

**English 12: All Domains
Item-Level Response Reports (Provincial Level)**

British Columbia

All Schools

June/2008

Provincial English 12 Item-Level Response Reports include data for all BC students in Grade 12 who wrote the exam in June 2008 (about 27,280 students). Both public and independent schools are included. The English 12 June 2008 provincial Item-Level Response Report (All Domains) contains:

- a) three Multiple Choice reports (Informational Text, Poetry, Prose) that display the proportion of students who made errors on each test item and a description of the misconception;
- b) one Written Response report that displays the proportion of students in each scoring category. All students were required to answer Items 1 and 4, while students could select to answer either item 2 or item 3.

1. Question type: MC

Domain: Informational Text

Form	Cognitive Process	Item #	Question type	Number of Students who Responded to the Item	Percentage of Students who Answered Incorrectly	Specific Curricular Aspect that Needs Attention
A	Interpret Texts	1	MC	27258	16	<ul style="list-style-type: none"> Students did not interpret the purpose served by the first paragraph of the article.
A	Retrieve Information	2	MC	27261	10	<ul style="list-style-type: none"> Students did not retrieve a specific piece of information from the article.
A	Recognize Meaning	3	MC	27245	17	<ul style="list-style-type: none"> Students did not recognize the meaning of a specific aspect of the article.
A	Retrieve Information	4	MC	27244	19	<ul style="list-style-type: none"> Students did not retrieve a specific piece of information from the article.
A	Interpret Texts	5	MC	27234	37	<ul style="list-style-type: none"> Students did not interpret the meaning of a specific part of the article.
A	Recognize Meaning	6	MC	27233	24	<ul style="list-style-type: none"> Students did not recognize the method of presentation primarily used in the article.
A	Retrieve Information	7	MC	27238	10	<ul style="list-style-type: none"> Students did not retrieve a specific piece of information from the graphic.

2. Question type: MC

Domain: Poetry

Form	Cognitive Process	Item #	Question type	Number of Students who Responded to the Item	Percentage of Students who Answered Incorrectly	Specific Curricular Aspect that Needs Attention
A	Retrieve Information	8	MC	27214	13	<ul style="list-style-type: none"> Students did not retrieve a specific piece of information from the poem.
A	Recognize Meaning	9	MC	27216	44	<ul style="list-style-type: none"> Students did not recognize which literary device was used in a given quotation.
A	Interpret Texts	10	MC	27207	31	<ul style="list-style-type: none"> Students did not interpret the meaning of a given quotation from the poem.
A	Recognize Meaning	11	MC	27217	31	<ul style="list-style-type: none"> Students did not recognize a specific literary device used in a given quotation from the poem.
A	Interpret Texts	12	MC	27252	29	<ul style="list-style-type: none"> Students did not interpret what was emphasized by the repetition of a given phrase in the poem.
A	Recognize Meaning	13	MC	27176	59	<ul style="list-style-type: none"> Students did not recognize the meaning of a specific part of the poem.
A	Recognize Meaning	14	MC	27215	53	<ul style="list-style-type: none"> Students did not recognize the form of the poem.

3. Question type: MC

Domain: Prose

Form	Cognitive Process	Item #	Question type	Number of Students who Responded to the Item	Percentage of Students who Answered Incorrectly	Specific Curricular Aspect that Needs Attention
A	Interpret Texts	15	MC	27170	36	<ul style="list-style-type: none"> Students did not interpret the meaning of a specific part of the passage.
A	Interpret Texts	16	MC	27241	32	<ul style="list-style-type: none"> Students did not interpret the meaning of a quotation from the passage.
A	Recognize Meaning	17	MC	27222	45	<ul style="list-style-type: none"> Students did not recognize the meaning of a specific part of the passage.
A	Recognize Meaning	18	MC	27198	35	<ul style="list-style-type: none"> Students did not recognize a literary technique used in a specified paragraph from the passage.
A	Interpret Texts	19	MC	27217	67	<ul style="list-style-type: none"> Students did not interpret what was suggested by specified details in the passage.
A	Interpret Texts	20	MC	27221	20	<ul style="list-style-type: none"> Students did not interpret the word that best described the reactions of specified characters.
A	Recognize Meaning	21	MC	27238	48	<ul style="list-style-type: none"> Students did not recognize the point of view used in the passage.
A	Analyze Texts	22	MC	27223	80	<ul style="list-style-type: none"> Students did not analyze the effect of the writing style used in the passage.

4. Question type: Written Responses

Form	Content Area	Item #	Number (%) of Respondents	Number (%) Scores of 0 (both markers)	Number (%) Scores of 1 (both markers)	Number (%) Scores of 1&2 or 2&2	Number (%) Scores of 2&3 or 3&3	Number (%) Scores of 3&4 or 4&4	Number (%) Scores of 4&5 or 5&5	Number (%) Scores of 5&6 or 6&6
A	Poetry	1	27276 (100%)	1038 (4%)	708 (3%)	4204 (16%)	6692 (25%)	9484 (35%)	4028 (15%)	1082 (4%)
A	Prose	2	7492 (100%)	105 (1%)	53 (1%)	403 (5%)	1430 (19%)	3589 (48%)	1469 (20%)	433 (6%)
A	Prose	3	19782 (100%)	18 (0%)	67 (0%)	877 (4%)	3127 (16%)	10325 (52%)	4370 (22%)	998 (5%)
A	Original Composition	4	27274 (100%)	309 (1%)	156 (1%)	1006 (4%)	3584 (13%)	13992 (51%)	6708 (25%)	1519 (6%)

Note: Two markers scored each response and the score the student receives is the sum of the score from marker 1 plus the score from marker 2.

Each of the 7 data categories in the table indicates how to associate results to the written response scoring rubric document attached below. For instance, "Scores of 1&2 or 2&2" should be interpreted as being marked either '1' by one marker and '2' by the second marker, or '2' by both markers.

Score Description
Grade 12 English written response scoring rubric (click here)

General Comments - Grade 12 English Written Responses

1. POETRY

Areas of Strength

- Integration of quotations was quite good.
- Those students who understood the poem and the task were able to develop meaningful responses of sufficient length.
- Those students who understood the poem and the task were able to develop convincing arguments surrounding the contrasting moods and style.
- Stronger responses moved beyond examples of contrast to the purpose of the poem.

Areas of Weakness

- Many students referred to "stanzas" as "paragraphs".
- Many responses were off-topic and some students provided personal responses.
- Many students appeared to ignore the question, and instead wrote on such topics as simile, metaphor, and symbolism.

- Many responses focused on summarizing the poem rather than answering the question on contrast.
- Some students over-emphasized/analyzed one part of the poem and ignored significant sections of the poem.

2/3. PROSE

Areas of Strength

- Most responses indicated an accurate understanding of the text.
- The conflict question allowed high-end students to demonstrate insight.
- Many students employed appropriate essay format.
- Strong responses demonstrated a strong grasp of the conventions of the language (verb usage, sentence structure etc.).
- Strong responses demonstrated fluid transitions and purposeful flow of ideas
- Many students were able to understand the subtlety and irony of the protagonist's actions at the end of the story.
- Many students correctly identified the shift in character
- Upper level responses had strong development of character analysis.

Areas of Weakness

- Some students' responses contained little story analysis, instead focusing on historical events.
- Many responses consisted of lengthy plot summaries.
- Some students used over-inflated language, which detracted from their discussions.
- Many students failed to thoroughly discuss the quotations which they used in their responses.
- Some students lacked appropriate vocabulary, referring to the central character as "clueless."
- Students should be encouraged to read the text feature such as footnotes.

4. ORIGINAL COMPOSITION

Areas of Strength

- Most responses were on topic.
- Most responses demonstrated an acceptable level of fluency.
- Many responses provided good detail and support.

Areas of Weakness

- For those who did select a narrative, few employed effective dialogue.
- Conversational style proved to be inappropriate at times, and/or ineffective as a writing strategy.
- Few students chose to challenge/disagree with the prompt.
- Weaker papers contained a range of mechanical problems.
- These papers did not display evidence of editing.