

**Alberta Provincial  
Achievement Testing**

**Assessment  
Highlights  
2011–2012**

**GRADE  
9**

# **Social Studies**

*Alberta*  Government

This document contains assessment highlights from the 2012 Grade 9 Social Studies Achievement Test.

Assessment Highlights provide information about the overall test, the test blueprints, and student performance on the 2012 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 2012 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, 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.

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The Alberta Education Internet address is [education.alberta.ca](http://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 2012 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 2012 Grade 9 Social Studies Achievement Test. It complements the detailed school and jurisdiction reports.

## How Many Students Wrote the Test?

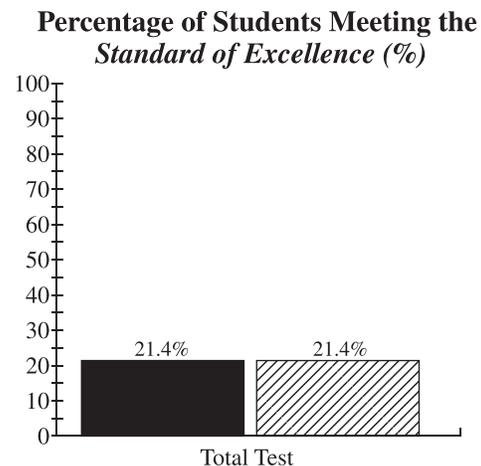
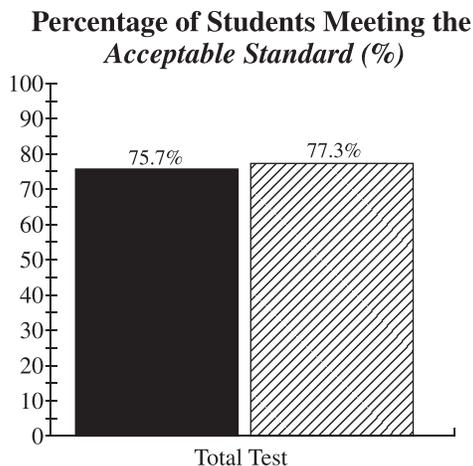
A total of 37 815 students wrote the 2012 Grade 9 Social Studies Achievement Test.

## What Was the Test Like?

The 2012 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 2012 are shown in the graphs below. Out of a total possible score of 50, the provincial average on the test was 33.0 (66.0%). 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.



 2011 Achievement Standards: The percentage of students in the province who met the *acceptable standard* and the *standard of excellence* on the 2011 Grade 9 Social Studies Achievement Test (based on those who wrote).

 2012 Achievement Standards: The percentage of students in the province who met the *acceptable standard* and the *standard of excellence* on the 2012 Grade 9 Social Studies Achievement Test (based on those who wrote).

# 2012 Test Blueprint and Student Achievement

In 2012, 77.3% of all students who wrote the test achieved the *acceptable standard* on the Grade 9 Social Studies Achievement Test, and 21.4% of all students who wrote achieved the *standard of excellence*. Student achievement on the 2012 Grade 9 Social Studies Achievement Test averaged 33.0 out of a total score of 50 (66.0%).

The blueprint below shows the reporting categories and test sections (curricular content areas) by which 2012 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 <sup>1</sup>	Skills and Processes <sup>2</sup>	
<p><b>The Political and Judicial System (9.1.4, 9.1.5)</b><sup>3</sup> 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"> <li>• how federal laws are passed</li> <li>• branches of the federal government</li> <li>• selection of MPs and senators</li> <li>• accountability of MPs and senators</li> <li>• the role of federal political parties</li> <li>• the role of media in political issues</li> <li>• lobby groups and government decisions</li> <li>• extent to which political and legislative processes meet the needs of Canadians</li> <li>• participation in Canada's justice system</li> <li>• citizens' legal roles and responsibilities</li> <li>• the Youth Criminal Justice Act</li> </ul>			<b>7.3/11 (66.4%)</b>
<p><b>Individual and Collective Rights (9.1.6, 9.1.7)</b><sup>3</sup> 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"> <li>• recognition of individual rights</li> <li>• exercising individual rights</li> <li>• conditions in the workplace</li> <li>• rights and responsibilities of citizens</li> <li>• recognition of collective rights</li> <li>• the needs of Francophone minorities</li> <li>• the needs of Francophones in Québec</li> <li>• the rights of official language minorities</li> <li>• the Indian Act</li> <li>• Treaty 6, Treaty 7, and Treaty 8</li> <li>• legislation and Métis cultures and rights</li> </ul>			<b>7.5/11 (68.2%)</b>
<p><b>Immigration (9.1.8)</b><sup>3</sup> 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"> <li>• factors influencing immigration policies</li> <li>• changes to Canadian policies on immigration and refugees</li> <li>• immigration and Aboriginal peoples</li> <li>• provincial immigration policies</li> <li>• immigration policies in Québec</li> <li>• immigration policies and the Charter</li> <li>• how Canada benefits from immigration</li> </ul>			<b>5.6/8 (70.0%)</b>
<p><b>Economic Decision Making (9.2.4)</b><sup>3</sup> 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"> <li>• principles of a market economy</li> <li>• government intervention</li> <li>• Canada's mixed economy</li> <li>• consumers in market and mixed economies</li> <li>• consumer individual and collective identity</li> <li>• the economic impact of labour unions</li> <li>• government intervention in the economy</li> <li>• the basic economic question of scarcity</li> </ul>			<b>4.9/8 (61.3%)</b>
<p><b>Consumerism, Quality of Life, and Political Decision Making (9.2.5, 9.2.6)</b><sup>3</sup> 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"> <li>• indicators of quality of life</li> <li>• individual consumer behaviour</li> <li>• how marketing affects consumerism</li> <li>• consumerism and quality of life</li> <li>• consumerism as a power of a collective</li> <li>• consumerism and economic growth</li> <li>• values underlying social programs</li> <li>• economic platforms of political parties</li> <li>• political party philosophies and platforms</li> <li>• the underground economy</li> <li>• environmental issues and quality of life</li> </ul>			<b>7.7/12 (64.2%)</b>
<b>Provincial Student Achievement (Average Raw Score and Percentage)</b>	<b>12.7/19 (66.8%)</b>	<b>20.3/31 (65.5%)</b>	<b>Total Test Raw Score = 50</b>

<sup>1</sup>**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)*.

<sup>2</sup>**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)*.

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

## Commentary on 2012 Student Achievement

The following is a discussion of student achievement on the 2012 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 contained in General Outcome 9.1 Issues for Canadians: Governance and Rights, wherein students are expected to analyze 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?
- What is the role of the media in relation to political issues?
- How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?

Students who achieved the *acceptable standard* were able to analyze issues related to the election of Members of Parliament, the role of news media in reporting political issues, and the imposition of criminal sentences in Canada's justice system. Students who met the *standard of excellence* additionally illustrated strengths in critiquing fundamental features of Canada's electoral system, examining the interrelationship of news media with political leaders, evaluating the merits of criminal sentences, and integrating aspects of multiple sources to evaluate the validity of viewpoints presented. Students who did not achieve the *acceptable standard* were generally able to recognize the roles of key institutions in Canada's federal electoral system but often struggled with questions pertaining to some of the challenges intrinsic to Canada's electoral processes. Many of these students did not fully recognize the value of news media in Canada's political system and/or demonstrated a limited awareness of societal concerns related to the administration of criminal sentences in Canada.

In the section of the 2012 achievement test blueprint for curricular content pertaining **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 legislative processes in Canada (Specific Outcome 9.1.6) and assess, critically, how the increased demand for recognition of collective rights has impacted legislative processes 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?
- What is the relationship between rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?
- 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 does legislation such as Treaty 6, Treaty 7, and Treaty 8 recognize the status and identity of Aboriginal peoples?

Students who met the *acceptable standard* were able to recognize circumstances in which rights and freedoms guaranteed in the Canadian Charter of Rights and Freedoms may be restricted by government, form conclusions regarding recognition of the rights of official language minorities in Québec, and acknowledge the impact of legislation such as Treaty 8 upon recognition of the rights of Aboriginal peoples. Students who achieved the *standard of excellence* were additionally able to appreciate how the government's responsibility to act in the best interests of society as a whole may override the obligation

to protect the rights of individuals, assess conditions under which minority-language education rights have been guaranteed to official-language communities in Québec by the Canadian Charter of Rights and Freedoms, and appreciate the complexity inherent in recognizing the collective rights of Aboriginal peoples. For students who did not meet the *acceptable standard*, questions that required forming generalizations regarding both the rights and responsibilities of Canadians, making connections among historical events related to official language rights in Canada, or synthesizing information to explore issues pivotal to recognition of the collective rights of Aboriginal peoples frequently proved challenging.

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 the questions and issues related to:

- What factors influence immigration policies in Canada (i.e., economic, political, health, security)?
- To what extent does Canada benefit from immigration?

Those students who achieved the *acceptable standard* were able to recognize factors related to Canada's immigration policies and identify some of the challenges faced by immigrants to Canada. Students achieving the *standard of excellence* could also appreciate the benefits of immigration for Canada and observe inequities in the extent to which the educational credentials of immigrants to Canada may be recognized in the workplace. Students who did not meet the *acceptable standard* sometimes had difficulty reconciling conflicting viewpoints regarding immigration to Canada as well as with considering the personal and societal implications of economic inequalities experienced by many immigrants to Canada.

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 do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity?

Students who met the *acceptable standard* were able to differentiate features characteristic of a market economy from those that distinguish a mixed economy and were able to identify in general terms how government intervention impacts either economic system. Students who achieved the *standard of excellence* were additionally able to form generalizations regarding differences in how market and mixed economies address the basic economic problem of scarcity, individual economic freedom, and conflicting viewpoints on how to achieve the public good. Students who did not achieve the *acceptable standard* were often challenged by questions that required consideration of the advantages and disadvantages of government intervention in market and mixed economies or that involved synthesis of information in multiple sources to determine the central economic issue raised by a given source set.

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?
- How does marketing impact consumerism?
- How does consumerism provide opportunities for and limitations on impacting quality of life?

- How is consumerism used as a power of a collective (e.g., boycotts)?
- How do the economic platforms of political parties differ from one another (i.e., Liberal versus Conservative)?
- How is a political party’s philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)?

Students achieving the *acceptable standard* were able to recall factors that affect consumer behaviour, apply knowledge of how advertising affects consumerism, and acknowledge differences among the economic platforms of political parties in Canada. Students who achieved the *standard of excellence* could also see beyond the immediate economic benefits of consumerism to recognize that there are perils inherent in excessive consumption, appreciate both the benefits and drawbacks of advertising, and assess the values underlying the platforms of political parties in Canada. Those students who did not meet the *acceptable standard* often had difficulty with questions that required acknowledging the impact of consumerism on quality of life, identifying negative aspects of advertising upon consumers, and pinpointing differences among the platforms of political parties in Canada.

Some of the aforementioned differences in student performance are evident in the following analysis of questions taken from the 2012 Grade 9 Social Studies Achievement Test.

In question 12 (blueprinted as a **Skills and Processes** question), students were required to examine a cartoon to determine what the cartoonist is suggesting about the relationship between rights and freedoms and Canada’s national security.

- 12.** In Source I, the cartoonist **most clearly** suggests that measures aimed at preserving national security may
- A.** impose limits upon freedom of information
  - \*B.** infringe upon individual rights and freedoms
  - C.** place the rights of individuals above concerns for the public good
  - D.** result in amendments to the rights and freedoms contained in the Constitution

The correct answer (**B**) was chosen by 68.9% of all students who wrote the test, demonstrating their ability to interpret the cartoonist’s portrayal of how—“for security reasons”—Prime Minister Stephen Harper has drawn lines through the words “rights” and “freedoms” on a document representing the Canadian Charter of Rights and Freedoms. Option **A** was selected by 11.2% of all students, possibly because they may have inferred that Stephen Harper is restricting access to information by deleting words from the Canadian Charter of Rights and Freedoms and they may not have taken into account the detail regarding how his actions are motivated by concerns about national security. Option **C** (selected by 5.6% of all students) may have been chosen as a result of incorrectly concluding that Stephen Harper is acting upon the belief that preserving individual rights is of greater importance than societal welfare. Students who chose option **D** (selected by 14.3% of all students) may have overlooked key details in the cartoon and superficially assumed that Stephen Harper is unilaterally revising the Canadian Charter of Rights and Freedoms to address concerns about national security. The correct answer was selected by 71.2% of those students who achieved the *acceptable standard*, 88.0% of those students who met the *standard of excellence*, and 44.9% of those students who did not achieve the *acceptable standard*.

In question 13 (blueprinted as a **Knowledge and Understanding** question), students were required to draw upon background knowledge to identify rights contained in the Canadian Charter of Rights and Freedoms referred to in a definition provided.

- 13.** In Source II, the definition of terrorism provided in Objective Z **most directly** violates the section of the Canadian Charter of Rights and Freedoms pertaining to
- A.** legal rights
  - \*B.** equality rights
  - C.** mobility rights
  - D.** democratic rights

Of all students who wrote the test, 62.4% were able to apply their background knowledge and recognize that the section of the Anti-terrorism Act of 2001 identified in Objective Z—wherein terrorism is defined as “an activity committed for a political, religious, or ideological purpose” (a definition ruled by “an Ontario Superior Court judge” in 2006 to be in violation of the Canadian Charter of Rights and Freedoms)—is most directly related to equality rights and chose the keyed response (**B**). Those students who selected **A** (15.9% of all students) may have mistakenly considered elements of other objectives cited—such as those referencing “law enforcement agencies” and “Canada’s international legal obligations”—and concluded that Objective Z of the Anti-terrorism Act violates legal rights contained in the Canadian Charter of Rights and Freedoms. Students who selected **C** (5.8% of all students) may have erroneously inferred from the intention of the Anti-terrorism Act to “Prevent terrorists from other countries from getting into Canada” that Objective Z of the Anti-terrorism Act violates mobility rights contained in the Canadian Charter of Rights and Freedoms. Students who chose **D** (15.9% of all students) may have misunderstood the lawful enforcement of equality rights to be a democratic right of Canadian citizens. Of those students who met the *acceptable standard*, 63.7% answered this question correctly. Of those students who met the *standard of excellence*, 79.5% chose the correct answer. Of those students who did not achieve the *acceptable standard*, 43.1% selected the correct response.

Question 14 (blueprinted as a **Skills and Processes** question) required that students draw a conclusion from information in a newspaper article regarding the introduction of legislation aimed at preserving the safety of Canadians.

- 14.** Source III reveals that the Anti-terrorism Act was passed in response to
- \***A.** world events
  - B.** popular demand
  - C.** pressure from other countries
  - D.** court challenges of existing laws

The correct answer (**A**) was selected by 81.4% of all students who wrote the test. These students were able to determine—from the description of the Anti-terrorism Act as “a sweeping law passed in the aftermath of the Sept. 11, 2001 attacks on New York and Washington”—that the law was enacted in response to global events. Option **B** was selected by 3.0% of all students, a choice that may have arisen from speculating beyond the information provided that a widespread public outcry stemming from the 9/11 attacks prompted the enactment of the Anti-terrorism Act. Option **C** was selected by 5.5% of all students, many of whom may have extrapolated from references to “a London-based bomb plot” or “New York and Washington” that other countries motivated Canada to enact the Anti-terrorism Act. Option **D** was selected by 10.1% of all students (likely a consequence of mistaking the judge’s “58-page verdict” in the Khawaja case to be a ruling that contests existing legislation). Many students who achieved the *acceptable standard* were able to choose the correct answer, with 85.4% choosing the keyed response. The majority of those students who achieved the *standard of excellence* (97.7%) chose the correct answer, whereas 56.0% of those students who did not meet the *acceptable standard* correctly answered the question.

In question 15 (blueprinted as a **Skills and Processes** question), students needed to be able to form a generalization from three sources pertaining to rights in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadians.

- 15.** All three sources contain information related to the issue of balancing the
- A.** interests of the majority with the needs of minorities
  - \***B.** rights of individuals with the welfare of society as a whole
  - C.** powers of the legislative and judicial branches of government
  - D.** concerns of victims of crime and those accused of having broken laws

Of all students who wrote the test, 62.6% chose the correct answer (**B**). In order to arrive at this answer, these students were able to determine that the issue central to all three sources arises from the efforts of

the Canadian government to preserve individual rights while guaranteeing the security of society as a whole. Students who chose **A** (5.0% of all students) may have erroneously equated concerns about the rights of members of minority groups in Canada with issues related to individual rights guaranteed under the Canadian Charter of Rights and Freedoms. Students who chose **C** (11.6% of all students) may have done so as a result of confusion surrounding the authority of judges to interpret legislation when trying individual court cases (mentioned in two of the sources) and the powers of the legislative branch of Canada's government to enact laws. Students who chose **D** (20.8% of all students) may have inferred beyond the sources that the issue central to the discussion focuses on the challenge of advocating for the rights of victims of terrorist acts and the legal rights of those accused of acts of terrorism. Of those students who achieved the *acceptable standard*, 63.2% chose the correct answer. Of those students who met the *standard of excellence*, 90.9% chose the correct answer. Of those students who did not meet the *acceptable standard*, 34.4% answered this question correctly.

Overall, student achievement on the 2012 Grade 9 Social Studies Achievement Test was strong. Most students (77.3%) were able to achieve the *acceptable standard* and 21.4% of students achieved the *standard of excellence*. Of all students who wrote the test, 22.7% did not achieve 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](http://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 directives, guidelines, and procedures; calculator and computer policies; test accommodations; test marking and results; field testing; resources and web documents; forms and samples; and Assessment Sector 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.

## **Examples of the Standards for Students' Writing**

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 exemplars 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 program as well as descriptions of and sample questions for each achievement test subject.

## **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, arrangements can be made through the Alberta Regional Professional Development Consortia for teacher in-service workshops on topics such as Interpreting Achievement Test Results to Improve Student Learning.