

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

British Columbia

All Schools

FSAMay/2005

FSA population (N=51,369)

| 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 | 1 | 46101 (100%) | 2485 (5%) | 35040 (76%) | 8048 (18%) | 528 (1%) |
| Story/ narrative | 2 | 46960 (100%) | 2455 (5%) | 34356 (73%) | 9732 (21%) | 417 (1%) |

| Item # | Score Description of Item |
|------------------------------|---|
| 1 Focused Writing | Grade 7 Focused Writing (persuasive writing) scoring rubric (click here) |
| 2 Extended Writing | Grade 7 Extended Writing (story/narrative) scoring rubric (click here) |

General Comments - Grade 7 Writing

Student Strengths

Educators on the marking committee have identified areas of student strengths in writing. The assigned topics were interesting and elicited good student writing. Students were able to write competent introductions and conclusions and were able to state ideas and opinions in clear sequence. Most students were able to write a coherent story and showed an appropriate awareness of audience.

Implications for Instruction

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

- Write with an appropriate tone and level of formality
- Develop focused writing
- Sustain interest throughout the writing process
- Pay attention to spelling
- Vary sentence structure
- Use supporting details to support points of view when writing persuasively
- Continue to practice persuasive writing

The marking committee also recommends that students continue to read, and to read to make connections to the past, which in turn will have an impact on writing. More focus should be placed on the writing process, particularly the pre-writing process. Increased use of the performance standards with students, especially those that have been adapted for students, is also recommended.