing**

### **Student Strengths**

Educators on the marking committee have identified areas of student strengths in writing. Students demonstrated interest in the topics. They wrote with originality and creativity. Students were able to state ideas and opinions in clear sequence. They showed awareness of audience with appropriate level of formality.

### **Implications for Instruction**

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

- Write persuasively
- Develop ideas using supporting details
- Write essays using appropriate format – introduction, body and conclusion
- Pay attention to conventions – spelling, grammar, paragraphing
- Use varied sentences

The marking committee suggested that a greater emphasis should be placed on using the writing process in the classroom. 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.