

Foundation Skills Assessment

(FSA)

K. deBruijn 2009



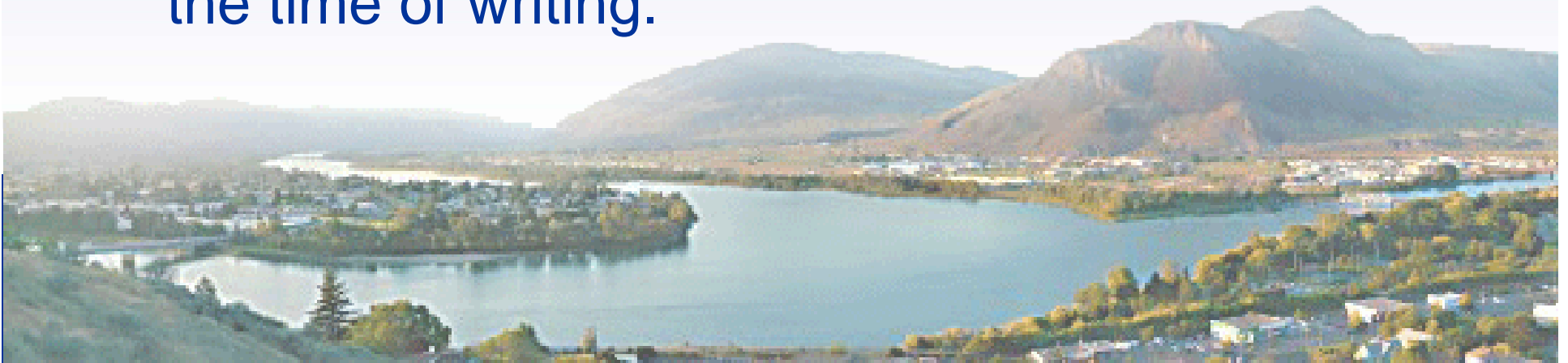
FSA

1. What is FSA
2. Background
3. District Use of Results
4. Design, Development and Scoring
5. Preparation
6. Recent Changes
7. Questions



1. What is FSA?

- An annual large-scale provincial assessment of Reading, Writing, and Numeracy.
- Mandated by the Ministry of Education to be administered to *all students* in grades 4 and 7.
- Principals may only excuse students who are on Modified IEPs or who are medically disabled at the time of writing.



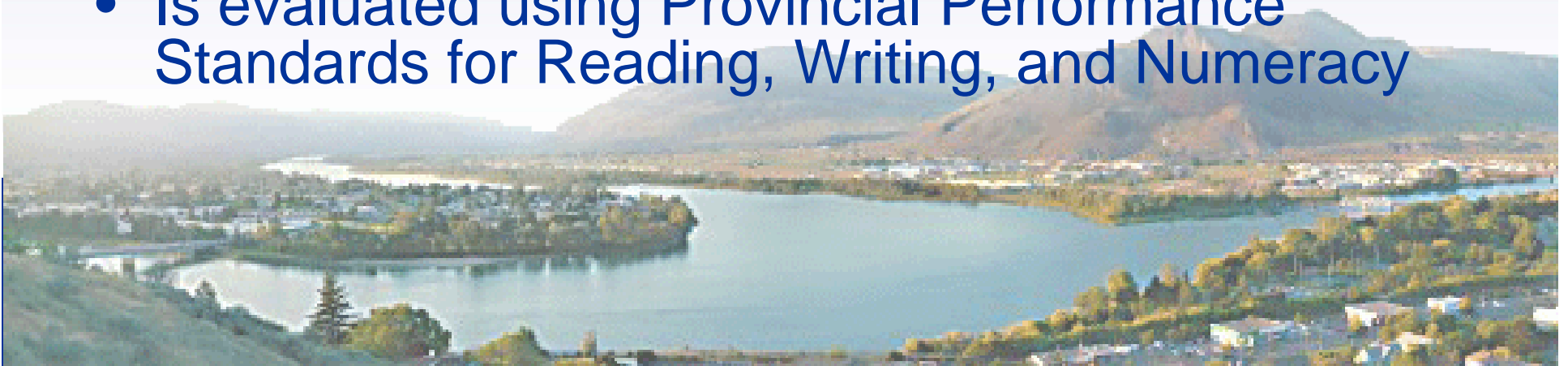
What is FSA?

- Takes approximately 270 minutes, spread over two to four days (4.5 hours)
- The *Student Learning Assessment Order* (*School Act, sections 81 and 168*) provides the legislative authority and defines responsibilities for administration and completion of the assessments
- School Act Regulation 4 “Duties of Teachers” (g.1)... to evaluate students as required by the minister including administering exams...



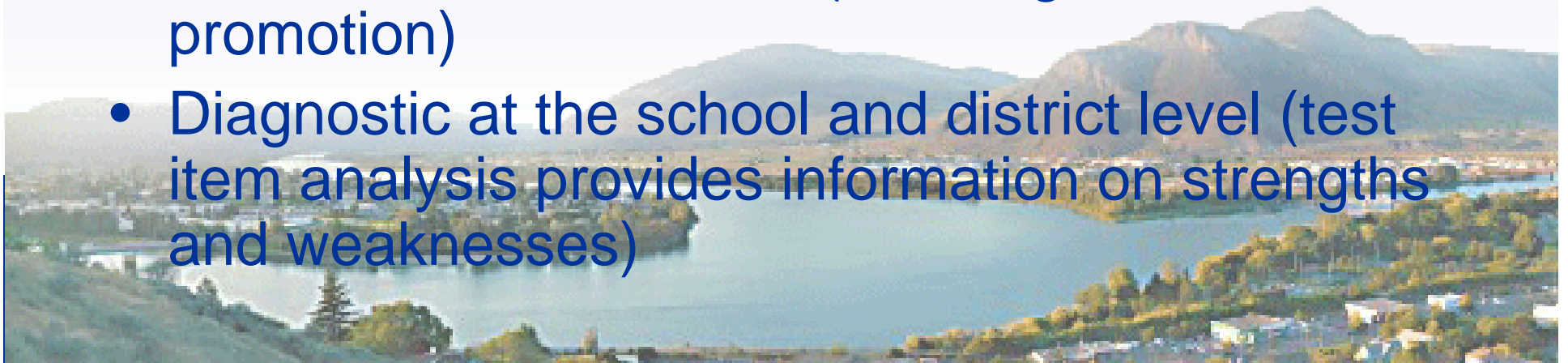
FSA is...

- Made in BC, by practicing, BC teachers
- Marked by BC teachers
- Criterion-referenced (no bell curve)
- Linked to BC Curriculum learning outcomes (IRP)
- Covers knowledge and skills (like problem solving and critical thinking)
- Is evaluated using Provincial Performance Standards for Reading, Writing, and Numeracy



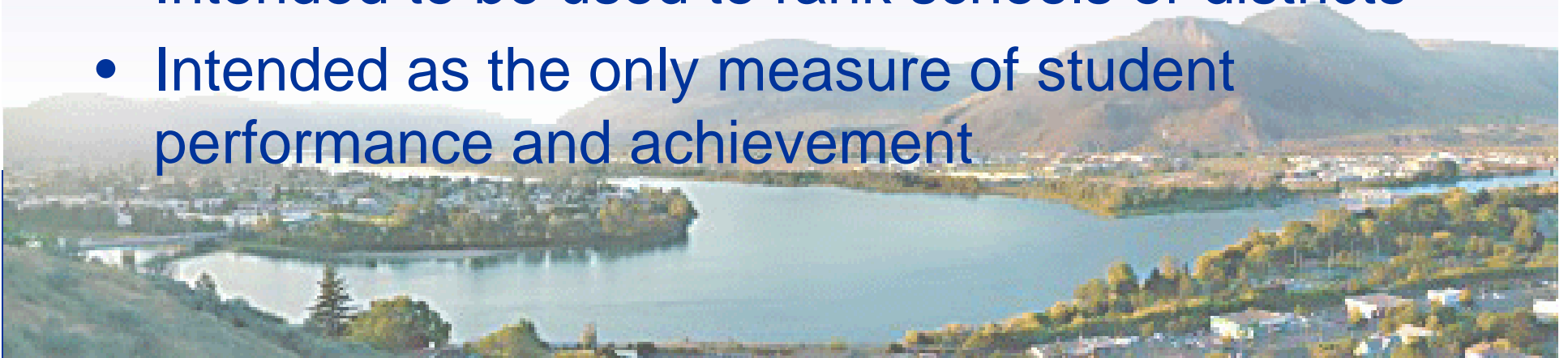
FSA is...

- A "snapshot" of student performance and should be considered along with a wide variety of other information collected by districts and schools
- A "census" not a "sample". (Every child writes which allows analysis of specific group results such as FN, Males, Females, French Immersion, Special Needs etc.)
- Low stakes for students (not for grade promotion)
- Diagnostic at the school and district level (test item analysis provides information on strengths and weaknesses)



FSA is not...

- Just a multiple choice test (written responses for reading and writing as well as extended problem solving responses for numeracy)
- An optional activity: all students are expected to participate
- Diagnostic at the individual student level
- Intended to be used to rank schools or districts
- Intended as the only measure of student performance and achievement



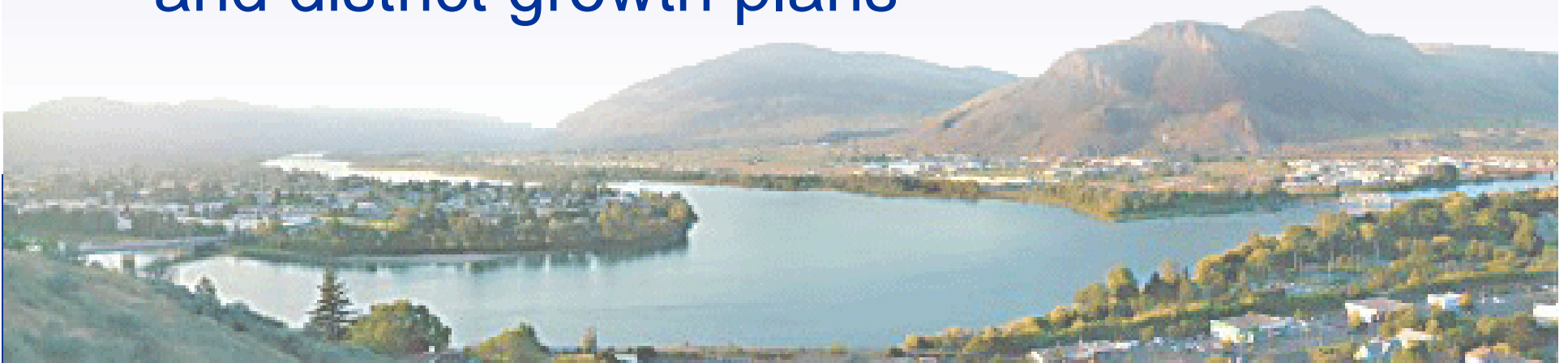
FSA is not...

- A “high stakes” test because:
 - A high stakes test is generally defined as a test where the test score has important consequences for the test taker. i.e. Passing the test may result in significant benefits to the examinee or failing the test may result in significant disadvantage for the examinee.
 - Key features of “high stakes” tests: a single defined assessment, a clear line between those who pass and those who fail, a direct consequence for passing or failing.



FSA is not....

- Used as part of students' report card grades
- Used to pass or fail students
- Used to apply consequences to students
- Used as the only source of data for school and district growth plans



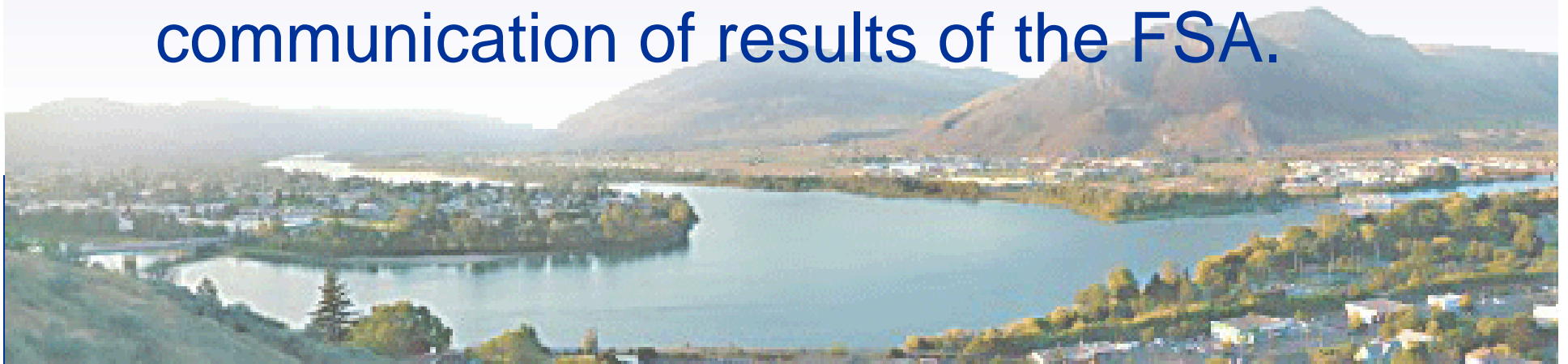
2. Background

- Introduced in 2000
- Replaced the P.L.A.P. program
- Initially, administered to grades 4,7 and 10
- New grad program added provincial exams to grade 10 to replace FSA 10
- FSA as it exists today is based upon a decision of the Gov. in the late 1990s to report the results on the FSA at the provincial, district, school and individual level.



Background

- Ministry appointed an assessment working group consisting of representatives from key stakeholder groups (including the BCTF)
- The group made recommendations as to the contextualization, interpretation and communication of results of the FSA.



Background

- **Assessment Working Group Members:**

David Robitaille, Chair, UBC

Debbie Look, BCCPAC

Shiela Borman, BCPVPA

Linda Kaser, BCSSA

Carol James, BCSTA

Kit Krieger, BCTF

Anita Chapman, BCTF

Barbara Kavanagh, FNEESC

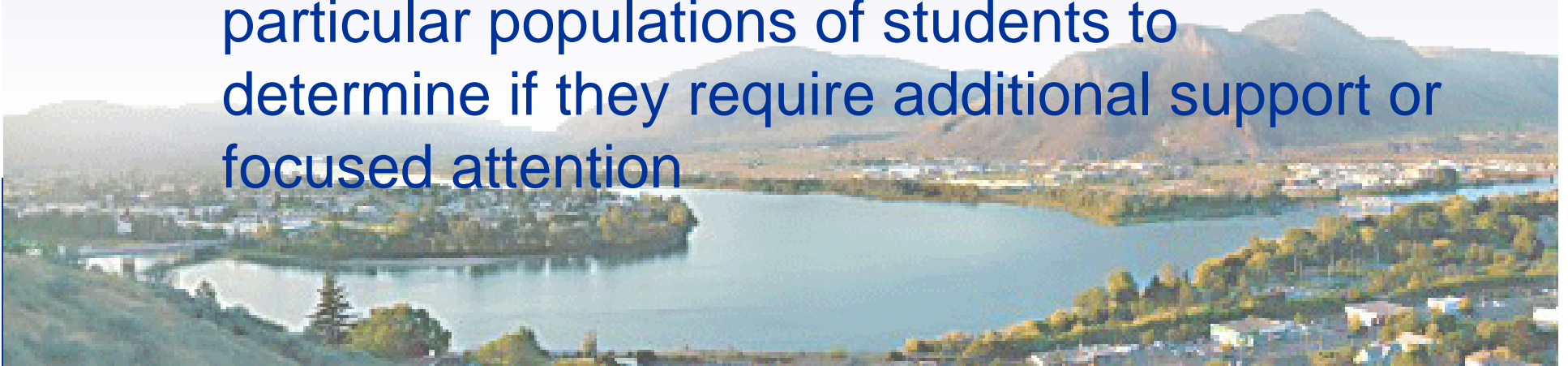
Jerry Mussio, Ministry of Education

Dean Goodman, Ministry of Education



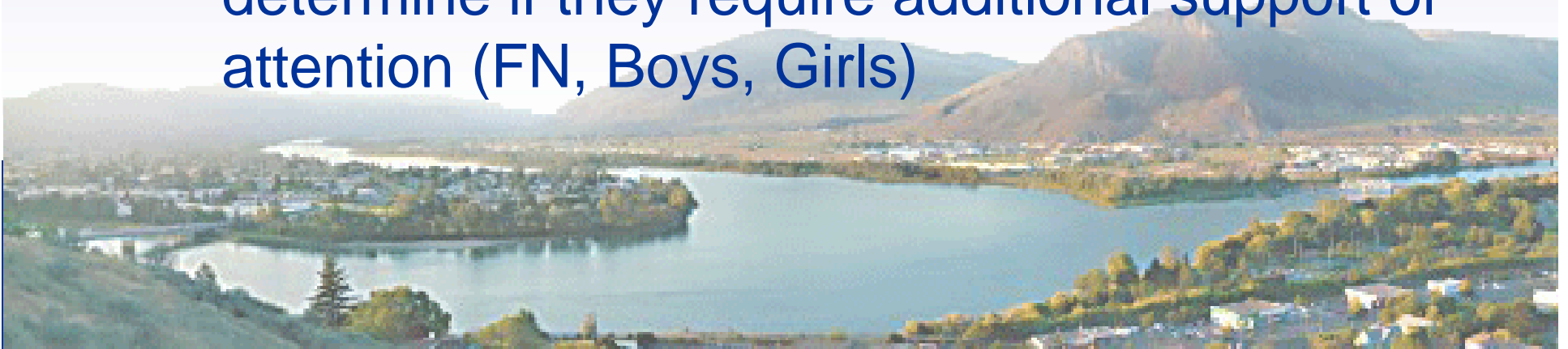
Assessment Working Group Recommendations

- Working group recommendations on use of results: Provincial Level
 - To report on the results of student learning in selected areas of the curriculum
 - To assist in policy development
 - To allow for an analysis of the results of particular populations of students to determine if they require additional support or focused attention



Assessment Working Group Recommendations

- District Level Use of Results
 - To facilitate public and professional discussions on student learning
 - To assist policy and program development
 - To allow for analysis of the results of particular populations of students to determine if they require additional support or attention (FN, Boys, Girls)



Assessment Working Group Recommendations

- School Level Use of Results
 - To facilitate discussions within the school community regarding student learning
 - To assist in the development and review of school growth plans
 - Provide information on student strengths and weaknesses (test item analysis)



Assessment Working Group Recommendations

- Individual Student Level Use of Results
 - To provide students and parents with an **additional, external** source of information about a student's performance in relation to provincial standards.



3. District Use of Results

Used to:

- Inform parents of student results (“snapshot” of performance at a point in time)
- Track school and district performance over time
- Identify students’ (group) strengths and weaknesses
- To provide information for planning for improvement e.g. School Growth Plans, District Achievement Contract, FN Education Report and Growth Plans




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Item-Level Response Reports

Follow the prompts below to obtain an FSA Item-Level Response Report for a specific year and subject (numeracy, reading, or writing). The Edudata search engine will produce a table to display the proportion of students in the selected district or school who made errors on each test item and a description of the misconception.

Districts and schools may download FSA Item-Level Response Reports at no cost. All reports are in English, except those for schools within District 93, Conseil Scolaire Francophone de la Colombie-Britannique, available in French.

There are two types of FSA test questions: multiple-choice and written response.

- **Multiple-choice** test questions are designed to target a specific content area while giving the student a number of choices to select as the correct response. Multiple-choice reports are available for reading and numeracy tests only.

Incorrect responses, also known as 'distractors', are designed to represent plausible errors in students' understanding at the level of content or process knowledge. If more than 20%* of students selected a specific plausible error, teachers and administrators know this is an area of concern that may need attention.

- **Written** response test questions are designed to target a specific content area and/or basic skill. The student must demonstrate ability and knowledge in choosing appropriate strategies and then implementing them to reach an accurate response. Written response reports are available for reading, writing, and numeracy tests.

To generate an Item-Level Response Report:

1. select a subject, grade level, and year
2. customize your report by selecting a specific question type, school type, and student error cut off point*
3. click "Submit" to select the district and school

*NOTE: The Cut Off option is a new feature in the Edudata Report Generator. In previous years, Item-Level Reports only documented if 20% or more students answered an item incorrectly. Now you choose the cut off: 10%, 15%, or 20%.

Subject	Numeracy
Level	4
Year	2007
Question Type	Multiple Choice
School Type	Public
Cut Off	20%
	Submit

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Grade Seven Reading: An Item-level Analysis -- Multiple Choice (District Level)

Kamloops/Thompson

School Type: Public

Mincode: N/A

FSA May/
2007

Content Area	Item #	Number of Students who Responded to the Item	Percentage of Students who Answered Incorrectly	Specific Curricular Aspect that Needs Attention [$>20\%$ selected incorrect response]
Analyze Texts	39	1083	42	*
Analyze Texts	40	1080	32	*
Interpret Texts	1	1083	14	N/A
Interpret Texts	7	1081	43	<ul style="list-style-type: none"> Students were not able to interpret information in the article to choose an alternative title that reflects the content.
Interpret Texts	11	1081	48	<ul style="list-style-type: none"> Students were not able to infer the central idea of the poem
Interpret Texts	13	1083	37	<ul style="list-style-type: none"> Students were not able to interpret information in the story to infer the tone of the opening paragraph.
Interpret Texts	17	1078	45	<ul style="list-style-type: none"> Students were not able to infer the effect created by the author's descriptions of objects in the story.
Interpret Texts	20	1067	46	<ul style="list-style-type: none"> This response appears in the passage but does not reflect the larger theme.
Interpret Texts	22	1065	20	*
Interpret Texts	23	1063	31	*

4. Design, Development and Scoring

Steps taken in FSA design and development include:

- Tables of specifications are established
- Test designs are determined, reviewed, and revised
- Items are written, reviewed and revised by the development teams
- Reading passages undergo social consideration review
- Items are pilot-tested, analyzed and revised
- Technical reviews are conducted by teams of classroom teachers and subject specialists



Description of 2008 FSA Test Design and Administration

Test Time	Component	Response Mode	Suggested Facility
60 minutes	Part I: Reading Comprehension – 6 passages and about 40 multiple-choice questions	Online	Computer lab or stations
30 minutes	Part II: Reading Comprehension – 2 passages and 1 written-response question (question relates to both passages)	On Paper	Classroom
30 minutes	Part III: Shorter Writing – The theme is related to the 2 passages in Part II, and should be administered back-to-back with a short break in between.	On Paper	Classroom
60 minutes	Part IV: Longer Writing	On Paper	Classroom
60 minutes	Part V: Numeracy – 40 multiple choice questions.	Online	Computer lab or stations
30 minutes	Part VI: Numeracy – 2 written response question.	On Paper	Classroom
Total Test Time:		4.5 hours (Students may be permitted more time if needed.)	
Computer Time:		120 minutes or 2 hours	
Non-computer Time:		150 minutes or 2.5 hours	

Students may use a word-processor for the writing or written reading questions. School will be responsible to print out the responses and affix them into the student response booklet for local marking.

Grade 4 Foundation Skills Assessment

Table of Specifications

Curriculum Organizers	FSA Components	Categories	Weightings
Reading and Viewing	Reading	Retrieve Information (RI)	20-30%
		Recognizing Meaning (RM)	25-35%
		Interpret Texts (IT)	30-40%
		Analyze Texts (AT)	5-15%
		Reading Total	100%
Writing and Representing	Writing	Personal Response (Shorter Writing Piece)	33%
		Story/Narrative (Longer Writing Piece)	67%
		Writing Total	100%
Number	Numeracy	Number	35-45%
Patterns and Relations		Patterns and Relationships	20-30%
Shape and Space		Shape and Space	20-30%
Statistics and Probability		Statistics and Probability	5-15%
		Numeracy Total	100%

Grade 4 Foundation Skills Assessment

Table of Specifications ...continued

FSA Components	Number of Multiple-Choice Questions	Number of Written-response Questions
Reading	35-40	1
Writing	0	2
Numeracy	40	2

The time allotted for the FSA is 4.5 hours. Students may, however, take up to 60 minutes of additional time to finish.

Acknowledgement: The Ministry of Education wishes to acknowledge the contribution of British Columbia teachers in the preparation and review of this document.

Grade 7 Foundation Skills Assessment

Table of Specifications

Curriculum Organizers	FSA Components	Categories	Weightings
Reading and Viewing	Reading	Retrieve Information(RI)	10-20%
		Recognize Meaning (RM)	30-40%
		Interpret Texts (IT)	35-45%
		Analyze Texts (AT)	10-20%
		Reading Total	100%
Writing and Representing	Writing	Persuasive Writing (Shorter Writing Piece)	33%
		Story/Narrative OR Informal Essay (Longer Writing Piece)	67%
		Writing Total	100%
Number	Numeracy	Number	35-45%
Patterns and Relations		Patterns and Relationships	15-25%
Shape and Space		Shape and Space	20-30%
Statistics and Probability		Statistics and Probability	10-20%
		Numeracy Total	100%

Grade 7 Foundation Skills Assessment

Table of Specifications ...continued

FSA Components	Number of Multiple-Choice Questions	Number of Written-response Questions
Reading	35-40	1
Writing	0	2
Numeracy	40	2

The time allotted for the FSA is 4.5 hours. Students may, however, take up to 60 minutes of additional time to finish.

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Foundation Skills Assessment

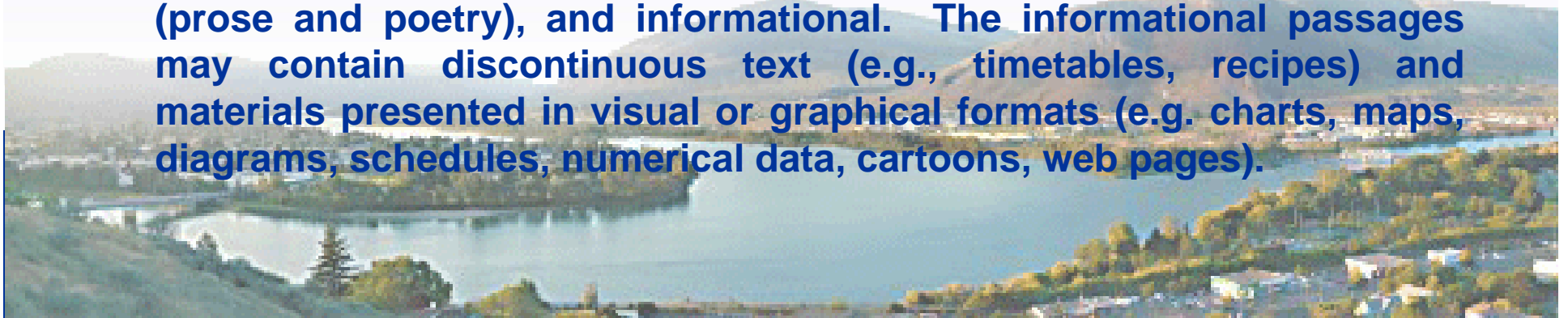
Definitions of the FSA Components of Reading, Writing, and Numeracy

Reading:

The definition of *reading* for the Foundation Skills Assessment is derived from the provincial English Language Arts Curriculum: Kindergarten to Grade 7.

Reading is a process that involves interaction between reader and text, as well as among readers. Reading is about making meaning. Meaning is constructed in the interaction between reader and text in the context of a particular reading experience, and culturally and socially derived expectations. Texts are broadly defined to include print, graphic, and digital forms.

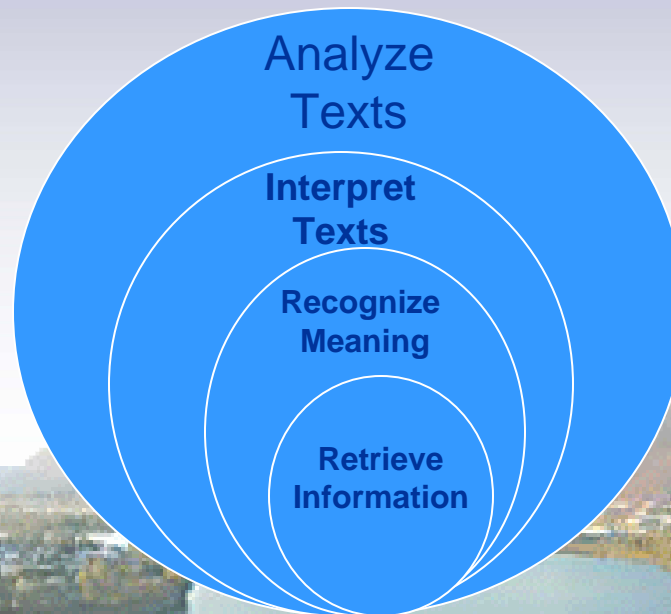
FSA Reading passages include the following types of text: literature (prose and poetry), and informational. The informational passages may contain discontinuous text (e.g., timetables, recipes) and materials presented in visual or graphical formats (e.g. charts, maps, diagrams, schedules, numerical data, cartoons, web pages).



Foundation Skills Assessment

Definitions of the FSA Components of Reading, Writing, and Numeracy

The following diagram illustrates the relationships among the four categories in the Table of Specifications. Subsequent categories incorporate the preceding categories. For example, although closely related, “retrieving information” is generally a prerequisite to “recognizing meaning.”



Reading Categories

with

Examples of Assessment Tasks



- 1. Retrieve Information:** The reader locates information that is explicitly stated in the text. No inferences or interpretations are required. The information is usually contained within a phrase or sentence.

Reading Literature

For example:

- Identify explicit information about characters and events.
- Identify setting (where and when)
- Recount events.
- Locate details relevant to a particular task (e.g., to complete a template or answer a question).
- Identify the sequence of explicitly stated events or steps.
- Locate the definition of a word or phrase provided in the text.

Reading Information

For example:

- Locate details relevant to a particular task (e.g., to complete a template or answer a question).
- Identify explicitly stated topic or main idea.
- Identify the sequence of explicitly stated events or steps.
- Locate the definition of a word or phrase provided in the text.

2. Recognize Meaning: The reader uses information provided in the text and reformulates it in her/his own words, or recognizes an equivalent statement. The information is usually contained within a phrase or sentence.

READING LITERATURE

- For example:*
- Identify the main ideas that are straightforward, and restates in own words.
 - Describe setting and main character.
 - Determine explicitly described character traits and motivation.
 - Determine a character's feelings from his or her actions or reactions.
 - Describe basic relationships between two characters.
 - Identify more obvious themes.

READING INFORMATION

- For example:*
- Identify main ideas that are straightforward, and restates in own words.
 - Describe basic cause-effect relationships.
 - Re-state conclusions or generalizations.
 - Explain the meaning of technical or specialized words or phrases in context.
 - Classify information.



3. Interpret Texts: The reader integrates ideas and information to show an understanding or interpretation. Information may need to be inferred, “filled in” or linked across parts of a text. The information is generally derived across the text, but may sometimes be found in a word or sentence.

Reading Literature

For example:

- Make logical predictions.
- Infer character traits and motivation.
- Infer main ideas.
- Infer a character’s feelings from his or her actions or reactions.
- Interpret themes or message.
- Infer mood or tone.
- Suggest alternatives to character’s actions.
- Integrate information to support a generalization or conclusion.

Reading Information

For example:

- Infer main ideas.
- Provide relevant details; supports inferences.
- Compare information from two parts of a text.
- Integrate information to develop a generalization or conclusion.
- Draw conclusions about an author’s viewpoints and opinions.
- Develop categories that reflect the underlying framework of a text.

4. **Analyze Texts:** The reader takes a stance, evaluating and making judgments about aspects of the text or the author's purpose, perspective, craft and effectiveness. The evaluation may focus on personal reactions and opinions, or on critical analysis. The reader may make connections with other texts, or synthesize information from multiple texts. The evaluation may require information to be integrated or transformed to fulfill a particular purpose, or the creation of a new representation of the material.

Reading Literature

For example:

- Make connections to other selections.
- Offer an insightful analysis.
- Generalize about a theme, relating it to other elements.
- Explain relationship among ideas.
- Analyze main ideas and provide textual support.
- Analyze author's purpose/intent and provides textual support.
- Compares two characters.
- Compare features of two texts (e.g., themes, characters, style)

Reading Information

For example:

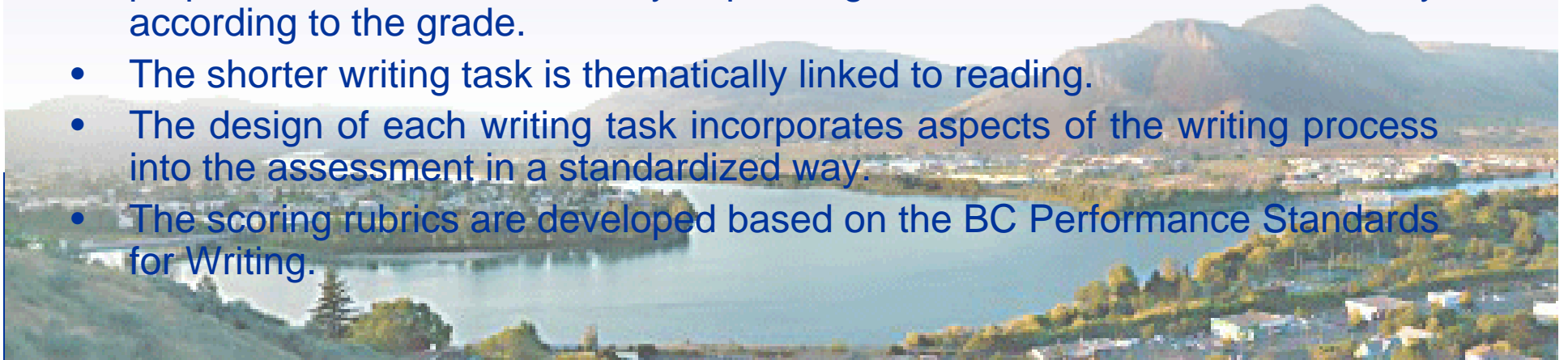
- Provide logical, supported judgments, evaluations.
- Make comparisons with other texts.
- Offer logical predictions, speculations and conclusions supported by evidence.
- Provide thoughtful questions and connections.
- Analyze author's purpose/intent and provides textual support.
- Interpret the influence of historical, social or cultural context on a text.

WRITING

The definition of *writing* for the Foundation Skills Assessment is derived from the provincial English Language Arts Curriculum: Kindergarten to Grade 7.

Writing is a constructive, interpretive, and interactive process. Meaning is constructed in the context of a particular writing experience, and culturally and socially derived expectations.

- The FSA writing component consists of two writing tasks at each of grades 4 and 7; a shorter writing task and a longer, multi-paged writing task.
- For each task, the purpose, audience and form will be made clear. The purpose and audience will vary depending on the task. The forms will vary according to the grade.
- The shorter writing task is thematically linked to reading.
- The design of each writing task incorporates aspects of the writing process into the assessment in a standardized way.
- The scoring rubrics are developed based on the BC Performance Standards for Writing.



FSA Elaborated Scale: Grade 7 Impromptu Writing – Story/Narrative

	3 Fully Meets Expectations	4 Exceeds Expectations
Snapshot	<i>The story is straightforward with some development and individuality. Events develop deliberately from a strong beginning to an often predictable conclusion. The language is clear and varied, though it may include some errors, most often in complex language.</i>	<i>The story is original, creative, and well-developed. Events develop deliberately from a strong, engaging beginning to a conclusion with some impact. Language is varied, smooth and expressive, with few errors.</i>
Meaning •Ideas •Use of detail	<ul style="list-style-type: none"> •Story is straightforward with some individuality or originality. •Use relevant supporting details and description to develop events, characters, or images. •Shows sense of audience; tries to choose ideas and images that will create an impact. 	<ul style="list-style-type: none"> •Story is original and creative. •Uses detail and description to “show” rather than tell about events, characters or images. •Shows clear awareness of audience: chooses ideas and images to create an impact.

FSA Elaborated Scale: Grade 7 Impromptu Writing – Story/Narrative *...continued*

	3 Fully Meets Expectations	4 Exceeds Expectations
<p>Style</p> <ul style="list-style-type: none"> •Clarity, variety, and impact of language 	<ul style="list-style-type: none"> •Language is clear and varied; tries to select language to fit the mood or purpose. •Some sensory detail and figurative language. •Mostly uses a variety of sentence length and pattern. 	<ul style="list-style-type: none"> •Language is varied for effect; shows some precision. •Features sensory detail and figurative language. •Uses a variety of effective sentence length and pattern; flows smoothly.
<p>Form</p> <ul style="list-style-type: none"> •Opening •Organization and sequence. •Conclusion. 	<ul style="list-style-type: none"> •Strong, engaging beginning: effectively introduces the situation and main characters. •Events develop logically from beginning to end. •Tends to focus on plot; some story elements (e.g., character, setting) are well developed. •Characters are developed through a combination of techniques; may be somewhat flat or stereotypical. •When used, dialogue is clear and easy to follow. •Ending is logical; somewhat predictable. 	<ul style="list-style-type: none"> •Strong, engaging, beginning: reveals rather than tells the situation and introduces main characters, may develop mood or atmosphere. •Develops through believable, often unpredictable events. •Story elements are well developed; may include deliberate attention to literary devices (e.g., suspense, mood). •Characters are strongly developed with individuality through a variety of techniques. •When used, dialogue adds interest and contributes to understanding of character. •Ending is meaningful and has some impact; may be surprising or humorous.

FSA Elaborated Scale: Grade 7 Impromptu Writing – Story/Narrative *...continued*

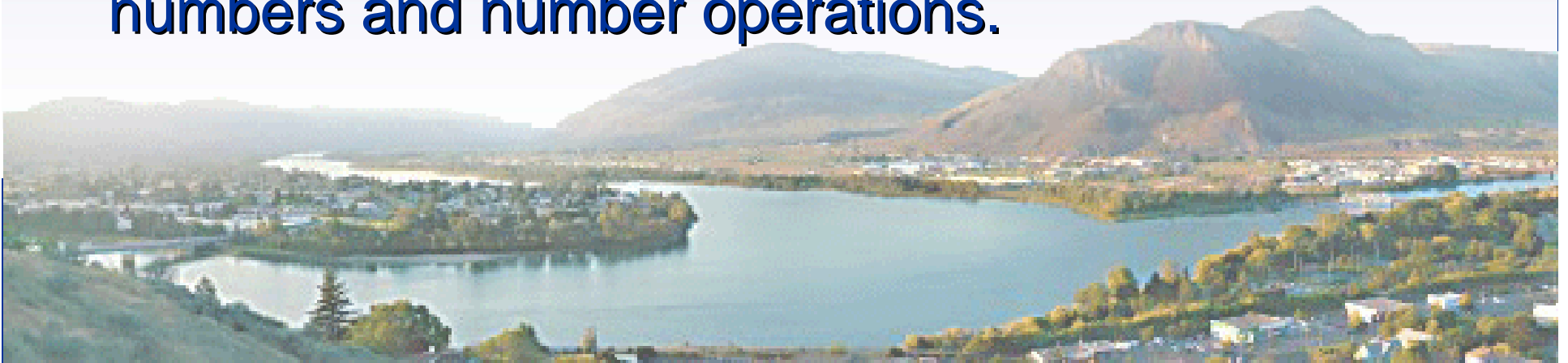
	3 Fully Meets Expectations	4 Exceeds Expectations
<p><i>Conventions</i></p> <ul style="list-style-type: none"> •Spelling •Grammar, usage. 	<ul style="list-style-type: none"> •May include errors in complex language, but these do not interfere with meaning. •Most sentences are correctly constructed; may include some errors in longer or more complex sentences. •Most familiar words are spelled correctly. •Uses capitalization and punctuation correctly. •Generally correct grammar; may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form). 	<ul style="list-style-type: none"> •May include occasional errors where the writer is taking risks with sophisticated language; these do not interfere with meaning. •Sentences are consistently constructed correctly. •Most spelling is correct. •Correct capitalization and punctuation; may experiment with more sophisticated punctuation, e.g., semicolon, dash). •May include minor errors in grammar word choice, particularly in more complex structures (e.g., pronoun or verb agreement involving a compound subject).

Revised September 2008

Adapted from B.C. Performance Standards Grade 7 Impromptu Writing Scale

NUMERACY

Numeracy is defined as the combination of mathematical knowledge, problem solving, and communication skills required by all persons to function successfully within our technological world. Numeracy is more than knowing about numbers and number operations.



NUMERACY STRANDS

	Numeracy Strands	Mathematical Knowledge
Grade 4	Number	<ul style="list-style-type: none"> •Students apply their number sense to solve problems using whole numbers from 0 to 10 000, proper fractions, and decimal fractions to 100ths. •They use the four basic arithmetic operations in whole number contexts and the addition and subtraction of decimals.
	Patterns and Relationships	<ul style="list-style-type: none"> •Students investigate, establish and present rules for numerical and non-numerical patterns.
	Shape and Space	<ul style="list-style-type: none"> •Students estimate, measure and compare quantities, including time, using decimal numbers and standard units. •They describe, classify and relate three-dimensional objects and two-dimensional shapes.
	Statistics and Probability	<ul style="list-style-type: none"> •Students collect, assess, validate and graph data.
Grade 7	Number	<ul style="list-style-type: none"> •Students solve problems involving numbers, including decimal fractions and integers. •They use ratios, rates, percentages and decimal numbers in various contexts.
	Patterns and Relationships	<ul style="list-style-type: none"> •Students use expressions containing variables to make predictions. •They use variables and equations to express and summarize relationships.
	Shape and Space	<ul style="list-style-type: none"> •Students solve problems involving the properties of circles and their relationships to angles. •They solve problems involving perimeter, area, surface area, volume and angle measurement. •They analyze patterns and designs using symmetry, translation, rotation and reflection.
	Statistics and Probability	<ul style="list-style-type: none"> •Students analyze data using measures of variability and central tendency. •They solve problems using probability.

FSA Numeracy

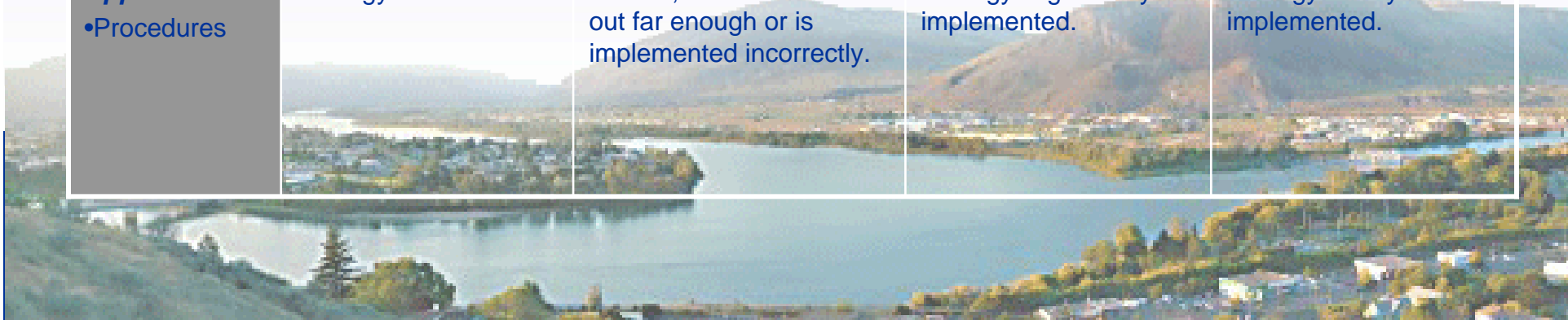
Scoring Rubric

Numeracy is about using mathematical knowledge and skills to solve problems.

Numeracy is more than knowing about numbers and number operations.



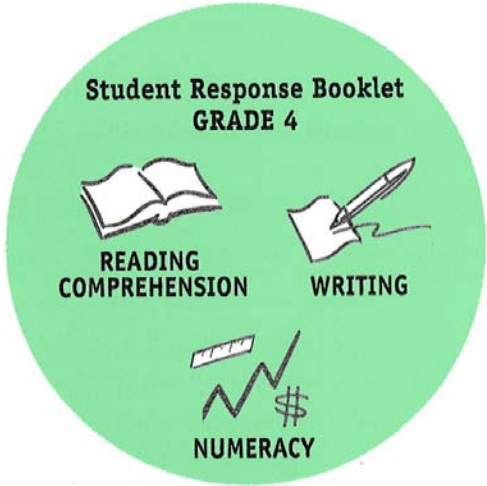
	1	2	3	4
Snapshot	<i>The work shows little understanding of the problem; unable to use an appropriate strategy.</i>	<i>The work shows some understanding of the problem; the solution or strategy may be incorrect or incomplete.</i>	<i>The work shows general understanding of the problem; appropriate strategy, but may have a partial solution.</i>	<i>The work shows complete understanding of the problem; appropriate strategy used and accurate solution.</i>
Concepts and Applications •Recognizing mathematics. •Grade specific concepts and skills.	•Relevant concepts and skills are not applied appropriately.	•Some relevant concepts and skills are applied appropriately.	•Most relevant concepts and skills are applied appropriately. •May have minor understanding of part of the problem. •A condition of the problem may have been ignored.	•All relevant concepts and skills are applied appropriately.
Strategies and Approaches •Procedures	•An inappropriate strategy is used.	•An appropriate strategy is used, but is not carried out far enough or is implemented incorrectly.	•An appropriate strategy is generally implemented.	•An appropriate strategy is fully implemented.



	1	2	3	4
Accuracy •Recording and calculations.	<ul style="list-style-type: none"> •Incorrect solution. •Major errors in recording and/or calculations. •Work is inaccurate or incomplete. 	<ul style="list-style-type: none"> •A partially correct solution, or a correct solution with no work shown. •Some recording errors and/or calculation errors. 	<ul style="list-style-type: none"> •A correct solution, may have minor recording errors and calculation errors. •Solution may not be fully complete. 	<ul style="list-style-type: none"> •A correct solution. •Correct recording including units and labeling. •Accurate calculations. •Solution may have some minor omissions.
Representation and Communication •Presenting work.	<ul style="list-style-type: none"> •Work is unclear or incomplete. •A start beyond just copying data. 	<ul style="list-style-type: none"> •Work is somewhat clear. •Some information is omitted. 	<ul style="list-style-type: none"> •Work is generally clear and easy to follow. 	<ul style="list-style-type: none"> •Work is clear, detailed and organized.
CODE O <ul style="list-style-type: none"> •Data simply recopied from the question. •Picture, work or solution is not related to problem. •Incorrect solution with no work shown. •Inappropriate response (work contained profanity, inappropriate diagram or language). •Everything erased. 			CODE NR <ul style="list-style-type: none"> •No response (answer page is blank). 	

Revised September 2008

FALL 2007 PILOT FOUNDATION SKILLS ASSESSMENT



DRAFT

Name of Student: _____
 Student PEN: _____
 School Name: _____
 Classroom: _____

For Teacher Use Only

	Score		Absent	Excused	Not Enrolled
Reading	<input type="text"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (Shorter)	<input type="text"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (Longer)	<input type="text"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy 1	<input type="text"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy 2	<input type="text"/>				



Ministry of
Education

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Fall 2007 Pilot Grade 4 Scoring Guides

Reading Comprehension

Aspects	1	2	3	4
<i>Snapshot</i>	Response is mostly inaccurate and usually unsupported. Demonstrates limited understanding of the passage(s) and of the task.	Response is partially accurate, and may also be partially supported. Demonstrates an understanding of the gist of the passage(s) and of the task.	Response is mostly accurate, generally clear, complete, and has some supporting details. Demonstrates a general understanding of the passage(s) and of the task.	Response is accurate, clear, complete, and supported with text-based examples. Demonstrates a thorough understanding of the passage(s) and of the task.

Focused (Shorter) Writing — Personal Response

Aspects	1	2	3	4
<i>Snapshot</i>	Often disjointed or illogical. Includes some details; these may appear unrelated to the topic or purpose. Simple language with frequent errors.	Some sense of organization and connection between ideas and details. May include several errors. Generally simple language; little variety. May show some awareness of audience.	Relevant, easy to follow ideas with some detail and explanation. Shows growing control of written language; some errors. May consider audience reaction.	Clear, focused, and developed with some elaboration and individuality. Language flows smoothly and shows variety. Few errors. Shows sense of audience—tries to engage reader.

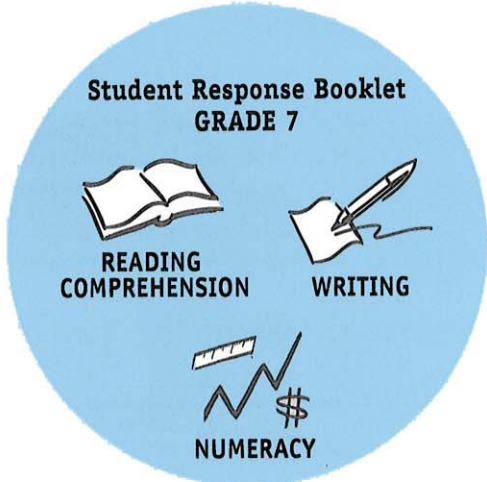
Extended (Longer) Writing — Story

Aspects	1	2	3	4
<i>Snapshot</i>	Little sense of story. Often disjointed or illogical. Includes some action and events, but these are often not logically sequenced. Simple language with frequent errors.	Some sense of story with limited development. There is a beginning, middle, but end is weak or omitted; sequence may be difficult to follow in places. May include several errors.	The story is complete and easy to follow, with some detail. Includes a logically sequenced beginning, middle, and end, although connections among events are not always clear. Shows growing control of written language; some errors.	The story is clear, focused, and developed with some elaboration and individuality. Includes a logically sequenced beginning, middle, and end. Language flows smoothly and shows variety. Few errors.

Numeracy

Aspects	1	2	3	4
<i>Snapshot</i>	The work is insufficient. The student is unable to meet the basic requirements of the task.	The work satisfies most basic requirements of the task, but is flawed or incomplete.	The work satisfies the basic requirements of the task.	The work shows complete understanding of the task, uses an appropriate strategy and is accurate.

FALL 2007 PILOT FOUNDATION SKILLS ASSESSMENT



Student Response Booklet
GRADE 7

READING
COMPREHENSION

WRITING

NUMERACY

DRAFT

Name of Student: _____
 Student PEN: _____
 School Name: _____
 Classroom: _____

For Teacher Use Only

	Score		Absent	Excused	Not Enrolled
Reading	<input type="text"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (Shorter)	<input type="text"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (Longer)	<input type="text"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy 1	<input type="text"/>	OR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy 2	<input type="text"/>				



Ministry of
Education

Fall 2007 Pilot Grade 7 Scoring Guides

Reading Comprehension

Aspects	1	2	3	4
<i>Snapshot</i>	Response is mostly inaccurate and usually unsupported. Demonstrates limited understanding of the passage(s) and of the task.	Response is partially accurate, and may also be partially supported. Demonstrates an understanding of the gist of the passage(s) and of the task.	Response is mostly accurate, generally clear, complete, and has some supporting details. Demonstrates a general understanding of the passage(s) and of the task.	Response is accurate, clear, complete, and supported with text-based examples. Demonstrates a thorough understanding of the passage(s) and of the task.

Focused (Shorter) Writing — Persuasive Writing

Aspects	1	2	3	4
<i>Snapshot</i>	The writing consists of loosely connected ideas. Often seems to be all "middle" with no sense of focus or purpose. Simple repetitive language with frequent errors.	The writing is somewhat general but does offer an opinion with some relevant reasons and supporting detail. Conclusion is often weak. Language is clear; limited variety. Some errors.	The writing reads smoothly and provides a logical argument with relevant reasons and supporting details that leads to a clear conclusion. Language is clear and varied; may include some errors, most often in complex language.	The writing is expressive and interesting to read; a convincing argument that shows some complexity. Develops logically from an engaging opening; ending has some impact. Language is varied and flows smoothly; few errors.

Extended (Longer) Writing — Story / Narrative

Aspects	1	2	3	4
<i>Snapshot</i>	The story or narrative consists of loosely connected ideas or events. Often seems to be all "middle" with no sense of focus or sequence. Simple, repetitive language with frequent errors.	Usually complete with some detail. The quality is often uneven. Presents a series of related events leading to a conclusion that is often forced or unlikely. Language is clear; limited variety. Some errors.	Clear, complete with some development and individuality. Events develop logically from a strong beginning to a conclusion. ¹ Language is clear and varied; may include some errors, most often in complex language.	Expressive and interesting to read, with some emotional impact. Events develop logically from an engaging opening to an ending that has some impact. Language is varied and flows smoothly; few errors.

Numeracy

Aspects	1	2	3	4
<i>Snapshot</i>	The work is insufficient. The student is unable to meet the basic requirements of the task.	The work satisfies most basic requirements of the task, but is flawed or incomplete.	The work satisfies the basic requirements of the task.	The work shows complete understanding of the task, uses an appropriate strategy and is accurate.

¹Note: Students who meet all other criteria, but do not have an ending to the story, can be rated at this level.

FOUNDATION SKILLS ASSESSMENT 2002/03-2006/07

School District 073 - Kamloops/Thompson



Ministry of
Education

FSA 2007
Analysis and Reporting Group

**FOUNDATION SKILLS ASSESSMENT
2002/03-2006/07**

**A E Perry Elementary
School Code 07324039
073 Kamloops/Thompson**

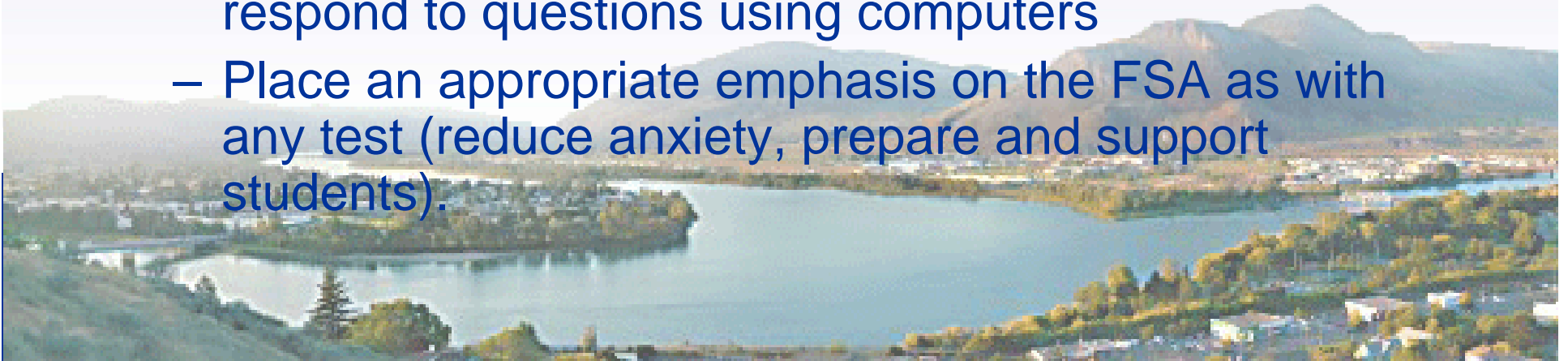


Ministry of
Education

FSA 2007
Analysis and Reporting Group

5. Preparation

- Teachers' Responsibilities
 - Ensure students are comfortable with exam formats and are taught test-taking skills (multiple choice, short written answers, etc.)
 - Ensure provincial curriculum is taught (learning outcomes from IRPs)
 - Ensure students know how to use the computer
 - Offer practice opportunities for students to read and respond to questions using computers
 - Place an appropriate emphasis on the FSA as with any test (reduce anxiety, prepare and support students).



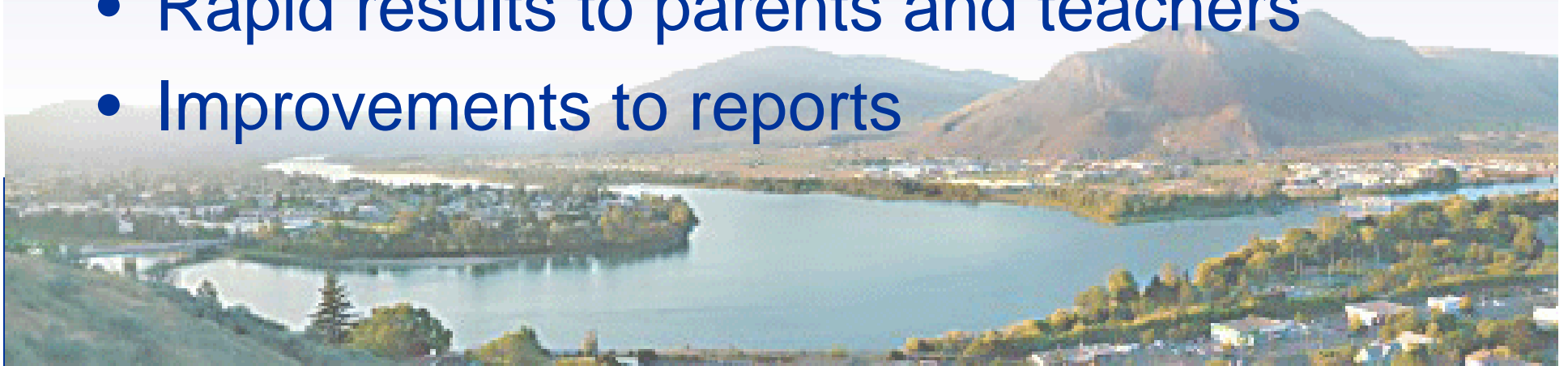
Preparation

- District/School Responsibilities
 - Ensure technical capabilities (computer lab)
 - Student response booklets labeled, distributed, and ready
 - Invigilator's guide available and distributed
 - Schedules organized



6. Changes to FSA (2008)

- February administration (Feb. 2-20, 2009)
- Electronic (e-FSA) for multiple choice
- District-based scoring
- Provincial sampling and monitoring of scoring
- Rapid results to parents and teachers
- Improvements to reports



Changes (2008)

- Tests adjusted for mid-year profile
- New base-line (2008) will be set therefore, new trend line needs to be established over time.
- Student response booklets will go home (multiple choice items will remain secure)



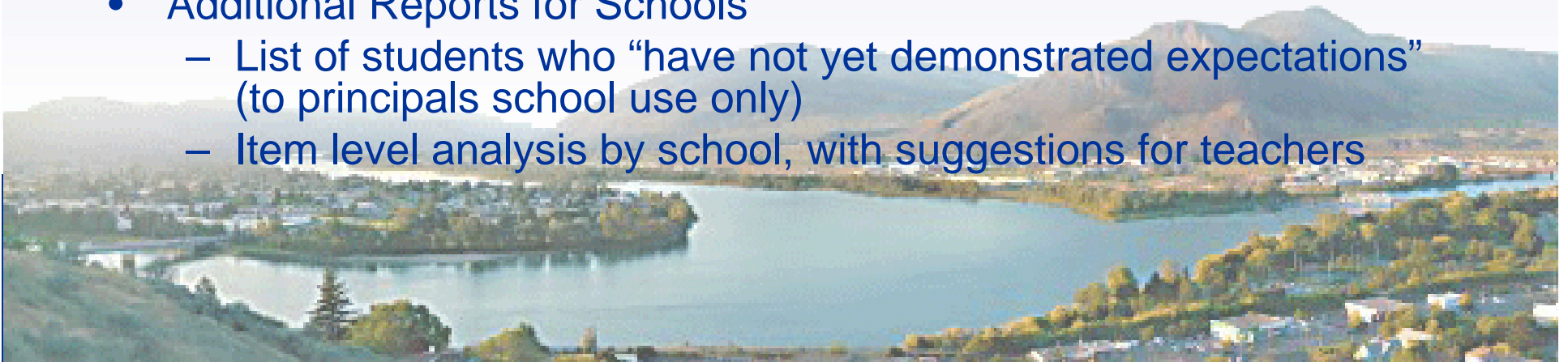
Changes (2008)

- Students who do not write will be counted as “performance level unknown”
- Parents will receive their children’s actual written response booklet



FSA Reports

- Individual Results
 - Reports based on original score
 - Ready for parents by end of March
 - Sent home with student's booklet and actual written responses
- School's Public Report by Mid-May
 - Short and clear
 - Focus on a school's improvement over time
 - Followed by district and provincial reports
- Additional Reports for Schools
 - List of students who “have not yet demonstrated expectations” (to principals school use only)
 - Item level analysis by school, with suggestions for teachers



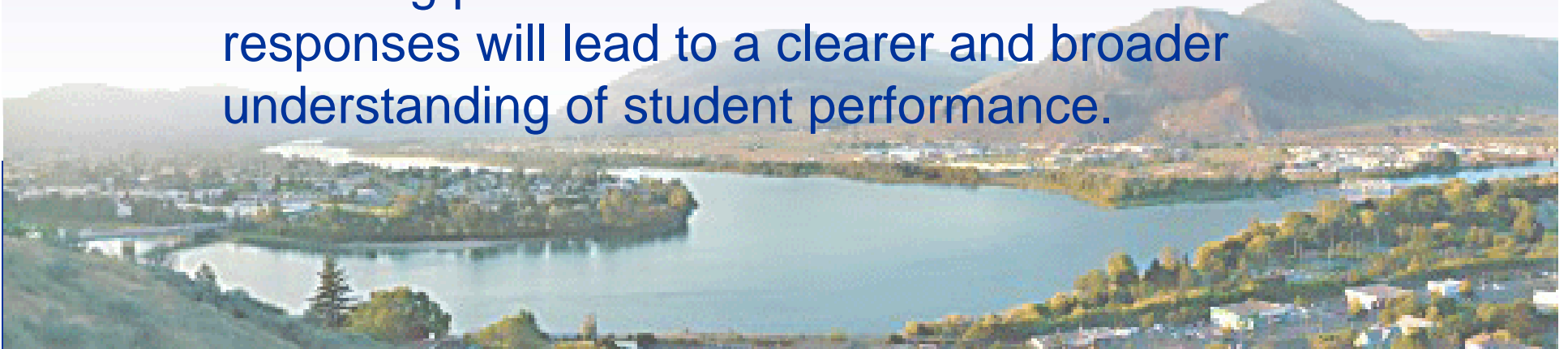
E- FSA Component

- E-component for the multiple choice sections (secure internet site, easy point and click format)
 - **Reading multiple choice: 60 minutes**
 - **Numeracy multiple choice: 60 minutes**
- User friendly student booklet for the written sections
 - **Reading: 30 minutes**
 - **Writing: 90 minutes**
 - **Numeracy: 30 minutes**



Benefits of Changes

- Clearer
 - More teachers involved in marking may lead to a clearer and broader understanding of provincial standards
 - School level reports will de-emphasize school to school comparisons re-focus on each school improving own results, over time.
 - Providing parents with their children's actual written responses will lead to a clearer and broader understanding of student performance.



Benefits of Changes to FSA

- Faster
 - E-FSA responses will be blended with district –based scores as soon as local scores are entered.
 - FSA individual student results ready to be sent home within weeks of administration
 - Parents have time to talk to teachers about the results in the same school year the FSA was taken
 - Schools have time to help individual students before the year is finished and to plan to help students in the coming year.



Getting Ready

Some Practice Sites

- Reading:
 - <http://www.pearsonlongman.com/ae/marketing/sfesl/practicereading.html>
 - <http://www.manatee.k12.fl.us/sites/elementary/palmasola/Gr1MI5.htm>
 - <http://www.readingsoft.com/>
 - http://www.harcourtschool.com/menus/trophies/activities/reading_skills/gr4.html

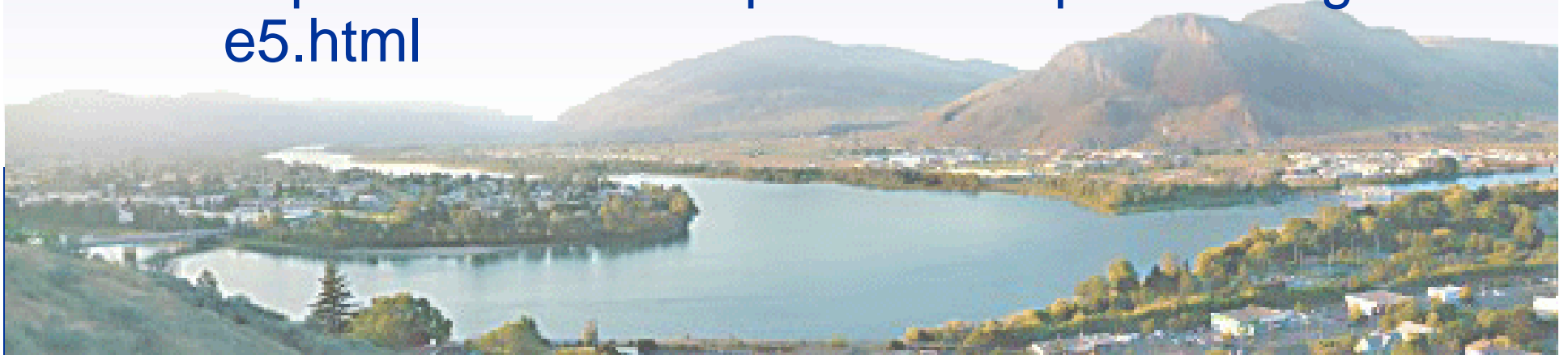


Getting Ready

More Practice Sites

- Math

- <http://www.stfx.ca/special/mathproblems/welcome.html>
- <http://www.mathplayground.com/gsmbegin.html>
- <http://www.stfx.ca/special/mathproblems/grade5.html>



Getting Ready

Practice Sites

- Test Preparation (all areas)
 - http://www.ct4me.net/standardized_test_preparation.html



FSA

- Questions?
- For more information:

<http://www.bced.gov.bc.ca/assessment/fsa/>

