

**Alberta Provincial
Achievement Testing**

**Assessment
Highlights
2009-2010**

**GRADE
9**

Social Studies



**Government
of Alberta ■**

Alberta ■

Freedom To Create. Spirit To Achieve.

This document contains assessment highlights from the 2010 Grade 9 Social Studies Achievement Test.

Assessment Highlights provide information about the overall test, the test blueprints, and student performance on the 2010 Grade 9 Social Studies Achievement Test. Also provided is commentary on student performance at the *acceptable standard* and the *standard of excellence* on selected items from the 2010 achievement test. This information is intended for teachers and is best used in conjunction with the multi-year and detailed school reports that are available to schools via the extranet. **Assessment Highlights reports** for all achievement test subjects and grades will be **posted on the Alberta Education website every year** in the fall.

Released test items, which contained approximately 25% of the total number of test items from previously secured achievement tests, were mailed to school administrators each fall from 2004 to 2006 and have been made available to teachers in only print form because of copyright limitations. **Every second year**, as of the fall of 2007, **a complete test** for all achievement test subjects and grades (except Grades 6 and 9 Social Studies; grades 3, 6, and 9 Français/French Language Arts; and Grade 9 Knowledge and Employability courses) will be posted on the Alberta Education website. A test blueprint and an answer key that includes the difficulty, reporting category, test section, and item description for each test item will also be included. These materials, along with the *Program of Studies* and subject bulletin, provide information that can be used to inform instructional practice.

For further information, contact

Harvey Stables, Grade 9 Humanities Examination Manager, at Harvey.Stables@gov.ab.ca;
Maureen Milne, Grade 9 Humanities Examiner, at Maureen.Milne@gov.ab.ca; or
Ken Marcellus, Director, Achievement Testing Branch, at Ken.Marcellus@gov.ab.ca
at Learner Assessment, or call (780) 427-0010. To call toll-free from outside Edmonton, dial 310-0000.

The Alberta Education Internet address is education.alberta.ca.

This document was written primarily for:

Students	
Teachers	✓ of Grade 9 Social Studies
Administrators	✓
Parents	
General Audience	
Others	

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The 2010 Grade 9 Social Studies Achievement Test

This report provides teachers, school administrators, and the public with an overview of the performance of all students who wrote the 2010 Grade 9 Social Studies Achievement Test. It complements the detailed school and jurisdiction reports.

How Many Students Wrote the Test?

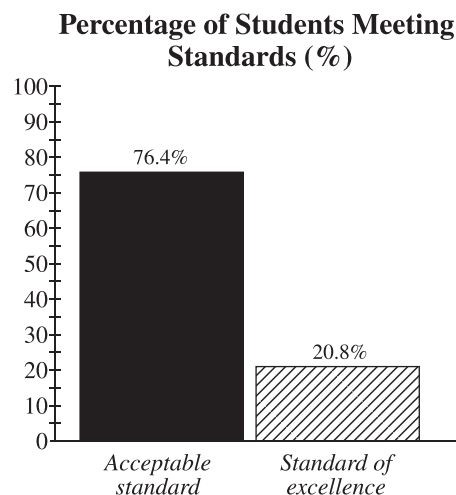
A total of 39 492 students wrote the 2010 Grade 9 Social Studies Achievement Test.


What Was the Test Like?


The 2010 Grade 9 Social Studies Achievement Test consisted of 50 multiple-choice questions based on specific outcomes (SOs) within each of the two general outcomes (GOs) in the *2007 Grade 9 Social Studies Program of Studies*: GO 9.1 Issues for Canadians: Governance and Rights and GO 9.2 Issues for Canadians: Economic Systems in Canada and the United States.

How Well Did Students Do?

The percentages of students meeting the *acceptable standard* and the *standard of excellence* in 2010 are shown in the graph below. Out of a total possible score of 50, the provincial average on the test was 33.8 (67.6%). The examination statistics that are included in this document represent all writers: both French and English. If you would like to obtain English-only statistics or French-only statistics that apply to your school, please refer to your detailed reports that are available on the Extranet. Detailed provincial assessment results are provided in school and jurisdiction reports.



 The percentage of students in the province who met the *acceptable standard* on the 2010 Grade 9 Social Studies Achievement Test (based on those who wrote).

 The percentage of students in the province who met the *standard of excellence* on the 2010 Grade 9 Social Studies Achievement Test (based on those who wrote).

2010 Test Blueprint and Student Achievement

In 2010, 76.4% of all students who wrote test achieved the *acceptable standard* on the Grade 9 Social Studies Achievement Test, and 20.8% of all students who wrote achieved the *standard of excellence*. Student achievement on the 2010 Grade 9 Social Studies Achievement Test averaged 33.8 out of a total score of 50 (67.6%).

The blueprint below shows the reporting categories and test sections (curricular content areas) by which 2010 summary data are reported to schools and school authorities, and it shows the provincial average of student achievement by both raw score and percentage.

Test Sections (Curricular Content Areas)	Reporting Category		Provincial Student Achievement (Average Raw Score and Percentage)
	Knowledge and Understanding ¹	Skills and Processes ²	
<p>The Political and Judicial System (9.1.4, 9.1.5)³ Students examine the structure of Canada's federal political system and analyze the role of citizens and organizations in Canada's justice system by exploring and reflecting upon questions and issues regarding</p> <ul style="list-style-type: none"> • how federal laws are passed • branches of the federal government • selection of MPs and senators • accountability of MPs and senators • the role of federal political parties • the role of media in political issues • lobby groups and government decisions • extent to which political and legislative processes meet the needs of Canadians • participation in Canada's justice system • citizens' legal roles and responsibilities • the Youth Criminal Justice Act 			7.7/11 (70.0%)
<p>Individual and Collective Rights (9.1.6, 9.1.7)³ Students critically assess the impact of the Canadian Charter of Rights and Freedoms on legislative processes in Canada and how increased demand for recognition of collective rights has impacted legislative processes in Canada by exploring and reflecting upon questions and issues regarding</p> <ul style="list-style-type: none"> • recognition of individual rights • exercising individual rights • conditions in the workplace • rights and responsibilities of citizens • recognition of collective rights • the needs of Francophone minorities • the needs of Francophones in Québec • the rights of official language minorities • the Indian Act • Treaty 6, Treaty 7, and Treaty 8 • legislation and Métis cultures and rights 			7.4/11 (67.3%)
<p>Immigration (9.1.8)³ Students critically assess how legislative processes address issues of immigration by exploring and reflecting upon questions and issues regarding</p> <ul style="list-style-type: none"> • factors influencing immigration policies • changes to Canadian policies on immigration and refugees • immigration and Aboriginal peoples • provincial immigration policies • immigration policies in Québec • immigration policies and the Charter • how Canada benefits from immigration 			5.7/8 (71.3%)
<p>Economic Decision Making (9.2.4)³ Students analyze principles and practices of market and mixed economies by exploring and reflecting upon questions and issues regarding</p> <ul style="list-style-type: none"> • principles of a market economy • government intervention • Canada's mixed economy • consumers in market and mixed economies • consumer individual and collective identity • the economic impact of labour unions • government intervention in the economy • the basic economic question of scarcity 			5.4/8 (67.5%)
<p>Consumerism, Quality of Life, and Political Decision Making (9.2.5, 9.2.6)³ Students critically assess the relationship between consumerism and quality of life in Canada and the United States and the interrelationship between political decisions and economic systems by exploring and reflecting upon questions and issues regarding</p> <ul style="list-style-type: none"> • indicators of quality of life • individual consumer behaviour • how marketing affects consumerism • consumerism and quality of life • consumerism as a power of a collective • consumerism and economic growth • values underlying social programs • economic platforms of political parties • political party philosophies and platforms • the underground economy • environmental issues and quality of life 			8.0/12 (66.7%)
Provincial Student Achievement (Average Raw Score and Percentage)	12.9/19 (67.9%)	20.9/31 (67.4%)	Total Test Raw Score = 50

¹**Knowledge and Understanding**—includes the breadth and depth of information, concepts, evidence, ideas, and opinions fundamental to decision making as identified in the *Grade 9 Social Studies Program of Studies (2007)*.

²**Skills and Processes**—includes the application of critical and creative thinking, historical thinking, geographic thinking, decision making, problem solving, and media literacy to relevant situations as identified in the *Grade 9 Social Studies Program of Studies (2007)*.

³Bolded numbers in parentheses cross-reference specific outcomes in the *Grade 9 Social Studies Program of Studies (2007)*.

Commentary on 2010 Student Achievement

The following is a discussion of student achievement on the 2010 Grade 9 Social Studies Achievement Test. Sample questions are provided to highlight levels of achievement of students who met the *acceptable standard*, students who met the *standard of excellence*, and students who did not meet the *acceptable standard*. For each question, the keyed answer is marked with an asterisk.

Together, the first three blueprinting categories encompass outcomes within General Outcome 9.1 Issues for Canadians: Governance and Rights, wherein students are expected to analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship, and identity. In the **Political and Judicial System** blueprint category (composed of 11 questions), students were expected to examine the structure of Canada's federal political system (Specific Outcome 9.1.4) and analyze the role that citizens and organizations play in Canada's justice system (Specific Outcome 9.1.5) by exploring and reflecting upon questions and issues pertaining to:

- What processes are used to determine Members of Parliament (MPs) and Senators?
- To whom are Members of Parliament and Senators accountable?
- How do lobby groups impact government decision making?
- How do citizens and organizations participate in Canada's justice system (i.e. jury duty)?
- What are citizens' legal roles and their responsibilities?

Students who met the *acceptable standard* were able to identify the impact voting has on Canadian federal election results, the influence lobby groups have upon government decision making, and the role juries play in Canada's justice system. Students who met the *standard of excellence* additionally illustrated strengths in applying their understanding of principles underlying Canada's political processes, forming conclusions regarding fundamental democratic processes, and integrating aspects of multiple sources to evaluate the validity of viewpoints presented. Students who did not meet the *acceptable standard*, while generally able to recognize some of the basic features of Canada's federal electoral system, often struggled with questions concerning majority rule with respect for the rights of minorities and many of these students did not recognize the necessity of government regulation of lobby groups or the issues surrounding the validity of juries in criminal trials in Canada. Some of these differences in student performance are evident in the following question taken from the 2010 Grade 9 Social Studies Achievement Test.

Question 6 (blueprinted as a **Knowledge and Understanding** question) required students to identify the democratic principle underlying a list of some of the roles played by lobby groups in Canada's political system.

6. Which of the following phrases **most appropriately** completes the title for the list in Source I?
- A. "Represent Political Ridings"
 - B. "Conduct the Daily Business of Government"
 - C. "Attempt to Become Members of the Official Opposition"
 - D.* "Help to Make Government Responsive to the Needs of Citizens"

Of all students who wrote the test, 80.4% were able to choose the correct answer (**D**) by recalling—from their study of the influence of lobbyists in Canada's federal political processes—that lobby groups represent the views of members of Canadian society who have special interests (knowledge fundamental to the issue regarding the extent to which political leaders are accountable to the electorate that is addressed in the set of sources upon which this and other questions are based). Of those students who did not select the keyed response, 8.1% chose **A** (a choice indicative of the misunderstanding that members of lobby groups are government officials who act on behalf of the constituents of political districts), 8.4% chose **B** (wherein students may have incorrectly associated lobbyists with civil servants who manage the day-to-day affairs of government), and 3.0% chose **C** (which may have resulted from confusion regarding how lobbyists, who are employed by the organizations they represent, could be eligible to become part of the Official Opposition, which is exclusively made up of elected members of Parliament). Many students who met the *acceptable standard* were able to select the correct answer, with 84.1% choosing the keyed response. The majority of those students who met the *standard of excellence* (97.1%) chose the correct answer whereas 57.0% of those students who did not meet the *acceptable standard* on the test as a whole chose the correct answer.

In the section of the 2010 achievement test blueprinted for curricular content pertaining to **Individual and Collective Rights** (composed of 11 questions), students were required to assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada (Specific Outcome 9.1.6) and assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada (Specific Outcome 9.1.7) by exploring and reflecting upon questions and issues regarding:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada?
- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?
- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada?
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada?
- How do governments recognize Métis cultures and rights through legislation (i.e. treaties, governance, land claims, Métis Settlements in Alberta)?

Students who met the *acceptable standard* were able to recognize rights guaranteed under and responsibilities associated with the Canadian Charter of Rights and Freedoms, form conclusions regarding recognition of individual and collective rights in Canada, and examine the impact of federal and provincial legislation pertaining to the rights of Métis peoples. Students who met the *standard of excellence* were additionally able to appreciate challenges inherent in exercising individual rights, assess conditions under which minority-language education rights are guaranteed to official language communities under the Canadian Charter of Rights and Freedoms, and apply knowledge of legislation acknowledging the collective rights of Métis peoples. For students who did not meet the *acceptable standard*, questions that required forming generalizations from more than one source regarding how individuals are guaranteed full and equal benefit of the law, making connections between historical events related to official language rights in Canada, or synthesizing information to determine issues pivotal to recognition of Métis rights frequently proved challenging. The following question illustrates some of these differences in the levels of student achievement on the 2010 Grade 9 Social Studies Achievement Test.

In question 17 (blueprinted as a **Skills and Processes** question), students were required to identify, from information in a timeline, legislation most closely associated with official language rights in Canada.

17. The provision of federal services in the languages spoken by both speakers in Source II is **most directly** associated with legislation from which of the following dates in Source I?
- A. 1608 and 1774
 - B. 1608 and 1867
 - C. 1774 and 1969
 - D.* 1867 and 1969

For question 17, the correct answer (**D**) was chosen by 54.5% of all students who wrote the test; these students were able to determine that each speaker is a member of one of Canada’s official language communities and then analyze the timeline in Source I—in light of the focus on the “provision of federal services in the languages spoken by both speakers” in the question—to discount both 1608 and 1774 given that each date is specifically associated with only the establishment of “permanent French settlements” and recognition of “the language and identity of Francophones” respectively—events fundamental to the establishment of official language rights of only one of Canada’s official language communities. Therefore, although there may be partial truth to options **A** (selected by 3.6% of all students), **B** (selected by 3.7% of all students), and **C** (selected by 38.1% of all students), the dates most directly associated with the recognition of both official language communities in Canada are 1867 and 1969—wherein the establishment of “Canada as a bilingual and bicultural nation” and “the equality of French and English as official languages of Canada” are cited. The correct answer was selected by 55.2% of those students who met the *acceptable standard*, 78.5% of those students who met the *standard of excellence*, and 31.7% of those students who did not meet the *acceptable standard*.

In the **Immigration** blueprint category (composed of 8 questions), students were expected to assess, critically, how legislative processes attempt to address emerging issues of immigration (Specific Outcome 9.1.8) by exploring and reflecting upon questions and issues related to:

- What factors influence immigration policies in Canada (i.e., economic, political, health, security)?
- How are provincial governments able to influence and implement immigration policies?
- How are changes to Canadian policies on immigration and refugees a reflection of world issues?

Those students who met the *acceptable standard* were able to recall knowledge of the categories into which immigrants to Canada are classified under Canada's immigration policies and identify premises upon which Canada's policies on immigration and refugees are largely based. Students achieving the *standard of excellence* could also acknowledge the ways in which provinces can influence and implement federal immigration laws and how Canada's policies on immigration and refugees have evolved over time. Students who did not meet the *acceptable standard* sometimes had difficulty distinguishing factors characteristic of many immigrants to Canada and acknowledging the impact of international events on Canada's policies on immigration and refugees. Such differences in levels of student achievement are illustrated in the following question taken from the 2010 Grade 9 Social Studies Achievement Test.

In question 30 (blueprinted as a **Skills and Processes** question), students were required to draw a conclusion from information in three sources regarding an issue associated with Canada's policies on immigration and refugees.

- 30.** To which of the following issues are all three sources **most closely** related?
- A.*** Do Canada's refugee policies reflect world events?
 - B.** Should Canada accept refugees from countries facing natural disasters?
 - C.** To what extent has Canada benefitted from the immigration of refugees?
 - D.** Do Canada's refugee policies uphold rights contained in the Canadian Charter of Rights and Freedoms?

This question proved challenging for many students and the correct answer (**A**) was chosen by only 36.8% of all students who wrote the test. These students were able to conclude from the information presented in Source I (regarding a refugee "forced to flee" her homeland who was allowed to immigrate to Canada), details in Source II (pertaining to an "earthquake" in "China," a "flood" in "Bangladesh," and the arrival of "Illegal immigrants" at a "Vancouver port"), and the research notes in Source III (chronicling the development of Canada's policies on immigration and refugees from 1945 to 2002) that the issue to which each is most closely related is that regarding the extent to which Canada's refugee policies reflect events in the global community. **B** was selected by 10.4% of all students (a choice likely based on elements of only two of the newspaper headlines in Source II that reference disastrous situations in other parts of the world) and **C** was selected by 23.0% of all students (which could be due to the fact that some students may have based their answer upon an inference beyond the context of the information presented in the source set). 29.6% of all students selected **D** (likely a consequence of focussing on the highlights of the Singh decision which are provided in Source III only). Of those students who met the *acceptable standard*, 35.1% selected the correct answer, while 63.7% of those students who met the *standard of excellence* chose the correct answer. Only 17.2% of those students who did not meet the *acceptable standard* selected the keyed response.

The final two blueprint categories encompass outcomes within General Outcome 9.2: Issues for Canadians: Economic Systems in Canada and the United States in which students are required to demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship, and identity. With regard to curricular content in the blueprint category related to **Economic Decision Making** (composed of 8 questions), students were required to compare and contrast the principles and practices of market and mixed economies (Specific Outcome 9.2.4) by exploring and reflecting upon questions and issues pertaining to:

- What are the principles of a market economy?
- Why do governments intervene in a market economy?
- Why is Canada viewed as having a mixed economy?

- What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies?
- How has the emergence of labour unions impacted market and mixed economies?

Students who met the *acceptable standard* were able to differentiate features characteristic of a market economy from those that distinguish a mixed economy, as well as to recognize the impact of labour unions in either economic system. In addition to these abilities, students who met the *standard of excellence* were able to form generalizations regarding income, individual economic freedom, and differing worldviews regarding how to achieve the public good. These students were also able to discern that those individuals who belong to labour unions face limitations upon personal choice in the interests of the greater good for all members of the union. Students who did not meet the *acceptable standard* were often challenged by questions that required contrasting the extent of government intervention in market and mixed economies or that involved synthesizing information in several sources to determine the central economic issue to which a given source set is related. Such differences in student achievement on the 2010 Grade 9 Social Studies Achievement Test are shown in the following question.

Question 38 (blueprinted as a **Skills and Processes** question) required that students determine from comments in a source the principle underlying a market economy that the speaker is most concerned will be impacted by labour unions.

- 38.** The speaker in Source IV is **most concerned** about the impact of unions on which of the following principles underlying a market economy?
- A.** Private ownership
 - B.*** Individualism
 - C.** Competition
 - D.** Risk taking

Of all students who wrote the test, 67.8% were able to derive from the contention that “Unions deprive workers of personal choice”—in terms of how, “in some professions, union membership is a requirement of employment” and how, “once a worker becomes a member of a union, he or she is required to do what the majority of union members determines must be done even if he or she disagrees”—that the speaker is most concerned about the impact of the restrictive features of union membership upon individualism and, therefore, chose the keyed response (**B**). Alternatives **A** (chosen by 15.4% of all students), **C** (chosen by 7.7% of all students), and **D** (chosen by 8.8% of all students) identify principles upon which a market economy is based, but each of these options is largely unrelated to the speaker’s comments in Source IV. 70.6% of students who met the *acceptable standard* answered this question correctly. Of those students who met the *standard of excellence*, 94.4% chose the correct answer. Of those students who did not meet the *acceptable standard*, 37.9% selected the correct response.

In the blueprinting category that encompasses questions that involve **Consumerism, Quality of Life, and Political Decision Making** (composed of 12 questions), students were expected to assess, critically, the relationship between consumerism and quality of life in Canada and the United States (Specific Outcome 9.2.5) and assess, critically, the interrelationship between political decisions and economic systems (Specific Outcome 9.2.6) by exploring and reflecting upon questions and issues regarding:

- How does individual consumer behaviour impact quality of life (e.g., environmental issues)?
- How does consumerism provide opportunities for and limitations on impacting quality of life?
- What societal values underlie social programs in Canada and the United States?
- How do government decisions on environmental issues impact quality of life (i.e. preservation, exploitation, and trade of natural resources)?

Students achieving the *acceptable standard* were able to recall factors that affect consumer behaviour, apply knowledge of social programs in Canada and the United States, and acknowledge the impact of economic development upon the environment. Students achieving the *standard of excellence* could also see beyond the immediate economic benefits of consumerism to recognize that there are drawbacks to excessive consumption, appreciate the interrelationship between personal income tax rates and the provision of government programs, and assess the economic implications of initiatives aimed at

preserving the environment. Those students who did not meet the *acceptable standard* often found questions that required acknowledging the impact of consumerism on quality of life, distinguishing examples of social programs, and pinpointing issues central to government decisions on environmental issues to be difficult. Question 43 from the 2010 Grade 9 Social Studies Achievement Test exemplifies some of these differences among the varying levels of student achievement.

In question 43 (blueprinted as a **Knowledge and Understanding** question), students needed to be able to apply knowledge of social programs in Canada and the United States to identify the message conveyed in a cartoon.

- 43.** Details in Source I **most clearly** illustrate that social programs are required to provide
- A.** employment for those people who cannot find jobs
 - B.** training for people who do not possess occupational skills
 - C.** assistance for people who do not have employment pensions
 - D.*** necessities for those people who cannot meet their basic needs

The correct answer (**D**) was selected by 72.2% of all students who wrote the test; these students were able to critically examine a cartoon that presents a conventional image of a person whose material possessions are contained in a shopping cart to conclude that this illustration depicts the reality that there are members of society for whom social assistance provided by the government is crucial to daily survival. Students who chose **A** (12.2% of all students) may have assumed that the portrayal of the individual facing the storefront of a business reveals that this person is seeking a job, but this assumption involves speculation beyond details contained in the cartoon. Students who chose **B** (5.1% of all students) may have concluded that the person portrayed lacks vocational expertise, a circumstance that could apply to people such as this individual but this is not explicitly portrayed in the cartoon. Students who chose **C** (10.3% of all students) could have inferred that the individual depicted does not have a pension provided by an employer but this inference is not clearly substantiated by the content of the cartoon. Students achieving the *acceptable standard* found this question to be accessible, evident in the fact that 75.0% of these students chose the correct answer. A perceptive awareness of the importance of social programs in reducing economic inequalities among members of society was demonstrated by students who met the *standard of excellence*, 90.7% of whom chose the correct answer. Of those students who did not meet the *acceptable standard*, 49.0% answered this question correctly.

Overall, student achievement on the 2010 Grade 9 Social Studies Achievement Test was strong. Most students (76.4%) were able to meet the *acceptable standard* and 20.8% of students met the *standard of excellence*. Of all students who wrote the test, 23.6% did not meet the *acceptable standard*.

Achievement Testing Program Support Documents

The Alberta Education website contains several documents that provide valuable information about various aspects of the achievement testing program. To access these documents, go to the Alberta Education website at education.alberta.ca. From the home page, follow this path: *Teachers > Provincial Testing > Achievement Tests*, and then click on one of the specific links under the *Achievement Tests* heading to access the following documents.

Achievement Testing Program General Information Bulletin

The *General Information Bulletin* is a compilation of several documents produced by Alberta Education and is intended to provide superintendents, principals, and teachers with easy access to information about all aspects of the achievement testing program. Sections in the bulletin contain information pertaining to schedules and significant dates; security and test rules; test administration and directives; test accommodations; field testing; resources and web documents; calculator and computer policies; test marking and results; samples, forms, and letters; and Learner Assessment contacts.

Subject Bulletins

At the beginning of each school year, subject bulletins are posted on the Alberta Education website for all achievement test subjects for grades 3, 6, and 9. Each bulletin provides descriptions of assessment standards, test design and blueprinting, and scoring guides (where applicable) as well as suggestions for preparing students to write the tests and information about how teachers can participate in test development activities.

Writing Samples

For achievement tests in grades 3, 6, and 9 English Language Arts and Français/French Language Arts, writing samples have been designed to be used by teachers and students to enhance students' writing and to assess this writing relative to the standards inherent in the scoring guides for the achievement tests. The writing samples documents contain sample responses with scoring rationales that relate student work to the scoring categories and scoring criteria.

Previous Achievement Tests and Answer Keys

All January achievement tests (parts A and B) for Grade 9 semestered students are secured and must be returned to Alberta Education. All May/June achievement tests are secured except Part A of grades 3, 6, and 9 English Language Arts and Français/French Language Arts. Unused or extra copies of only these Part A tests may be kept at the school after administration. Teachers may also use the released items and/or tests that are posted on the Alberta Education website.

Parent Guides

Each school year, versions of the *Parent Guide to Provincial Achievement Testing* for grades 3, 6, and 9 are posted on the Alberta Education website. Each guide presents answers to frequently asked questions about the achievement testing programs, descriptions of and sample questions for each achievement test subject, and excerpts from the *Curriculum Handbook for Parents* identifying what students should know and be able to do in each subject by the end of grades 3, 6, and 9.

Involvement of Teachers

Teachers of grades 3, 6, and 9 are encouraged to take part in activities related to the achievement testing program. These activities include item development, test validation, field testing, and marking. In addition, regional consortia can make arrangements for teacher in-service workshops on topics such as *Interpreting Achievement Test Results to Improve Student Learning*.