

Grade 6

Assessment Highlights

Social Studies

Alberta Provincial Achievement Testing

2017–2018

This document is an assessment highlights report on the 2018 Grade 6 Social Studies Achievement Test.

The assessment highlights report provides information about the test overall, test blueprints, and student performance on the achievement test that was administered in 2018. Also provided is commentary on areas of strength and weakness in student performance at the acceptable standard and the standard of excellence on selected items from the 2018 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 are posted on the Alberta Education website every year in the fall.

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To call toll-free within Alberta, dial 310-0000.

The [Alberta Education](http://www.education.alberta.ca) website address is education.alberta.ca.

This document was written primarily for:

Students	
Teachers	✓ of Grade 6 Social Studies
Administrators	✓
Parents	
General Audience	
Others	

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The 2018 Grade 6 Social Studies Achievement Test

This report provides teachers, school administrators, and the public with an overview of the performance of those students who wrote the 2018 Grade 6 Social Studies Achievement Test.

How Many Students Wrote the Test?

A total of 46 734 students wrote the 2018 Grade 6 Social Studies Achievement Test.

What Was the Test Like?

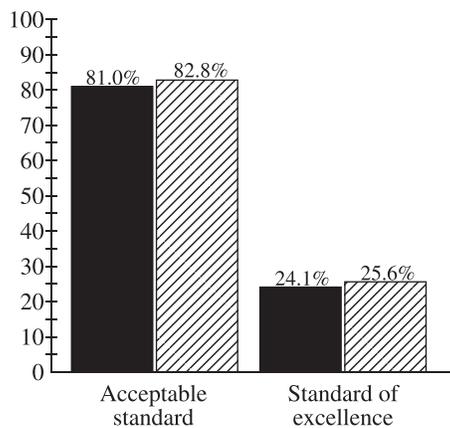
The 2018 Grade 6 Social Studies Achievement Test consisted of 50 multiple-choice questions based on two social studies topics:

- Citizens Participating in Decision Making
- Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy.

How Well Did Students Do?

The percentages of students meeting the acceptable standard and the standard of excellence in 2018 are shown in the graph below. Out of a total score of 50 on the test, the provincial average was 33.2/50 (66.4%). The examination statistics that are included in this document represent all writers. If you would like to obtain English-only or French-only statistics that apply to your school, please refer to the detailed reports that are available on the extranet.

Percentage of Students Meeting the Acceptable Standard & Standard of Excellence (%)



- 2017 Achievement Standards: The percentage of students in the province who met the acceptable standard and the standard of excellence on the 2017 Grade 6 Social Studies Achievement Test (based on those who wrote).
- ▨ 2018 Achievement Standards: The percentage of students in the province who met the acceptable standard and the standard of excellence on the 2018 Grade 6 Social Studies Achievement Test (based on those who wrote).

2018 Test Blueprint and Student Achievement in Multiple Choice

Student achievement on the 2018 Grade 6 Social Studies Achievement Test averaged 33.2 out of a total score of 50 (66.4%).

The blueprint below shows the reporting categories and test sections (curricular content areas) by which 2018 summary data are reported to schools and school authorities. The blueprint also shows the provincial average of student achievement by both raw score and percentage.

Multiple Choice: 50 Questions

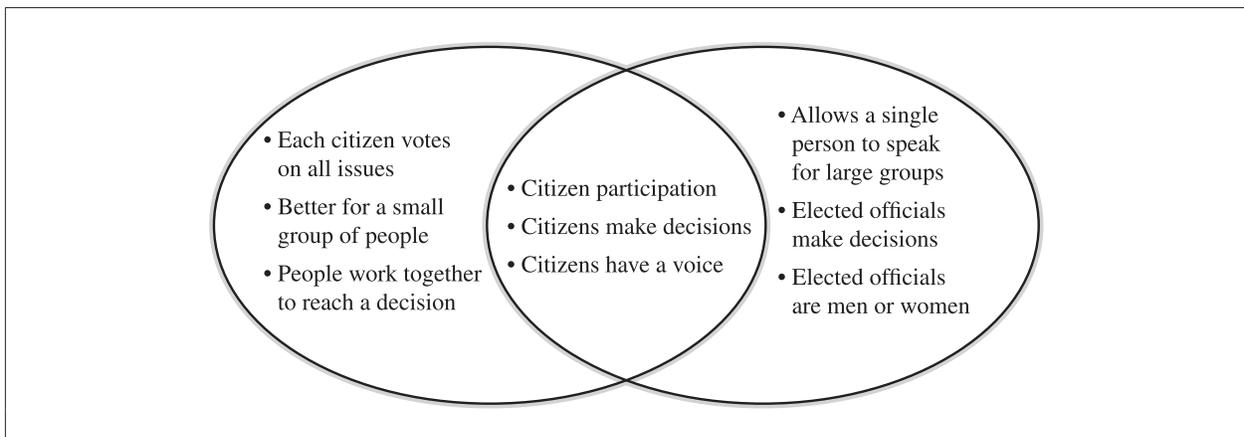
		Knowledge and Understanding	Skills and Processes	Provincial Student Achievement Average (Raw Score and Percentage)
Citizens Participating in Decision Making	Democratic Principles and Ideals			6.23/9 (69.2%)
	Structure and Function of Local and Provincial Governments			7.14/11 (64.9%)
	Individual, Group, and Community Involvement			6.84/10 (68.4%)
Historical Models of Democracy	Ancient Athens			6.07/10 (60.7%)
	Iroquois Confederacy			6.90/10 (69%)
Number (Percentage) of Questions		13.38/20 (66.9%)	19.80/30 (66.0%)	33.18/50 (66.4%)

Commentary on 2018 Student Achievement

The following discussion addresses specific areas of strength and weakness demonstrated by students who wrote the 2018 Grade 6 Social Studies Achievement Test. Sample questions from the 2018 Grade 6 Social Studies Achievement Tests are provided to highlight areas for students meeting the acceptable standard and for those meeting the standard of excellence. These questions are no longer secured and will not be reused on future achievement tests.

Multiple-choice question 3 was a Skills and Processes question and is found in the **Democratic Principles and Ideals** reporting category.

Use the following information to answer question 3.



3. The left side of the Venn diagram above describes
- A. representative democracy
 - B. principles of citizenship
 - C. methods of voting
 - *D. direct democracy

This question was challenging, with 57.3% of students answering correctly. Students needed to recognize the defining aspects of a specific decision-making model of democracy, as well understand how a Venn diagram functions. Option **A** was chosen by 19.1% of students. Option **B** was chosen by 10.2% of students. Option **C** was chosen by 13.2% of students. Approximately 56.2% of students who met the acceptable standard were able to answer this question correctly. Approximately 84.9% of students who met the standard of excellence chose the correct response.

Multiple choice question 33 was a Knowledge and Understanding question and is found in the **Ancient Athens** reporting category.

33. Discussing and voting on laws presented by the Council of 500 was the responsibility of
- *A. the Assembly
 - B. business owners
 - C. male and female citizens
 - D. all males over the age of 18

This question was straightforward, with 67.1% of students answering correctly. Students needed to recall a role of the Assembly in ancient Athens. Option **B** was chosen by 2.8% of students. Option **C** was chosen by 5.3% of students. Option **D** was chosen by 24.7% of students. Approximately 67.0% of students who met the acceptable standard were able to answer this question correctly. Approximately 82.6% of students who met the standard of excellence chose the correct response.

Multiple choice question 49 was a Knowledge and Understanding question and is found in the **Iroquois Confederacy** reporting category.

49. One of the **main** advantages of the decision-making process of the Iroquois Confederacy is that it
- A. required that a vote be held
 - *B. gave consideration to each group member's opinion
 - C. allowed small, vocal groups to have influence at council meetings
 - D. allowed only a short amount of time for debating and researching issues

This question was also straightforward, with 64.2% of students answering correctly. Students needed to recall the aspects of the decision-making model of consensus used by the Iroquois Confederacy. Option **A** was chosen by 12.2% of students. Option **C** was chosen by 17.1% of students. Option **D** was chosen by 6.4% of students. Approximately 68.1% of students who met the acceptable standard were able to answer this question correctly. Approximately 88.6% of students who met the standard of excellence chose the correct response.

Provincial Achievement Testing Program Support Documents

The Alberta Education website contains several documents that provide valuable information about various aspects of the Provincial Achievement Test program. To access these documents, go to the [Alberta Education website](#). Click on one of the specific links 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 Provincial Achievement Test 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 Provincial Assessment Sector contacts.

Subject Bulletins

At the beginning of each school year, subject bulletins are posted on the Alberta Education website for all Provincial Achievement Test subjects for grades 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 Provincial Achievement Tests in grades 6 and 9 English Language Arts and Français/French Language Arts, writing samples are designed for teachers and students to enhance students' writing and to assess this writing relative to the standards inherent in the scoring guides. 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 Provincial Achievement Tests (parts A and B) for Grade 9 semestered students are secured and must be returned to Alberta Education. All May/June Provincial Achievement Tests are secured except Part A of grades 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 [Alberta Provincial Achievement Testing Parent Guide](#) for grades 6 and 9 are posted on the Alberta Education website. Each guide answers frequently asked questions about the Provincial Achievement Test program and provides descriptions of and sample questions for each Provincial Achievement Test subject.

Involvement of Teachers

Teachers of grades 6 and 9 are encouraged to take part in activities related to the Provincial Achievement Test 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 Provincial Achievement Test results to improve student learning.