

Burnaby School District – Supporting Document

Consideration for Data

What does the data say?

What data are we looking at?

- School-wide write May 2026

How do we know?

School and District staff review plans annually, examining goals and action plans to determine if adjustments are required.

Introduction:

After having completed the School Wide Write in May 2026, teachers worked together to grade students' writing samples and to assign them a Proficiency Mark for each of the following categories:

Meaning – Ideas and information, use of detail

Style – Clarity, variety and impact of language

Form – Grade appropriate beginning/middle/end, sequence and connecting words

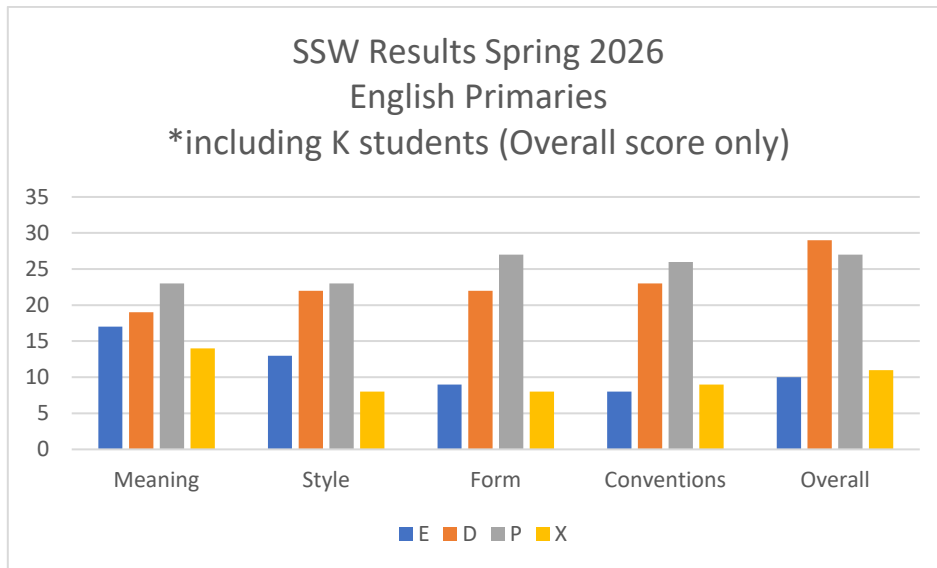
Conventions – Complete sentences, spelling, punctuation, grammar

Overall score – an attempt to average out the proficiency scale across all four domains

Results:

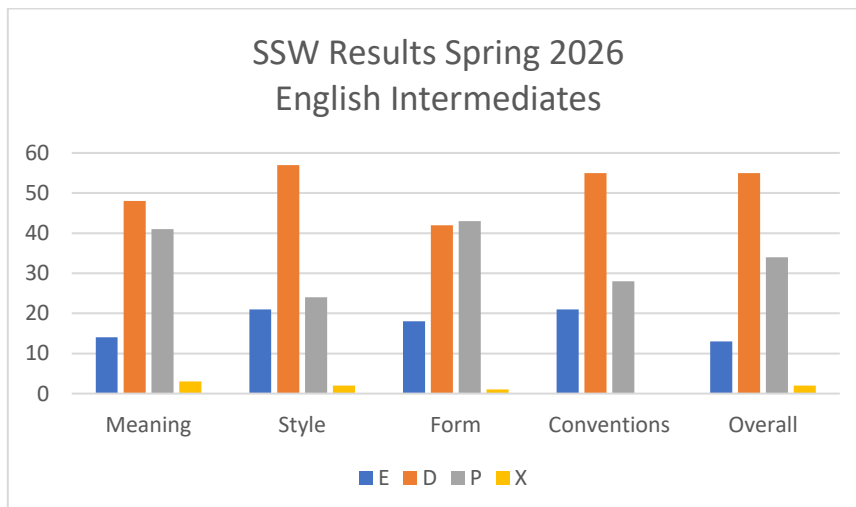
The charts below depict the aggregate scores for each writing category and the overall mark assigned.

Primary English



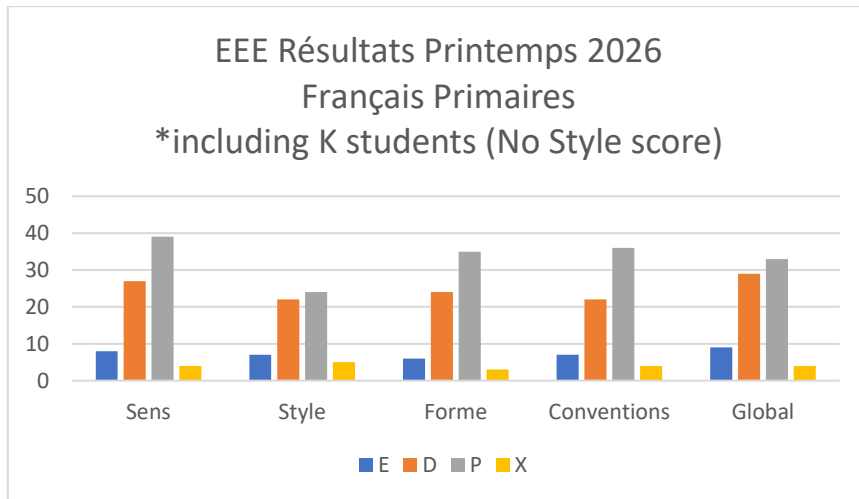
In every category, Primary students received a “Proficient” grade more often than any other grade with “Developing” usually a few points behind. Only in the “Overall” category were there more students who received a “Developing,” but this is due to English Kindergarten students only receiving an “Overall” grade.

Intermediate English



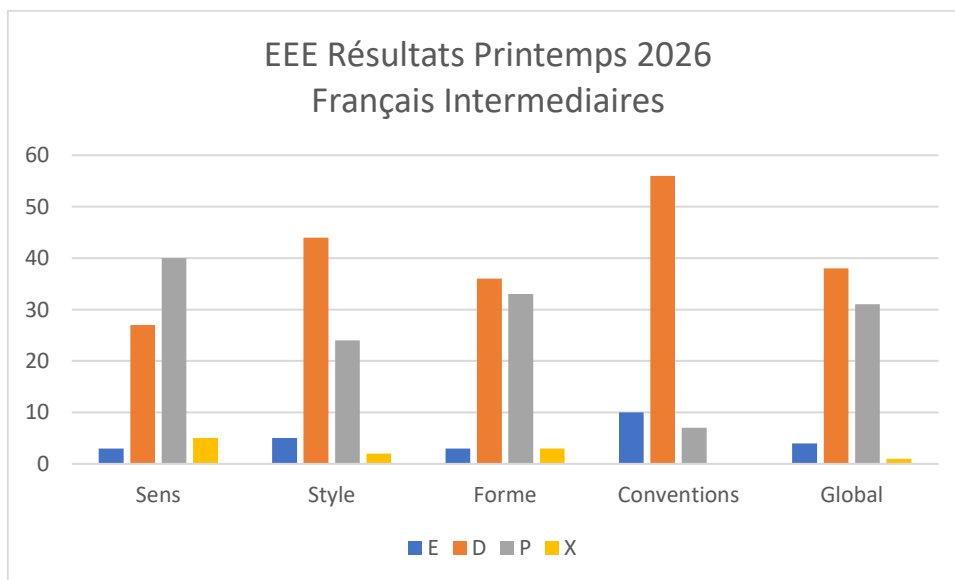
English Intermediate results are clearer in domain differences. There is a significantly greater proportion of students who received “Developing” over “Proficient” in two areas in particular: Style and Conventions.

Primary French



Similarly to the English Primary students, French students had a larger number of students who received a “Proficient” Grade in all writing domains. To note, Kindergarten students were not assigned a proficiency scale for “Style” for this writing assessment.

Intermediate French



Intermediate French students follow their English counterparts, with more students receiving “Developing” for Style and Conventions with a significant disparity in Conventions.

Data Analysis of School-Wide Write:

It is not easy to draw a clear focus area for either English or French Primary students as they are, on average, more likely to be proficient in all writing domains. This suggests that students are progressing in a balanced way across the four writing domains and support should be more directed to individuals as opposed to globally for any particular domain.

As for Intermediate students in both English and French, Style and Conventions presented as areas where global support for all intermediate students may bolster results. This provides the School Goal Committee with a specific area to target and can guide further professional development.

Conclusion:

When considering this data, we look for how this information can guide our teaching and support models to promote student growth. Overall, the School Wide Write provided us with some very helpful guidance, chiefly that Primary students continue to require individualized support in their learning whereas Intermediate students could benefit from some universal supports for their Style and Conventions.