

**Grade Four Numeracy: An Item-level Analysis –Written response questions (Provincial level)**

**British Columbia**

**All Schools**

**FSA May/2006**

**FSA population (N=46,828)**

<b>Content Area</b>	<b>Item #</b>	<b>Number(%) of Respondents</b>	<b>Number(%) of Score0</b>	<b>Number(%) of Score1</b>	<b>Number(%) of Score2</b>	<b>Number(%) of Score3</b>	<b>Number(%) of Score4</b>
Number	21	39847 (100%)	1654 (4%)	6647 (17%)	8234 (21%)	12657 (32%)	10655 (27%)
Patterns and Relations	22	38430 (100%)	3926 (10%)	12136 (32%)	10214 (27%)	4358 (11%)	7796 (20%)

**Score Description**

Grade 4 Numeracy scoring rubric (click [here](#))

## **General Comments - Grade 4 Numeracy**

### **Student Strengths**

Educators on the marking committee have identified areas of student strengths in Numeracy.

When solving a Number and Number Operations problem, students used creativity and a wide variety of strategies.

When solving a Patterns and Relations problem, students used appropriate and effective strategies.

### **Implications for Instruction**

The marking committee has identified the following suggestions for student improvement:

- Improve written communication skills, including organization and use of mathematical language
- More instruction on solving multi-step problems focusing on the use of a wide variety of strategies
- Learn to recognize combinations which are the same
- Continue to develop basic number and number operation skills

The committee also recommends that students read the questions more carefully and show all work.