This document was written primarily for

<table>
<thead>
<tr>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>✓ Grade 9 Mathematics</td>
</tr>
<tr>
<td>Administrators</td>
<td>✓</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>General Audience</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

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You can find [provincial achievement test-related materials](http://www.alberta.ca) on the Alberta Education website.

Additional topics of interest are found in the *General Information Bulletin*. 
Grade 9 Mathematics Assessment

Special-format Practice Tests

To provide students an opportunity to practise provincial achievement test-style questions and content in Braille, audio, large print, or coloured print versions, Alberta Education is making special-format practice tests available. Tests are offered in all subjects with a corresponding provincial achievement test. Alberta schools with registered Alberta K–12 students may place orders for these tests. Braille tests are available in English, and by request in French. All tests are provided free of charge, but limits may be placed on order volumes to ensure access for everyone.

For more information or to place an order, contact

Laura LaFramboise
Distribution Coordinator, Examination Administration
780-982-1644 or Laura.LaFramboise@gov.ab.ca

General Description

The Grade 9 Mathematics Provincial Achievement Test consists of two parts:

• Part A contains 20 numerical-response questions and assesses students’ foundational skills and fluency in mental math, estimation, algebra, square roots, exponent laws, and arithmetic operations on rational numbers without the use of calculators.

• Part B contains 32 multiple-choice questions and 8 numerical-response questions and assesses students’ ability to recall concepts and principles and to apply reasoning skills to solve problems.

Questions are categorized according to three levels of complexity: low, moderate, and high. (See Appendix 1 for a more detailed explanation of each complexity level.)

Question Format

The following bullets briefly describe the two question formats:

• Multiple-choice questions provide students with four response options, of which only one is correct.

• Numerical-response questions require students to generate a response (in symbolic form) to a particular problem, rather than selecting a response from a list of four options.
Test Administration

Students can take a break between the writing of parts A and B. Students may also write the parts in any order and on separate days according to the schedule set by a school authority.

Part A is designed to be administered in 30 minutes; however, each student may have up to 60 minutes.

Part B is designed to be administered in 80 minutes; however, each student may have up to 160 minutes.

Use of Calculators and Manipulatives

Part A: Manipulatives may be used, but use of a calculator is not permitted.

Part B: Students may use calculators and manipulatives; however, use of graphing calculators is not permitted.

An acceptable manipulative is any mathematical tool that can be used by a student to help convert abstract ideas into concrete representations for the purpose of solving a problem (e.g., a ruler, tracing paper, pattern blocks, tiles and cubes, geoboards, tangrams, counters, spinners, number lines). The manipulative cannot perform the mental conversion or provide the solution to a problem. A multiplication table is not an acceptable manipulative for use in completing Part A (except as an accommodation) or Part B.

Local Marking of Test

Part A and Part B

Marking keys will be provided to teachers for marking purposes. Teachers are expected to record and report the raw scores achieved on the test by their students to parents. Raw scores achieved by students on Part A and Part B are to be reported separately to parents and are not to be combined into a total test score.
# Grade 9 Mathematics Provincial Achievement Test Blueprint

<table>
<thead>
<tr>
<th>Test Component</th>
<th>Number of Questions</th>
<th>Question Format</th>
<th>Weighting on Total Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>20</td>
<td>Numerical Response</td>
<td>20%</td>
</tr>
<tr>
<td>Part B</td>
<td>32</td>
<td>Multiple Choice</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Numerical Response</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Domain of Test (Strand)</th>
<th>Part A: Percentage of Questions</th>
<th>Part B: Percentage of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>70–80%</td>
<td>25–35%</td>
</tr>
<tr>
<td>Patterns and Relations</td>
<td>20–30%</td>
<td>35–45%</td>
</tr>
<tr>
<td>Shape and Space</td>
<td></td>
<td>20–30%</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td></td>
<td>5–10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive Domain of Test (Complexity Level)</th>
<th>Part A: Percentage of Questions</th>
<th>Part B: Percentage of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>80–90%</td>
<td>30–40%</td>
</tr>
<tr>
<td>Moderate</td>
<td>10–20%</td>
<td>45–55%</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td>10–20%</td>
</tr>
</tbody>
</table>
**Description of Mathematics Assessment Standards**

The following statements describe what is expected of Grade 9 students at the acceptable standard and the standard of excellence based on outcomes in the program of studies. These statements represent examples of the standards against which student achievement is measured. It is important to remember that one test cannot measure all the outcomes in the program of studies.

<table>
<thead>
<tr>
<th><strong>Acceptable Standard</strong></th>
<th><strong>Standard of Excellence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who meet the acceptable standard in Grade 9 Mathematics are typically able to:</td>
<td>Students who meet the standard of excellence in Grade 9 Mathematics are typically able to:</td>
</tr>
<tr>
<td>• recall and apply a moderate number of mathematical properties to solve routine problems</td>
<td>• recall and apply a variety of mathematical properties to solve novel problems</td>
</tr>
<tr>
<td>• use familiar problem-solving strategies to solve routine problems</td>
<td>• use a variety of problem-solving strategies to solve novel problems</td>
</tr>
<tr>
<td>• connect and apply personal experiences and problem-solving strategies to solve routine problems</td>
<td>• connect and apply personal experiences and strategies to check and verify solutions to novel problems</td>
</tr>
<tr>
<td>• recall and apply mathematical concepts and operational terms to solve routine problems</td>
<td>• apply abstract thinking skills to reframe mathematical concepts to solve novel problems</td>
</tr>
<tr>
<td>• apply computation skills and formal mathematics vocabularies to solve routine problems</td>
<td>• generate linguistic and nonlinguistic representations of knowledge to solve novel problems</td>
</tr>
<tr>
<td>• recognize and describe numerical and non-numerical patterns</td>
<td>• demonstrate fluency in working with patterns represented concretely, pictorially, or symbolically</td>
</tr>
<tr>
<td>• use semantic knowledge to construct correct mental representations of word problems</td>
<td>• use semantic knowledge to construct and reframe correct mental representations of word problems</td>
</tr>
<tr>
<td>• use logical processes to analyze and solve routine problems</td>
<td>• use logical processes to analyze complex problems, reach conclusions, and justify or defend conclusions</td>
</tr>
<tr>
<td>• recognize and use mathematical patterns to make predictions when solving routine problems</td>
<td>• recognize, extend, create, and use mathematical patterns to make and justify predictions when solving novel problems</td>
</tr>
<tr>
<td>• test generalizations from patterns to reach conclusions</td>
<td>• make generalizations from patterns to reach conclusions</td>
</tr>
</tbody>
</table>

To go back after using an internal link, simultaneously press and hold Alt + → (in some browsers).
Preparing Students for the Mathematics Test

Suggestions for Preparing Students

The best way to prepare students for writing the provincial achievement test is to teach the curriculum well and to ensure that students know what is expected. Many of the skills and attitudes that support test writing are, in fact, good skills and strategies for approaching all kinds of learning tasks.

Note that most of the questions on the mathematics test are placed in real-life contexts.

Teachers are encouraged to familiarize their students with the types of questions that will appear on the test. Released items from previously secured tests are available on the Alberta Education website.

Teachers are also encouraged to share the following information with their students to help them prepare for the Grade 9 Mathematics Provincial Achievement Test.

Suggestions for Answering Questions

• Before you begin, find out how much time you have.
• Ask questions if you are unsure of anything.
• Skim through the whole test before beginning. Find out how many questions there are and plan your time accordingly.
• Answer the easier questions first; then go back to the more difficult ones.
• Do not spend too much time on any one question. Make a mark (* or ?) beside any questions you have difficulty with and go back to them if you have time.
• Read each question carefully, underline or highlight key words, and try to determine an answer before looking at the choices.
• Read all the choices and see which one best fits the answer.
• When you are not sure which answer is correct, cross out any choices that are wrong, and then select the best of the remaining choices.
• If time permits, recheck your answers.
• Double-check to make sure that you have answered everything before handing in the test.
• Read the information given using the strategy that works best for you. You should either
  – look at all the information and think carefully about it before you try to answer the question
  OR
  – read the questions first and then look at the information, keeping in mind the question(s) you need to answer.
• Make sure that you look at all forms of the information given. Information may be given in words, charts, pictures, graphs, or maps.
• When information is given for more than one question, go back to the information before answering each question.
• Check your work when you calculate an answer, even when your answer is one of the choices.
• When answering “best answer” questions, be sure to carefully read all four alternatives (A, B, C, and D) before choosing the answer that you think is best. These questions will always include a bold-faced qualifier such as best, most strongly, or most clearly in their stems. All the alternatives (A, B, C, and D) are, to some degree, correct, but one of the alternatives will be “best” in that it takes more of the information into account or can be supported most strongly by reference to the information.
Opportunities to Participate in Test Development Activities

Field Testing

All Provincial Achievement Test questions are field tested before use. By “testing” the test questions, students who write field tests have an opportunity for a practice run at writing questions that could be used on future provincial achievement tests. As well, the teachers have an opportunity to comment on the appropriateness and quality of the test questions.

Through the online field test request system, teachers can create and modify field test requests and check the status of these requests. Information regarding the field-test process and the request system is available at Provincial Achievement Tests.

Once the completed requests are received by the Provincial Assessment Sector, classes will be selected to ensure that a representative and sufficiently large sample of students from across the province take part in the field test. Every effort will be made to place field tests as requested; however, because field tests are administered to a prescribed number of students, it may not be possible to fill all requests.

For further information about provincial achievement field testing, see the Field Testing section of the General Information Bulletin.

Working Groups

Teacher involvement in the development of provincial achievement tests is important because it helps to ensure the validity and appropriateness of the assessments.

To be selected to participate in a working group, a teacher must be nominated by a school administrator or superintendent, and that nomination must be approved by the superintendent. To ensure that selected working-group members have appropriate subject matter training and teaching experience, nominees are asked to provide their information to their school administrator so that it can be forwarded to the Provincial Assessment Sector at Alberta Education through the superintendent.
**Test Development**

Teacher working groups are used throughout the test development process to create raw forms of test questions, and to review and revise draft forms of provincial achievement tests. These working groups usually meet for one or two days, two or three times per year. Occasionally, these meetings are held on weekends or in the summer.

To be eligible to serve on a test development working group, a teacher must currently be teaching Grade 9 Mathematics and must have a minimum of two years’ experience teaching the course.

Teachers participating in test development and/or test review working groups are selected from the working-group nominees provided by superintendents of school jurisdictions.
## Appendix 1

### Levels of Item Complexity

<table>
<thead>
<tr>
<th>Low Complexity</th>
<th>Moderate Complexity</th>
<th>High Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items in this category require students to rely heavily on recalling and recognizing previously learned concepts and principles. Items typically specify what students are to do, which is often to carry out some procedure that can be performed mechanically. Students would not be expected to come up with original methods for finding a particular solution. The following list illustrates some of the demands that items of low complexity may require of students:</td>
<td>Items in this category involve more flexibility of thinking and choice among alternatives than do those in the low-complexity category. They require a response that goes beyond the habitual, is not specified, and may require more than a single step. The student is expected to decide what to do, using informal methods of reasoning and problem-solving strategies, and to bring together skill and knowledge from various domains. The following list illustrates some of the demands that items of moderate complexity may require of students:</td>
<td>Items in this category make heavy demands on students by requiring them to engage in more-abstract reasoning, planning, analysis, judgment, and creative thought. The following list illustrates some of the demands that items of high complexity may require of students:</td>
</tr>
<tr>
<td>• Recall or recognize a fact, term, or property</td>
<td>• Solve a word problem requiring multiple steps</td>
<td></td>
</tr>
<tr>
<td>• Recognize an example of a concept</td>
<td>• Compare figures or statements</td>
<td></td>
</tr>
<tr>
<td>• Perform a specified procedure</td>
<td>• Provide a justification for steps in a solution process</td>
<td></td>
</tr>
<tr>
<td>• Evaluate an expression in an equation or formula for a single variable</td>
<td>• Interpret a visual representation</td>
<td></td>
</tr>
<tr>
<td>• Solve a one-step word problem</td>
<td>• Retrieve information from a graph, table, or figure</td>
<td></td>
</tr>
<tr>
<td>• Draw or measure simple 2-D shapes or 3-D objects</td>
<td>• Use information from a graph, table, or figure to solve a problem requiring multiple steps</td>
<td></td>
</tr>
<tr>
<td>• Retrieve information from a graph, table, or figure</td>
<td>• Interpret a simple argument</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Generalize a pattern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Perform a procedure having multiple steps and multiple decision points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analyze similarities and differences between procedures and concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Formulate an original problem, given a situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Solve a problem in more than one way</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain and justify a solution to a problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe, compare, and contrast solution methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Formulate a mathematical model for a complex situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analyze the assumptions made in a mathematical model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analyze or produce a deductive argument</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide a mathematical justification</td>
<td></td>
</tr>
</tbody>
</table>

Appendix 2

Grade 9 Mathematics Formula Sheet
The following information may be useful in writing this test.

Area \( (A) \)

Circle \[ A = \pi r^2 \]

Rectangle \[ A = lw \]

Triangle \[ A = \frac{bh}{2} \]

Volume \( (V) \)

Right Cylinder \[ V = \pi r^2 h \]

Prism \[ V = (\text{Base Area})(h) \]

Circumference \( (C) \)

Circle \[ C = \pi d \text{ or } 2\pi r \]

Pythagorean Theorem

\[ c^2 = a^2 + b^2 \text{ where } c \text{ is the hypotenuse} \]
Appendix 3

Part A: Instructions Pages

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Grade 9 Provincial Achievement Test

Mathematics

Part A

Description
There are 20 numerical-response questions on this test.

Time: 30 minutes. You have up to 60 minutes to complete this test should you need it.

Instructions
• Use only an HB pencil to mark your answer.
• You may use manipulatives; however, use of a calculator is not permitted.
• Try to answer every question.
• If you change an answer, erase your first mark or marks completely.
• When you have completed the test, please answer the survey question, which appears after the last test question.

Numerical Response
• Record your answer on the answer sheet provided by writing it in the boxes.
• Enter your answer, with one digit per box, beginning in the left-hand box. Each of the following, if needed, goes in its own box: a decimal point (.), a fraction bar (/), and a negative sign (–). Do not include a plus sign (+) if the answer is positive. Leave any unused boxes blank.
• You may fill in the bubbles below the boxes for each of your answers as you do the test; however, you may also fill in the bubbles after you have completed the test and your teacher has collected your test booklet.

Example 1
Answer: –4

Record –4 on the answer sheet

You may write in this booklet if you find it helpful. Make sure that your answers to the numerical-response questions are placed on the answer sheet.

2019
**Example 2**
Answer: 9.2

Record 9.2 on the answer sheet

Fill in the corresponding circles

**Example 3**
Answer: –0.3

Record –0.3 on the answer sheet

Fill in the corresponding circles

**Example 4**
Answer:

(Record the numerator in the first column.)
(Record the fraction bar in the second column.)
(Record the denominator in the third and fourth columns.)

**Example 5**
Answer:

(Record the negative sign in the first column and the numerator in the second column.)
(Record the fraction bar in the third column.)
(Record the denominator in the fourth column.)
Example 6

Answer:
(Record the whole number in the first column.)
\[ \frac{81}{2} \]
(Record the numerator in the second column.)
(Record the fraction bar in the third column.)
(Record the denominator in the fourth column.)

Record 8 1/2 on the answer sheet

Example 7

78.5 – 24.2 = 5_.3

In the equation above, which digit could be placed in the blank space to make the equation correct?

Answer: 5_.3

(Record only the missing digit on the answer sheet.)

Answer: 54_.3

Example 8

786.5 – 244.2 = 5___.3

In the equation above, which two digits could be placed in the blank spaces to make the equation correct?

Answer: 5___.3

(Record only the two missing digits, in order, on the answer sheet.)

Answer: 542_.3
Part A: Sample Questions

1. What is \((-2) \times (-1) \times (-3)\)?

Answer: ________

(Record your answer as an integer value on the answer sheet.)

2. Evaluate \((-1)^2 - (-1)^3 - 1^4\).

Answer: ________

(Record your answer as an integer value on the answer sheet.)

3. What is the value of \((-4)^2 \times (-4)^3 \times (-4)^4 \div (-4)^6\)?

Answer: ________

(Record your answer as an integer value on the answer sheet.)

4. What is the value of \(\frac{1}{3} + 0.2 \times \frac{2}{3}\) expressed as a fraction in simplest form?

Answer: ________

(Record your answer as an integer value on the answer sheet.)

5. What is the value of \(\frac{25}{75} \times \frac{16}{24} \div \frac{8}{27}\) expressed as a fraction in simplest form?

Answer: ________

(Record the numerator in the first column)
(Record the fraction bar in the second column)
(Record the denominator in the third column)

(Record your answer on the answer sheet.)

6. What is the value of \(\frac{1}{8} + 0.25 + 0.5\) expressed as a fraction in simplest form?

Answer: ________

(Record the numerator in the first column)
(Record the fraction bar in the second column)
(Record the denominator in the third column)

(Record your answer on the answer sheet.)

7. Given \((4 \times 5)^7 = 4^{■} \times 5^7\), what is the value of ■?

Answer: ■ = ________

(Record your answer as an integer value on the answer sheet.)

8. In simplest form, what is the value of \(\left(3.25 + \frac{3}{4}\right) \div 0.25\)?

Answer: ________

(Record your answer as an integer value on the answer sheet.)
9. Solve \( \frac{3}{x} = 0.5 \).

   \textbf{Answer: } x = __________

   (Record your answer as an integer value on the answer sheet.)

10. Solve for \( x \) in the following equation.

    \( 2.6 + x = 4x + 1.4 \).

    Express your answer to the nearest tenth.

    \textbf{Answer: } x = __________

    (Record your answer on the answer sheet.)

11. Solve for \( x \) in the following equation.

    \( -2(3x - 4) = 2(x + 6) \).

    Express your answer to the nearest tenth.

    \textbf{Answer: } x = __________

    (Record your answer on the answer sheet.)

12. Solve for \( x \) in the following equation.

    \( 0.4(20 - 10x) = 14x - 28 \)

    \textbf{Answer: } x = __________

    (Record your answer as an integer value on the answer sheet.)

13. Evaluate the expression \( -4(7 - 2x) \), where \( x = -1 \).

    \textbf{Answer: } __________

    (Record your answer as an integer value on the answer sheet.)

14. What is the approximate square root of

    \( \sqrt{\frac{145}{4}} \)

    to the nearest whole number?

    \textbf{Answer: } __________

    (Record your answer on the answer sheet.)

15. Order the following rational numbers from \textbf{smallest} value to \textbf{greatest} value, using the numbers 1, 2, 3, and 4.

    Use the number 1 to represent the \textbf{smallest} value and the number 4 to represent the \textbf{greatest} value.

    \textbf{Answer: } _____, _____, _____, _____

    \( \sqrt{\frac{4}{9}} \), \(-1\frac{1}{2}\), \(-1.75\), \(-\frac{8}{5}\)

    (Record all four digits of your answer on the answer sheet.)

16. Order the following rational numbers from \textbf{smallest} value to \textbf{greatest} value, using the numbers 1, 2, 3, and 4.

    Use the number 1 to represent the \textbf{smallest} value and the number 4 to represent the \textbf{greatest} value.

    \textbf{Answer: } _____, _____, _____, _____

    \(-0.75\), \(-\frac{3}{5}\), \(-0.6\), \(-\frac{-5}{-2}\)

    (Record all four digits of your answer on the answer sheet.)

17. What is the value of \( 0.4 \div 2 + \sqrt{\frac{9}{36}} \times 1\frac{1}{5} \) expressed as a fraction in simplest form?

    \textbf{Answer: } \( \frac{\Box}{\Box} \)

    (Record the numerator in the first column)

    (Record the fraction bar in the second column)

    (Record the denominator in the third column)

    (Record your answer on the answer sheet.)
Use the following information to answer question 18.

<table>
<thead>
<tr>
<th>Inequality Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol 1</td>
</tr>
<tr>
<td>&gt;</td>
</tr>
</tbody>
</table>

18. Solve the inequality $10 - 2x \geq -4$.

Answer: $x$  

<table>
<thead>
<tr>
<th>Symbol number</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Record in the first box)</td>
<td>(Record in the second box)</td>
</tr>
</tbody>
</table>

(Record both digits of your answer on the answer sheet.)

Use the following information to answer question 19.

<table>
<thead>
<tr>
<th>Point 1</th>
<th>Point 2</th>
<th>Point 3</th>
<th>Point 4</th>
<th>Point 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

19. Which points best represent an approximate value for $\sqrt{17}$, $\sqrt{23}$, and $\sqrt{27}$?

Answer: Point: $\sqrt{17}$ $\sqrt{23}$ $\sqrt{27}$  

<table>
<thead>
<tr>
<th>Number:</th>
<th>$\sqrt{17}$</th>
<th>$\sqrt{23}$</th>
<th>$\sqrt{27}$</th>
</tr>
</thead>
</table>

(Record all three digits of your answer on the answer sheet.)

Use the following information to answer question 20.

Consider the inequality $3x - 4 \leq 2x - 5$.

20. How many of the points labelled with a letter on the number line above satisfy the inequality?

Answer: __________ points  

(Record your answer on the answer sheet.)
Part A: Sample Answer Sheet—Blank

**MARKING ANSWERS FOR PART A**

**IMPORTANT INSTRUCTIONS FOR MARKING ANSWERS**

1. USE HB PENCIL ONLY.

2. MAKE HEAVY BLACK MARKS TO FILL CIRCLE COMPLETELY.

3. TO CHANGE AN ANSWER, ERASE THE OLD MARK CLEANLY BEFORE FILLING IN THE NEW CIRCLE.

4. DO NOT MAKE ANY STRAY MARKS ON THIS PAPER.

**EXAMPLE**

Alberta is a
A. territory
B. county
C. province
D. state

**RIGHT**

**WRONG**

**WRONG**

**WRONG**

**PAT9110001N.04**

**BIRTH DATE (Year/Month/Day)**

**ACCOMMODATIONS USED (mark all applicable)**

- HOME EDUCATED FOR THIS SUBJECT
- COMPLETED THE COURSE IN A YEAR OTHER THAN THE YEAR OF TESTING

**EXAMPLE**

What is $\frac{3}{10} + \frac{6}{10}$?

Answer: $\frac{9}{10}$

**RIGHT**

$\frac{9}{10}$

**WRONG**

$\frac{9}{10}$

$\frac{9}{10}$

$\frac{9}{10}$
Part A: Sample Answer Sheet—Key

GRADE 9 MATHEMATICS Part A

1 - 6 2 3 - 6 4 1 / 3 5 / 4 6 / 8 7

8 1 6 9 6 10 . 4 11 0 . 5 12 2 13 3 14 6

15 4 3 1 2 16 2 4 3 1 17 4 / 5 18 4 7 19 2 4 5 20 3 S1

Fold and tear along perforation.
Appendix 4

Part B: Instructions Pages

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Grade 9 Provincial Achievement Test

Mathematics

Part B

Description

There are 32 multiple-choice questions and 8 numerical-response questions on this test.

Time: 80 minutes. You have up to 160 minutes to complete this test should you need it.

Instructions

• Use only an HB pencil to mark your answer.

• You may use a ruler, manipulatives, and a calculator; however, a graphing calculator is not permitted. Use of a protractor is also not permitted.

• Read each question carefully and choose the correct or best answer.

• Try to answer every question.

• If you change an answer, erase your first mark completely.

• Now read the detailed instructions for answering multiple-choice and numerical-response questions.

• When you have completed the test, please answer the survey question, which appears after the last test question.

You may write in this booklet if you find it helpful. Make sure that your answers to the multiple-choice and numerical-response questions are placed on the answer sheet.

2019
**Multiple Choice**

- Each question has four possible answers from which you are to choose the correct or best answer.

- Locate the question number on the separate answer sheet provided and fill in the corresponding circle that corresponds to your choice.

**Example**

If $x = 3$, what is the value of $x + 8$?

A. 10  
B. 11  
C. 12  
D. 13

Answer: 11

**Answer Sheet**

[Circle selection]

**Numerical Response**

- Record your answer on the answer sheet provided by writing it in the boxes and then filling in the corresponding circles.

- Enter your answer, one digit per box, beginning in the left-hand box. A decimal point, if needed, goes in its own box. Leave any unused boxes blank.

**Calculation Question and Solution**

**Example 1**

What is $5 - 1$?

Answer: 4

**Example 2**

If $x = 4.6$, then what does $2x$ equal?

Answer: 9.2

**Answer Sheet**

[Circle selection]
**Example 3**
What is $5.4 - 5.1$?
Answer: 0.3

**Example 4**
What is $7.5 \times 3$?
Answer: 22.5

---

**Matching Question and Solution**

**Example**

The following pictures are of 2-D shapes.

- 1: [Square]
- 2: [Triangle]
- 3: [Circle]
- 4: [Quadrilateral]

Match each shape, as numbered above, with its name, as given below.

<table>
<thead>
<tr>
<th>Triangle</th>
<th>Pentagon</th>
<th>Circle</th>
<th>Quadrilateral</th>
</tr>
</thead>
</table>

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

Answer: 2431
Fold and tear along perforation.

Part B: Sample Answer Sheet—Blank

Examinees

- D. State 4.2
- C. Province
- B. County
- A. Territory

Alberta is a territory.

Mark all applicable

HOME EDUCATED FOR
THIS SUBJECT

ACCOMMODATIONS USED

SEE ACCOMMODATIONS IN THE GENERAL INFORMATION BULLETIN FOR MORE INFORMATION.

Last Name (please print)
First Name
Alberta Student Number
School Name
School Code
Birth Date (Year/Month/Day)

EXAMPLE
Alberta is a:
A. territory
B. county
C. province
D. state

What is 5.4 - 5.1?

Answer: 0.3

IMPORTANT INSTRUCTIONS FOR MARKING ANSWERS

1. Use HB pencil only.
2. Make heavy black marks to fill circle completely.
3. To change an answer, erase the old mark cleanly before filling in the new circle.
4. Do not make any stray marks on this paper.

EXAMPLE

What is 5.4 - 5.1?
Answer: 0.3

Grade 9 Provincial Achievement Test
Mathematics

Part B

To be completed by/for all students.

Apply label with student’s name.

Name
Contacts 2018–2019

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The office is open during the lunch hour.