

Alberta Provincial Achievement Testing

Including French Immersion Subjects

Parent Guide

GRADE
9

we encourage
encourager

Alberta  Government

Copyright 2016, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Provincial Assessment Sector, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

Special permission is granted to **Alberta Educators only** to reproduce, for educational purposes and on a non-profit basis, parts of this document that do **not** contain excerpted material.

Excerpted material in this document **shall not** be reproduced without the written permission of the original publisher (see credits, where applicable).

Contents

<i>Questions Frequently Asked About the Achievement Testing Program.....</i>	<i>2</i>
<i>Test Descriptions and Sample Questions</i>	<i>7</i>
<i>English Language Arts</i>	
Test Description	7
Sample Questions.....	7
<i>French Language Arts</i>	
Test Description	12
Sample Questions.....	13
<i>Mathematics / Mathématiques</i>	
Test Description	15
Sample Questions.....	15
<i>Science / Sciences</i>	
Test Description	18
Sample Questions.....	18
<i>Social Studies / Études Sociales</i>	
Test Description	20
Sample Questions.....	20
<i>Answers to Sample Questions.....</i>	<i>21</i>
<i>Contacts</i>	<i>22</i>
<i>Appendix</i>	
New French Spelling.....	23

Questions Frequently Asked About the Achievement Testing Program

Each year, children in Grade 9 write provincial achievement tests in language arts, mathematics, science, and social studies. Students who are registered in French immersion programs write a French form of mathematics, science, and social studies tests in addition to French Language Arts and English Language Arts tests. Students who are registered in Knowledge & Employability (K & E) programs will write achievement tests that are developed specifically for K & E programs of study; those tests are available in both English and French. Children in Grade 6 also write achievement tests. As their children prepare to write achievement tests, parents often ask the following questions about the Achievement Testing Program.

What are the purposes of the achievement tests?

The purposes of the achievement tests are to determine how well students are learning what they are expected to learn, to inform Albertans about students' achievement relative to provincial standards, and to assist schools, school authorities, and the province in monitoring and improving student learning.

Who is expected to write the tests?

All students registered in grades 6 and 9 or those in their sixth or ninth year of schooling are expected to write the tests for their grades.

What tests are administered and when?

Grade 9 students in semestered school programs may write achievement tests in January. Achievement tests are also administered to students registered in Grade 9 as follows:

Subject	Duration		Month
English Language Arts	<i>Part A: Writing</i>	120 min	May
	<i>Part B: Reading</i>	75 min	June
French Language Arts (immersion students)	<i>Part A: Writing</i>	120 min	May
	<i>Part B: Reading</i>	75 min	June
Mathematics/ Mathématiques		90 min	June
Science/Sciences		75 min	June
Social Studies/Études Sociales		80 min	June

What do the achievement tests assess?

Alberta's achievement tests are aligned with the provincial programs of study and with authorized learning and teaching resources. No single test can assess everything. The achievement tests address only those learning outcomes that can be readily assessed by a paper-and-pencil test. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture. In addition, classroom teachers use many different assessment strategies throughout the school year to gain information about what students are learning.

How are achievement tests developed?

Classroom teachers from across the province are involved at every stage of the test development and implementation process, including:

- writing, revising, and reviewing questions,
- administering field tests,
- validating test forms,
- validating French translations,
- validating scoring guides,

- confirming standards,
- administering the tests, and
- marking students' written responses.

What are test accommodations?

Alberta Education provides alternative test formats and/or administration conditions for students with special test-writing needs in order to allow these students to do their best. Test accommodations may include Braille or large-print formats, sign language, use of a reader or scribe, additional writing time, CD format, and taped responses. With superintendent approval, students who regularly use aids of this type in the classroom to support their learning may make use of these accommodations when writing one or more of their achievement tests.

How can parents help their children prepare for the tests?

It is important that children feel relaxed and comfortable when they write any test, including achievement tests. Children's feelings about a test are very much influenced by what adults close to them say about those tests. Parents can be of most help to their children by encouraging them to relax and do their best, just as they would when writing any test.

How can teachers prepare their students for writing the tests?

Alberta Education discourages test rehearsal and coaching. Achievement tests are like any other test students would normally write. The best preparation for students to write the provincial achievement tests is effective instruction based on the full range of learning outcomes in the Alberta programs of study.

How are the achievement tests marked?

All achievement tests, except the language arts writing tests, are machine scored. The written-response component of the language arts test is marked centrally, in July, by classroom teachers who have been nominated by their superintendents. These teachers are trained by and work under the supervision of Alberta Education staff.

Alberta Education encourages teachers to mark achievement tests using the scoring guides and exemplars that are provided to them each year. Locally awarded marks that are submitted to Alberta Education will be used as the first reading of a student's response. The papers will then be marked centrally as the second reading. Both marks contribute to the student's final mark. In the event of a discrepancy between the two marks, papers will receive a third reading, which will determine the final mark that the paper is awarded. In this way, valid and reliable individual and group results can be reported. Papers that are not marked locally by teachers will be marked centrally only once.

Teachers are given answer keys for each multiple-choice achievement test, and they are expected to mark the tests and report the preliminary results to parents in June.

Although no single test can provide a comprehensive picture of a student's achievement, when used in conjunction with information gained from various classroom assessments, preliminary results can assist parents in more timely and better understanding of their child's achievement.

How should achievement test results be communicated and used?

Each school and school authority receives a detailed report of its results. A school also receives electronically, through the secure extranet site, two copies of a student's Individual Student Profile (ISP). In late September, one copy of the ISP is to be placed in the student's permanent file and the other copy is to be forwarded to the student's parents or guardians (see samples on pages 5 and 6).

School staff, in consultation with their school council, should look at the school report to see what patterns and trends are evident in the results and to determine how the school's programs might be improved. The principal, teachers, parents, and community can look at these results in relation to past results, along with school and district assessments and other information about students and programs. They can use this information to provide the best possible learning opportunities for their students.

Similarly, it is helpful if the school board and the jurisdiction look at the school authority report to see how district-wide programs can be improved for students. It is also important for Alberta Education to examine the provincial results to see whether changes are needed in provincial programs or policies.

Used in these ways, the test results support continuous improvement in program planning and in teaching. This, in turn, helps to ensure that as many students as possible achieve provincial standards.

How should school councils use achievement test results?

In collaboration with the school staff, a school council should review the achievement test results. Questions such as the following may serve as a starting point:

- What are the strengths of our school?
- What are the areas requiring growth?
- What factors could be contributing to our school's performance?
- What trends in achievement test results can we identify for our school over the past several years?
- What are our local achievement targets for this year?
- What plans can we develop to address the areas requiring growth and to help students to do their best?

Should schools be ranked according to their results on provincial achievement tests?

Alberta Education **does not support** comparisons of schools or authorities based on achievement test scores. Rather, in evaluating a school, people should consider a variety of factors that are relevant to that school. The department emphasizes the importance of provincial standards, local targets, and past performance as the basis for examining the test results and planning instructional programs.

Grade 9 Achievement Tests

Individual Student Profile

Parent Copy



Student Name:
 Alberta Student Number:
 School of Writing:
 School Authority:

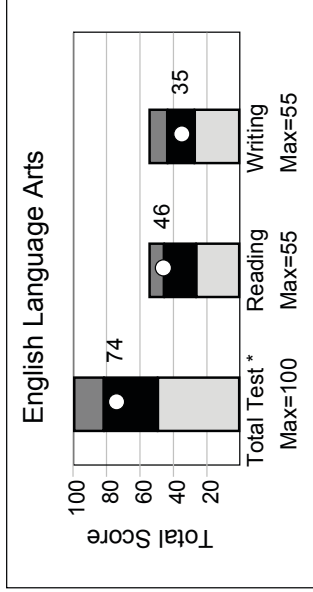
Graph Legend

- Standard of Excellence
- Acceptable Standard
- Below Acceptable Standard
- Student Score

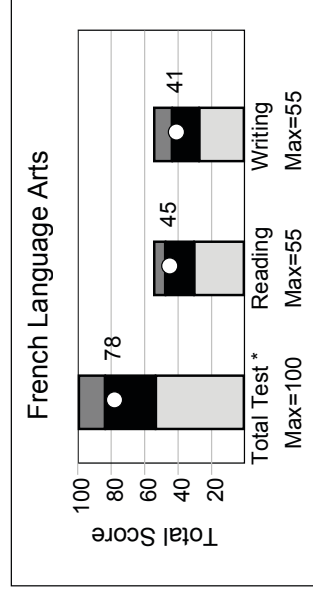
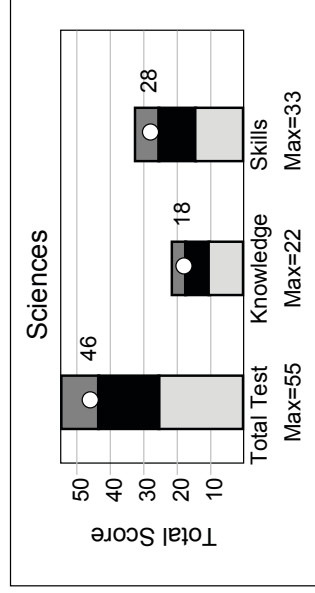
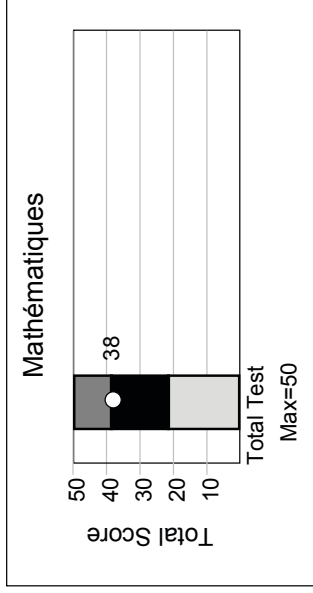
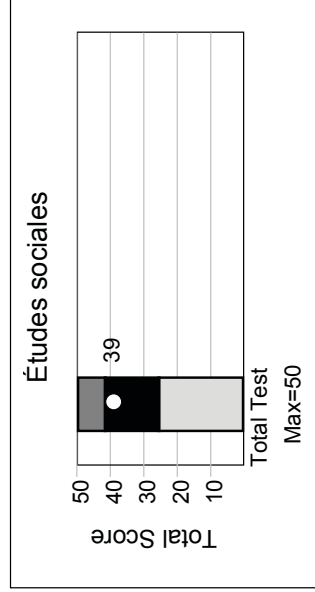
Explanatory Notes

The point on each bar graph indicates the score obtained by the student on the total test and on each of the two components of the test.

The shaded regions indicate the range of scores at the Standard of Excellence (dark grey region), the Acceptable Standard (black region), and below the acceptable standard (light grey region).



*Reading and Writing are weighted equally in the calculation of the total score.



*Reading and Writing are weighted equally in the calculation of the total score.

Grade 9 Achievement Tests Individual Student Profile Parent Copy



Student Name:
Alberta Student Number:
School of Writing:
School Authority:

Subject	Component	Student's Results			Range of Scores Within Each Standard ¹		
		Score	Standard Achieved	Acceptable Standard	Standard of Excellence		
English Language Arts	Total Test ²	74/100	Acceptable	50-81	82-100		
	Reading	46/55	Excellence	27-45	46-55		
	Writing	35/55	Acceptable	28-43	44-55		
Mathématiques	Total Test ³	38/50	Acceptable	22-38	39-50		
Études sociales	Total Test ³	39/50	Acceptable	26-41	42-50		
Sciences	Total Test	46/55	Excellence	26-43	44-55		
	Knowledge	18/22	Excellence	11-17	18-22		
	Skills	28/33	Excellence	15-25	26-33		
French Language Arts	Total Test ²	78/100	Acceptable	54-83	84-100		
	Reading	45/55	Acceptable	31-47	48-55		
	Writing	41/55	Acceptable	28-43	44-55		

The table above provides the student's scores for each subject and for the components of that subject. Also included is the range of scores that define each standard.

¹ These standards reflect provincial expectations.

² Reading and Writing reporting categories are weighted equally in the calculation of the total score for English Language Arts and French Language Arts.

³ Provincial standards are only set on the total test.

Additional information regarding the results of your school and school authority, as well as provincial results, are available on the Alberta Education website

For further explanation of Achievement Test results, contact Nicole Lamarre, Director – Provincial Achievement Testing Program (email at: Nicole.Lamarre@gov.ab.ca), Provincial Assessment Sector, or call 780-427-0010 or toll free at 310-0000.

Test Descriptions and Sample Questions

The Grade 9 achievement tests are designed to reflect the nature and aims of the learning outcomes that are prescribed in provincial programs of study, and to assess the achievement of these outcomes. More information about these provincial programs of study is available in [*My Child's Learning: A Parent Resource*](#).

Descriptions of the Grade 9 achievement tests and sample questions have been included to give you a first-hand look at what provincial achievement tests are all about. We have reduced the print size and changed the layout of the questions to fit the limited space available in this guide.

English Language Arts

Test Description

Part A: Writing consists of two writing assignments—one narrative or essay and one functional—developed to be completed in two hours. For the first 10 minutes of the two hours, students have time to discuss both assignments with classmates, in groups of two to four, or to think alone about the writing prompts. Students will engage in this discussion time without teacher participation. During this discussion time, students may record their ideas on the planning pages provided in the test booklet. The allotted two hours provides students with time for discussion, planning, drafting, and revising both writing assignments. Students may take an additional 30 minutes to complete the test and may do their writing using a computer. They may use commercially published dictionaries, bilingual dictionaries, and thesauri **only** when completing *Part A: Writing*.

Part B: Reading consists of 55 multiple-choice questions based on reading selections from fiction, nonfiction, drama, poetry, and visual media. It has two booklets—one with reading passages and one with corresponding questions. Students record their answers on a tear-out, machine-scorable answer sheet. The test is developed to be completed in 75 minutes; however, students may take an additional 30 minutes to complete the test. Students are not allowed to use a dictionary, a thesaurus, or other reference material when writing *Part B: Reading*.

For more information, view the [*Grade 9 English Language Arts Subject Bulletin*](#).

Sample Questions

Part A: Writing

Assignment I: Narrative / Essay Writing (suggested time—70 minutes)

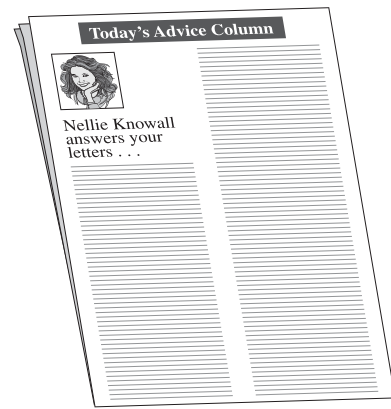
Assignment

Write a narrative or an essay about **how the advice or suggestions of others can influence young people**. You may write about yourself or other people, real or fictional. You may set your writing in the past, present, or future.

Ideas

The following material may give you ideas for your writing. **You do not have to refer directly to any of it.** Consider your own experiences gained through reading, listening, viewing, discussing, thinking, or imagining.

You can succeed if
you work hard and
are determined.

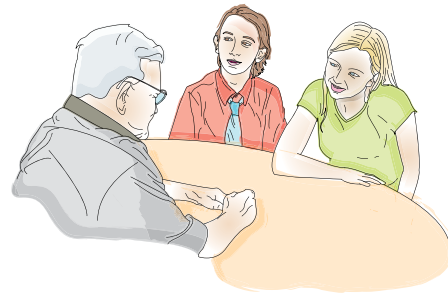
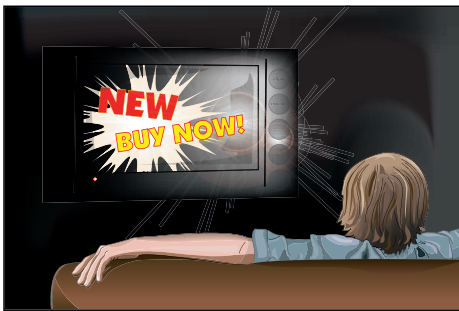


Peer Support
Group Meeting



Consider the
consequences of
your actions.

You must
think for yourself.
Do not follow the crowd.



Don't put off
until tomorrow
what you can
do today.



Take risks
and follow
your dreams.

When writing, **be sure to**

- **consider** your **audience**
- **focus** on your **purpose** and **point of view**
- **organize** your **thoughts** appropriately in sentences and paragraphs
- **use vocabulary** that is interesting and effective
- **edit** your **work** directly on your writing
- **budget** your **time**

Assignment II: Functional Writing (suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

Situation

Imagine that your name is Candace Winters and that you have recently purchased a product such as one of the following four products: hair dryer, calculator, in-line skates, or CD player.

The product that you purchased has become defective in some way. You have used this product for only a short period of time. Alert Manufacturing Limited, the company that made the product, included the guarantee statement below with the packaging. Mike Gibson is the company's public relations officer who deals with complaints about products.

Guarantee

We want you to be completely satisfied with your new purchase. If you are not entirely satisfied with this product, return it to us along with proof of purchase and an explanation of the problem you have experienced. We will gladly either refund your money or replace the product.

Assignment

Write a business letter to Mike Gibson **identifying the product you are returning and providing your reason for doing so**. Explain how the product was used appropriately and request a refund or a replacement.

When writing, **be sure to**

- **identify** the **purpose** of the letter
- **explain** the details of the **situation** and **request**
- **organize** your **thoughts** appropriately and in sentences and paragraphs
- **use vocabulary** that is appropriate and effective
- **sign** your **letter** Candace Winters—**do not sign your own name**
- **address** the **envelope** below

Address Information

Use the following information for your letter and to address the envelope below.

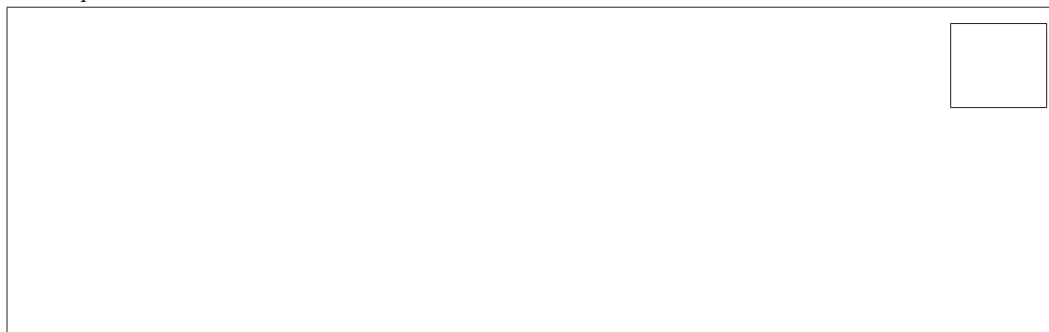
Mike Gibson

Mike Gibson is the public relations officer for Alert Manufacturing Limited. His office is located in Rangeview, Alberta. The address is 929 Main Street. The postal code is T7J 3E9.

Candace Winters

Your name is Candace Winters and you live in Centreville, Alberta. The postal code is T0A 2E3. Your mailing address is P.O. Box 123.

Envelope



Part B: Reading

Read the editorial from a magazine below and answer questions 1 to 5.

This editorial was published in the June 2005 issue of *AlbertaViews* magazine.

A TRIBUTE TO LOIS HOLE

“Sometimes I wish we lived in a less hectic world, where everyone could find time to enjoy a simple breakfast. I hate to see people going hungry. It hurts, especially when there’s no need for it. We are rich enough to feed everyone, and yet, somehow, we’re not quite smart enough or fair enough to do it.”

—Lois Hole, 1933–2005

LAST FALL, ATTENDEES OF ALBERTA Theatre Projects’ Bob Edwards Luncheon in Calgary were treated to a delightful and rousing speech by Lieutenant Governor Lois Hole. Alberta’s “Queen of Hugs” reminded her audience of the importance of the arts in our lives and the need for arts education in our schools. “Well educated citizens, who must have a solid grounding in the liberal arts, are the foundation of any nation’s prosperity and cultural worth,” she said. “The arts enrich us all; they are not a frill, they are an absolute necessity.”

The staff of *Alberta Views* exchanged happy looks. Hole had, as she so often did, displayed the rich, progressive spirit we hope to capture in this magazine.

Four months later, Lois Hole died at age 71 after a long battle with cancer. When putting together this issue, which looks at women, and particularly women in politics, we were reminded of her grace, strength and commitment. We were reminded of her capacity to stand up and say her piece, regardless of whether she had been asked, and to do so with such tact, clarity and good humour as to elevate discussions where others may have caused offence.

Shortly after her appointment by Prime Minister Jean Chrétien in 1999, Hole declared: “I want to give support and legitimacy to the groups that need it most, to the people who often go unheard in our culture... While the position

of lieutenant governor is not a platform for activism, neither is it one without substance. My primary goal is to encourage people to carefully consider our more vital issues of social justice, in the hopes that positive change may result.”

A tireless advocate for public education, public health care and the arts, Hole often pushed the boundaries of her traditionally ceremonial role. At that same ATP luncheon¹ where she so eloquently spoke of arts education, Hole joked that Premier Klein’s absence was his way of avoiding the displeasure of sitting through her criticisms. And when a new women’s hospital in Edmonton was named after her just weeks before her death, Hole took the opportunity to speak out in favour of public health care. Never silenced by the limitations of her position, Hole always spoke from the heart.

“I have faith in a better future,” she once said, “because I have faith that most human beings want to do the right thing. If we can put aside differences of ideology, if we can learn to love one another, then one day we will enjoy a world where no one need live in fear, where no one need go hungry, where everyone can enjoy a good education, the fellowship of friendly neighbours, and the security of a world at peace with itself at long last.”

A portion of this issue of *AlbertaViews* focuses on the systemic barriers² women face in politics. But we just couldn’t focus on women in politics without pausing to remember Lois Hole. Her compassion, acuity³ and strength made us so proud. In a province where women make up half the population but account for only 16 per cent of MLAs, one could argue that we might benefit from having more women in our legislature. Having more people of Lois Hole’s ilk⁴ in our government would do this province a world of good.

AlbertaViews Staff

¹that same ATP luncheon—Alberta Theatre Projects’ Bob Edwards Luncheon in Calgary

²systemic barriers—obstacles that are part of the structure of a particular system

³acuity—keen insight

⁴ilk—type or kind

Read the editorial “A Tribute to Lois Hole” from *Alberta Views* magazine and answer questions 1 to 5.

1. The opening quotation in lines 1 to 7 focuses on Lois Hole’s belief that
 - A. social inequality is unjustified in a wealthy nation
 - B. economic instability is unavoidable in society today
 - C. the number of people who are unable to provide for their families is increasing
 - D. there are insufficient resources available for the needs of the growing population
2. The details in lines 29 to 34 **most clearly** suggest that Lois Hole was able to
 - A. give her opinion without causing resentment
 - B. deliver speeches without criticizing others
 - C. offer solutions and resolve problems
 - D. explore issues and accept input
3. The idea contained in lines 45 to 48 is **most strongly** reinforced by the quotation
 - A. “she so eloquently spoke of arts education” (lines 48–49)
 - B. “Hole joked that Premier Klein’s absence was his way of avoiding the displeasure of sitting through her criticisms” (lines 49–52)
 - C. “And when a new women’s hospital in Edmonton was named after her just weeks before her death, Hole took the opportunity to speak out in favour of public health care” (lines 52–55)
 - D. “Never silenced by the limitations of her position, Hole always spoke from the heart” (lines 55–57)
4. The statement “Having more people of Lois Hole’s ilk in our government would do this province a world of good” (lines 77 to 79) **most strongly** reinforces the writers’ views in this editorial regarding Lois Hole’s
 - A. patriotic nature
 - B. forthright manner
 - C. exemplary character
 - D. outgoing personality
5. The tone of this editorial could **best** be described as
 - A. moralistic
 - B. respectful
 - C. objective
 - D. critical

French Language Arts

Test Description

Part A: Writing consists of two writing assignments—one expressive and one functional—developed to be completed in two hours. For the first 10 minutes of the two hours, students have time to discuss both assignments with classmates, in groups of two to four, or to think alone about the writing prompts. Students will engage in this discussion time without teacher participation. During this discussion time, students may record their ideas on the planning pages provided in the test booklet. The allotted two hours provides students with time for discussion, planning, drafting, and revising both the expressive/essay and functional writing assignments. Students may take an additional 30 minutes to complete the test, and may do their writing using a computer. They may use commercially published dictionaries, bilingual dictionaries, and thesauri **only** when doing *Part A: Writing*.

Part B: Reading consists of 55 multiple-choice questions based on reading selections from fiction, nonfiction, drama, poetry, and visual media. It has two booklets—one containing reading passages and one containing corresponding questions. Students record their answers on a tear-out, machine-scorable answer sheet. The test is developed to be completed in 75 minutes; however, students may take an additional 30 minutes to complete the test. Students are **not** allowed to use a dictionary, a thesaurus, or other reference material when doing *Part B: Reading*. See *Appendix* for information on new French spelling.

Sample Questions

I. Lis le texte ci-dessous et réponds aux questions 1 à 6.

LES TROIS SŒURS

Le lac Winnipeg est un lieu de villégiature¹ agréable qui attire annuellement des milliers de vacanciers. Lorsque le vent se lève, des vagues se forment et rident la surface de l'eau. En y regardant de plus près, on constate un phénomène étrange : chaque neuvième vague s'élève à une hauteur surprenante. Cette vague majestueuse, composée de trois vagues qui roulent et s'enroulent sur elles-mêmes, a une histoire que voici.

Les vagues sont en réalité les nymphes des eaux de Gimli². La vague, qui porte le nom d'Agnès, ouvre le chemin à ses sœurs aînées, Mabel et Becki.

Selon la légende, un prince qui habitait dans les environs du lac Winnipeg naviguait souvent avec sa suite³ à bord d'un bateau. Morann, le jeune prince, remarquable par sa laideur et la difformité de son corps, effrayait ceux qui le rencontraient; aussi multipliait-on les moqueries dès qu'il avait le dos tourné. On le trouvait si monstrueux que ses proches se seraient volontiers débarrassés de lui.

Un jour, une tempête surprit Morann sur le lac. Il regardait les vagues s'amonceler et faire tanguer⁴ le bateau. Lorsqu'elles heurtèrent la poupe⁵ du navire, l'équipage s'enfuit et Morann demeura seul à observer la nature déchaînée. Brusquement, l'embarcation pencha et le prince fut projeté par-dessus bord. Les trois sœurs, qui allaient l'une derrière l'autre, connaissaient le prince qu'elles avaient souvent vu sur le pont de son bateau. Le voyant en danger, elles s'avancèrent vers lui en roulant rapidement.

Devançant ses sœurs, Agnès saisit le jeune homme au moment où il allait se noyer. Morann habitué à voir son entourage le fuir à cause de sa laideur fut ravi de se retrouver dans des bras aussi tendres. Agnès soupçonnait sous cette vilaine apparence le battement d'un cœur aussi pur que le cristal. Pour mieux le protéger, elle le pressa si fort contre elle que son cœur et celui du prince battirent au même rythme.

Cupidon qui souhaitait cette rencontre ne manqua pas de leur décocher une flèche. Comme par enchantement, Morann sentit son corps difforme se redresser dans les eaux tumultueuses. Il était métamorphosé en un prince très séduisant, le plus beau que la terre ait jamais porté.

Agnès, douce et caressante comme une brise printanière, ne se lassait pas de regarder et d'admirer celui dont elle venait de sauver la vie. Elle souhaitait si ardemment se retrouver dans un corps humain. Par ailleurs, Morann voyait en elle la plus belle vague du monde.

Agnès appela son père, le dieu des eaux, et le supplia de lui rendre sa liberté afin d'épouser le prince charmant. Son père tenta de la dissuader :

— Si tu deviens un être humain, Agnès, ta vie sera difficile et tu ne vivras pas éternellement. N'es-tu pas heureuse de voyager à ta guise dans le lac et de faire ce que tu veux? Avec tes sœurs, tu règnes sur le lac.

Et le père réussit ainsi à la faire changer d'avis. Alors, Morann, qui ne voulait pas se détacher de la trop belle Agnès, resta lié à elle.

À leur tour, les sœurs aînées tombèrent amoureuses du jeune noble. Mabel, jalouse du bonheur d'Agnès, la poursuivait en l'éclaboussant⁶ continuellement et en s'élevant aussi haut que possible pour l'atteindre et la blesser. Mais Agnès parait⁷ ses coups avec adresse. Son bonheur auprès de Morann était extrême.

Becki, dévorée d'une passion encore plus folle, s'efforçait de traquer les deux amants⁸; elle prenait son élan, se roulait en gémissant sourdement et reparaissait menaçante et furieuse. Heureusement pour Agnès, Mabel séparait poursuivante et poursuivis. Ne pouvant atteindre leur jeune sœur et s'emparer de Morann, les flots redoublaient de rage.

Cette lutte se poursuit toujours. Aujourd'hui, quand on regarde attentivement le lac Winnipeg, on voit deux vagues à la poursuite d'une troisième qui leur échappe en riant. Victorieuse et confiante en elle-même, Agnès forme une vague haute et puissante. Elle déferle harmonieusement, entraînant avec elle son bien-aimé dans une danse frémissante. Puis viennent ses sœurs, folles de jalousie, à la poursuite des amants inséparables.

Si un jour vous vous rendez au lac Winnipeg, arrêtez-vous et comptez les vagues. À la neuvième, vous découvrirez que la danse effrénée produit une magie qui s'emparera de vous.

Louisa Picoux et Edwige Grolet

¹lieu de villégiature — endroit où l'on va pour se reposer

²Gimli — village bordant le lac Winnipeg

³sa suite — son entourage

⁴tanguer — suivre le mouvement des vagues

⁵heurtèrent la poupe — (heurter la poupe) frappèrent le devant du bateau

⁶en l'éclaboussant — (verbe éclabousser) en l'arrosant, en lui lançant de l'eau

⁷parait — (verbe parer) évitait

⁸amants — personnes qui éprouvent un amour partagé

I. Les questions 1 à 6 portent sur le texte Les trois sœurs.

1. Le premier paragraphe indique que pour écrire leur histoire, les auteurs se sont inspirés
 - A. d'un événement naturel inexplicable
 - B. d'une expérience maritime étonnante
 - C. de la présence de touristes près du lac
 - D. de l'existence de l'être humain dans la nature
2. Lequel des énoncés suivants présente le problème **principal** du prince au début de l'histoire?
 - A. Son apparence physique était repoussante.
 - B. Il cherchait l'acceptation des autres.
 - C. Il avait peu d'amis véritables.
 - D. Son équipage le détestait.
3. Laquelle des citations suivantes représente l'élément déclencheur de la légende?
 - A. « un prince qui habitait dans les environs du lac Winnipeg » (lignes 12–13)
 - B. « ses proches se seraient volontiers débarrassés de lui » (lignes 18–19)
 - C. « Un jour, une tempête surprit Morann » (ligne 19)
 - D. « Brusquement, l'embarcation pencha » (lignes 23–24)
4. Les sœurs ont décidé de sauver Morann parce qu'elles
 - A. savaient que le prince était dans une situation critique
 - B. étaient toutes les trois en amour avec le prince
 - C. voulaient que le prince fasse partie de leur vie
 - D. admiraient le prince en secret
5. Selon le texte, l'expression « Son père tenta de la dissuader » (ligne 50) signifie que le père a essayé de
 - A. contrôler la vie de sa fille
 - B. communiquer avec sa fille
 - C. donner un conseil à sa fille
 - D. changer l'opinion de sa fille
6. Vers la fin du texte, Mabel et Becki poursuivent Agnès et Morann parce qu'elle sont
 - A. envieuses
 - B. méchantes
 - C. protectrices
 - D. compétitives

Mathematics / Mathématiques

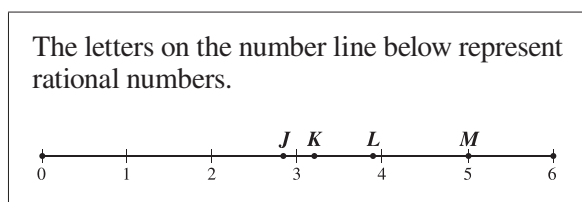
Test Description

The Grade 9 Mathematics Achievement Test consists of 40 multiple-choice questions and 10 numerical-response questions. This test is developed to be completed in 90 minutes; however, students may take an additional 30 minutes to complete the test. Test items are created from the student outcomes contained within each of the following four strands of the *Grade 9 Mathematics Program of Studies*: Number, Patterns and Relations, Shape and Space, and Statistics and Probability. Students record their answers on a tear-out, machine-scorable answer sheet. Students may use manipulative materials, compasses, rulers, and scientific calculators. See *Appendix* for information on new French spelling.

For more information, view the [Grade 9 Mathematics Subject Bulletin](#).

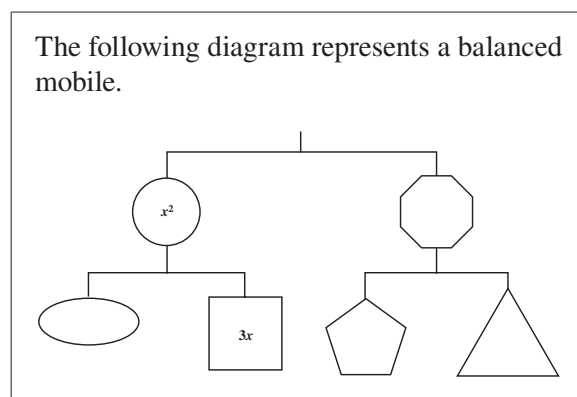
Sample Questions

Use the following information to answer question 1.



1. The approximate value of $\sqrt{15}$ is represented by the letter
- A. J
 - B. K
 - C. L
 - D. M

Use the following information to answer question 2.



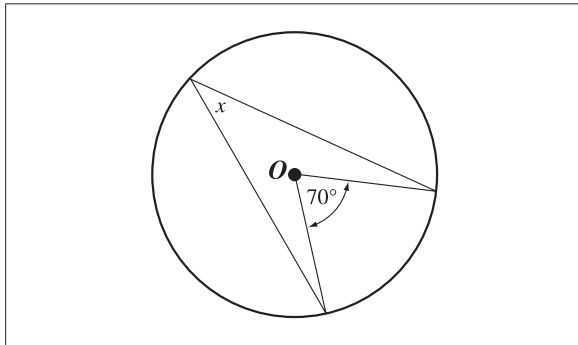
2. The sum of all parts of the mobile is
- A. $2x^2 + 12x$
 - B. $2x^2 + 9x$
 - C. $x^2 + 6x$
 - D. $x^2 + 3x$

Use the following information to answer question 3.

Sandy has a budget of \$100 to spend on back-to-school clothes. The shirts she wants to buy are \$12 each, and the pants she wants to buy are \$25 each. All prices include tax.

3. Which of the following inequalities could be used to determine the maximum number of shirts, n , Sandy can buy if she also buys 2 pairs of pants?
- A. $12n - 2(25) \leq 100$
 B. $12n + 2(25) \leq 100$
 C. $2(25) - 12n \geq 100$
 D. $2(25) + 12n \geq 100$
-

Use the following information to answer numerical-response question 1.



Numerical Response

1. If O is the centre of the circle, the measure of x is _____°.

(Record your answer in the numerical-response section on the answer sheet.)

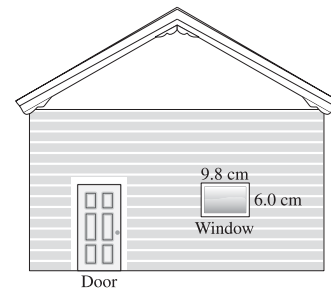
Use the following information to answer question 4.

A truck heads north at a constant speed of 80 km/h. A car leaves 20 minutes later heading north along the same road and travelling at a constant speed of 90 km/h.

4. Which of the following equations could be used to determine how much time in hours, t , the car travels until it catches up to the truck?
- A. $90t = 80\left(t - \frac{1}{3}\right)$
 B. $90t = 80\left(t + \frac{1}{3}\right)$
 C. $90t = 80(t - 20)$
 D. $90t = 80(t + 20)$
-

Use the following information to answer question 5.

The diagram below shows the front elevation of a building on a blueprint.



5. Based on the dimensions shown on the blueprint, the actual dimensions of the window, to the nearest tenth of a metre, will be
- A. $0.5 \text{ m} \times 0.3 \text{ m}$
 B. $1.0 \text{ m} \times 0.6 \text{ m}$
 C. $1.8 \text{ m} \times 1.1 \text{ m}$
 D. $1.8 \text{ m} \times 3.0 \text{ m}$

Use the following information to answer numerical-response question 2.

Sam draws two polygons that are similar. The first polygon has a perimeter of 16 cm and the second polygon has a perimeter of 10 cm.

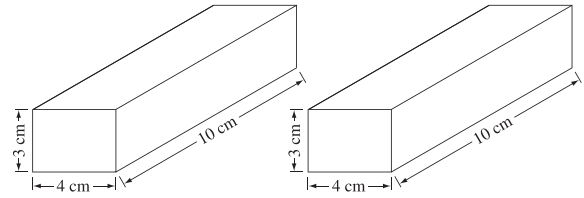
Numerical Response

2. If the shortest side of the first polygon has a length of 4 cm, then the corresponding side of the second polygon has a length of _____ cm.

(Record your answer in the numerical-response section on the answer sheet.)

Use the following information to answer numerical-response question 3.

Darren joins the rectangular prisms shown below to create a new rectangular prism that has the greatest possible surface area. He then paints all visible surfaces. After the paint dries, Darren separates the two prisms.



Numerical Response

3. The total area of both prisms that has **not** been painted is _____ cm^2 .

(Record your answer in the numerical-response section on the answer sheet.)

Science / Sciences

Test Description

The Grade 9 Science Achievement Test consists of 50 multiple-choice questions and five numerical-response questions. The test is developed to be completed in 75 minutes; however, students may take an additional 30 minutes to complete the test. Students record their answers on a tear-out, machine-scorable answer sheet. In addition to knowledge, the skills of initiating and planning, performing and recording, and analyzing and interpreting will be assessed within the five strands of the *Science 9 Program of Studies*: Biological Diversity, Matter and Chemical Change, Environmental Chemistry, Electrical Principles and Technology, and Space Exploration.

For more information, view the [Grade 9 Science Subject Bulletin](#).

Sample Questions

Use the following information to answer question 1.

A scientist was concerned that if a resort uses detergents containing phosphates, the wastewater could affect the water quality of a nearby stream. The scientist suggested that the resort regularly test the stream to monitor the following factors:

- I the amount of dissolved oxygen
- II the amount of bacteria
- III the number of different species
- IV the flow rate

1. The scientist was concerned that over a long period of time, the use of detergents containing phosphates could affect the stream by causing a decrease in factors
- A. I and III
 - B. I and IV
 - C. II and III
 - D. III and IV

Use the following information to answer question 2.

A white crystalline substance is uncovered when a pit is dug. Water is added to a sample of the substance to determine what it is. When the water is added the substance disappears, but the crystals reappear when the water evaporates.

Properties of Some Pure Substances

Substance	Melting Point	Density (g/cm ³)	Solubility in Water	Appearance
Copper(II) Sulfate	—	2.3	dissolves	blue solid crystals
Calcium carbonate	—	2.9	does not dissolve	grey-white crystals
Sodium chloride	801	2.2	dissolves	white solid crystals
Calcium hydroxide	—	2.2	does not dissolve	white solid crystals

2. Given the information above, the crystalline substance is most likely
- A. copper(II) sulfate
 - B. calcium carbonate
 - C. sodium chloride
 - D. calcium hydroxide

Use the following information to answer question 3.

As honeybees collect nectar from flowers, pollen sticks to the bees' hairy bodies. The pollen is then transferred from one flower to the next by the bees.

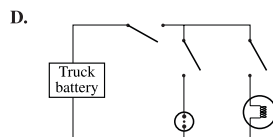
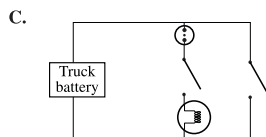
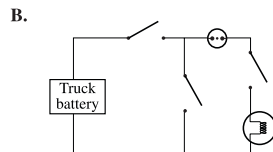
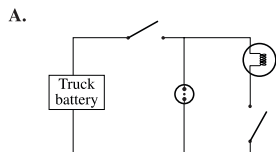


3. The interdependence that exists between flowers and honeybees is called
- mitosis
 - symbiosis
 - competition
 - specialization

Use the following information to answer question 4.

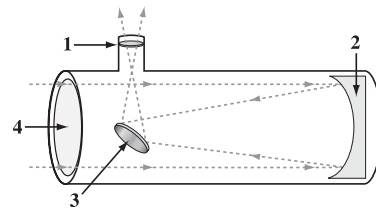
A tow truck equipped with a motorized winch is wired with a night spotlight. The winch is controlled by a switch, and the spotlight is controlled by a different switch. There is a master switch that controls both the spotlight and the winch together.

4. Which of the following circuit diagrams represents a possible circuit for the spotlight and the winch?



Use the following information to answer numerical-response question 1.

Cutaway View of a Telescope



Numerical Response

1. Match each part of the telescope numbered above with its name, given below.

Part				
Name	Secondary mirror	Eyepiece	Aperture	Main mirror

(Record all **four digits** of your answer in the numerical-response section on the answer sheet.)

Social Studies / Études Sociales

Test Description

The Grade 9 Social Studies Achievement Test consists of 50 multiple-choice questions based on the two general outcomes in the Grade 9 Social Studies Program of Studies: 9.1 Issues for Canadians: Governance and Rights and 9.2 Issues for Canadians: Economic Systems in Canada and the United States.

The test has two booklets—a *Sources Booklet* containing source materials and a *Questions Booklet* containing corresponding questions. The multiple-choice questions are divided into sections based on specific outcomes in the Program of Studies. Each specific outcome has either one or two sets of issue-centered sources in the *Sources Booklet* upon which three to four multiple-choice questions are based. Knowledge and Understanding and Skills and Processes outcomes are integrated throughout the test. Values and Attitudes outcomes are best assessed in the context of the classroom.

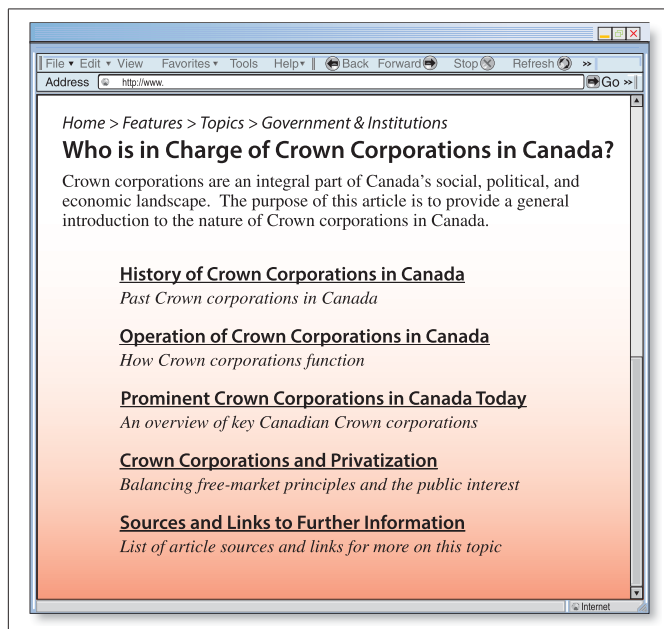
Students record their answers to all questions on a tear-out, machine-scorable answer sheet. The test is developed to be completed in 80 minutes; however, students may take an additional 30 minutes to complete the test. Students are **not** allowed to use a dictionary, a thesaurus, or other reference material.

For more information, view the [Grade 9 Social Studies Subject Bulletin](#).

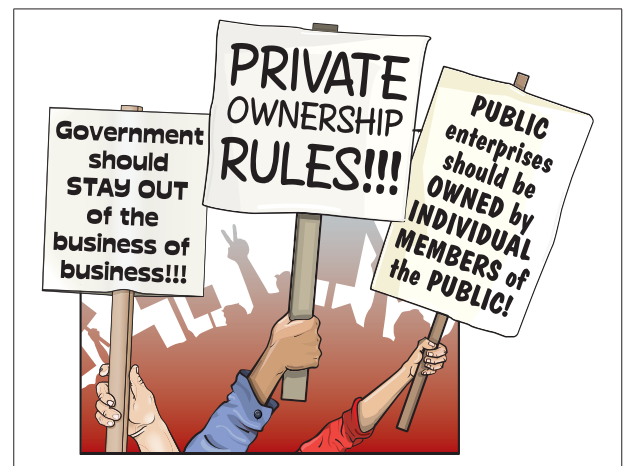
Sample Questions

Questions 1 to 4 are based on the following sources.

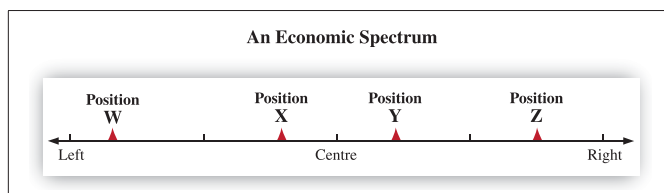
Source I



Source III



Source II



Multiple-Choice Questions

Use the sources on page 20 to answer questions 1 to 4.

1. The answer to the question that is presented on the web page in Source I is
 - A. wealthy investors
 - B. individual citizens
 - C. corporate executives
 - D. government officials
2. A conclusion that can be drawn from Source I is that Canada's economic system would be **best** placed at either of which two positions on the economic spectrum in Source II?
 - A. Position W or Position X
 - B. Position W or Position Z
 - C. Position X or Position Y
 - D. Position Y or Position Z
3. The messages in Source III convey the idea that some Canadians believe Canada's economy should be **most closely** aligned with which position on the economic spectrum in Source II?
 - A. Position W
 - B. Position X
 - C. Position Y
 - D. Position Z
4. Which of the following questions identifies an issue **most clearly** evident in the information in all three sources?
 - A. Is government ownership of businesses beneficial to society?
 - B. Should foreign investors be allowed to own businesses in Canada?
 - C. What role do consumers play in determining political decisions in Canada?
 - D. Should government provide tax breaks to stimulate economic development?

Answers to Sample Questions

<i>English Language Arts</i>	<i>French Language Arts</i>	<i>Mathematics/ Mathématiques</i>	<i>Science/Sciences</i>	<i>Social Studies/ Études Sociales</i>
1 A	1 A	Multiple Choice	Multiple Choice	1 D
2 A	2 A	1 C	1 A	2 C
3 D	3 C	2 A	2 C	3 D
4 C	4 A	3 B	3 B	4 A
5 B	5 D	4 B	4 D	
	6 A	5 C	Numerical Response	
		Numerical Response	1 3142	
		1 35		
		2 2.5		
		3 24		

Contacts

If you have additional questions or comments about achievement testing, please speak with your child's teacher or school principal, or contact:

Nicole Lamarre, Director
Achievement Testing, Student Learning
Assessments & Document Production
Nicole.Lamarre@gov.ab.ca

To be connected toll-free in Alberta, dial 310-0000 and then enter 780-427-0010.

Appendix

New French Spelling

As of January 2008, all French Alberta Education documents have been published in accordance with the new spelling rules adopted by the *Conseil supérieur de la langue française* of France in 1990.

These new rules apply to approximately 2,000 words in the French language. Even though these new rules have been officially approved, they are not mandatory. During this transition period, which could last many years, both spellings are admitted. Neither spelling, traditional or new, is wrong. Consequently, no student who uses either spelling convention, even within a given written assignment, is to be penalized. This holds true for all school work as well as for all written responses in the provincial French achievement tests and diploma exams.

The key new rules follow:

- 1. The elements of compound numbers are all joined by a hyphen.**
 - a. Traditional spelling: deux cent quarante-sept
 - b. New spelling: deux-cent-quarante-sept
- 2. The circumflex accent is no longer used on *i* and *u*.**
 - a. Traditional spelling: connaître, coûter, août, maîtrise
 - b. New spelling: connaitre, couter, aout, maitrise
- 3. The grave accent replaces the acute accent before a syllable having a *silent e*.**
 - a. Traditional spelling: événement, crèmerie, céleri
 - b. New spelling: évènement, crèmerie, cèleri
- 4. The hyphen is removed from compound words having a prefix such as *entre-*, *contre-* and in words borrowed from other languages.**
 - a. Traditional spelling: entre-temps, contre-exemple, auto-école, basket-ball
 - b. New spelling: entretemps, contrexemple, autoécole, basketball
- 5. The second element of compound words is now pluralized when the word is used in the plural.**
 - a. Traditional spelling: des brise-glace, des cure-dent, des après-midi
 - b. New spelling: des brise-glaces, des cure-dents, des après-midis

The following page shows an example taken from past achievement tests in mathematics.

Grade 9 — Removal of the hyphen

Traditional spelling

Utilise l'information suivante pour répondre à la question 24.

Ali joue au basket-ball lundi, mardi, mercredi et jeudi. Lundi, elle joue pendant 42 minutes, mardi, pendant 32 minutes et mercredi, pendant 50 minutes.

24. Si le nombre moyen de minutes pendant lesquelles Ali a joué au basket-ball de lundi à jeudi était de 45 minutes, pendant combien de minutes Ali a-t-elle joué au basket-ball jeudi?
- A. 56
 - B. 42
 - C. 41
 - D. 31

New spelling

Utilise l'information suivante pour répondre à la question 24.

Ali joue au **basketball** lundi, mardi, mercredi et jeudi. Lundi, elle joue pendant 42 minutes, mardi, pendant 32 minutes et mercredi, pendant 50 minutes.

24. Si le nombre moyen de minutes pendant lesquelles Ali a joué au **basketball** de lundi à jeudi était de 45 minutes, pendant combien de minutes Ali a-t-elle joué au **basketball** jeudi?
- A. 56
 - B. 42
 - C. 41
 - D. 31