

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

British Columbia

All Schools

FSAMay/2007

FSA population (N=39,123)

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	38338 (100%)	2385 (6%)	28776 (75%)	6680 (17%)	497 (1%)
Story	2	39123 (100%)	2020 (5%)	30551 (78%)	6162 (16%)	390 (1%)

Item #	Score Description of Item
1 Focused Writing	Grade 4 Focused Writing (personal response) scoring rubric (click here)
2 Extended Writing	Grade 4 Extended Writing (story) scoring rubric (click here)

General Comments - Grade 4 Writing

Student Strengths

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

Students demonstrated their imaginations and creativity in writing. Most students were able to write with a good beginning, a logical middle, and an ending. They were able to draw on personal background knowledge when writing. Their writing was organized. They were able to use dialogue to develop their story and character. Some demonstrated good use of grammar, punctuation and sentence structure.

Implications for Instruction

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

- Work on developing plots and characters
- Pay attention to conventions. Improve spelling, punctuation, grammar and vocabulary
- 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.