

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

British Columbia

All Schools

FSAMay/2005

FSA population (N=47,510)

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	1	42446 (100%)	1539 (4%)	32512 (76%)	8242 (19%)	469 (1%)
Story	2	43418 (100%)	1893 (4%)	28510 (66%)	12067 (28%)	948 (2%)

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

## **General Comments - Grade 4 Writing**

### **Student Strengths**

Educators on the marking committee have identified areas of student strengths in writing. Students used imagination and creativity in their writing. Their writing was logically organized and demonstrated good use of grammar, punctuation and sentence structure. They were able to use dialogue effectively and were able to draw on background knowledge when writing.

### **Implications for Instruction**

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

- Show more originality in the choice of topics
- Work on developing plots and characters
- Pay attention to conventions
- Use varied sentences
- Write to include logical and resolved endings

The committee also recommends an emphasis on the writing process through the use of classroom or school wide writes and that teachers use the performance standards with students. Teachers should expose students to a variety of literature to develop language skills and to model language skills by reading aloud to students.