

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

British Columbia

All Schools

FSA May/2007

FSA population (N=39,148)

Content Area	Item #	Number(%) of Respondents	Number(%) of Score0	Number(%) of Score1	Number(%) of Score2	Number(%) of Score3	Number(%) of Score4
Statistics and Probability	21	39148 (100%)	3072 (8%)	3482 (9%)	15929 (42%)	11810 (30%)	4855 (12%)
Shape and Space	42	39148 (100%)	2236 (6%)	1002 (3%)	2856 (7%)	19004 (49%)	14050 (36%)

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 Statistics and Probability problem, students were able to interpret a pictograph, calculate the number of wildlife, and present the data in a bar graph. The bar graph was usually labelled.

When solving a Shape and Space problem:

- Most students understand the value of coins and are able to add to 35.
- Many students are using tables as a systematic strategy for finding combinations.
- Students recognize repeat combinations.
- Students are using a variety of 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 all the components of bar graphs: including bars being separate, appropriate and correct scale
- More instruction on solving multi-step problems focusing on the use of a wide variety of strategies
- Continue to develop basic number and number operation skills

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