

**Alberta Provincial
Achievement Testing**

**Assessment
Highlights
2013–2014**

**GRADE
6**

Social Studies

Alberta  Government

This document is an assessment highlights report on the 2014 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 2014. 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 2014 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.

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The Alberta Education Internet 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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Contents

The 2014 Grade 6 Social Studies Achievement Test	1
2014 Test Blueprint and Student Achievement in Multiple Choice.....	2
Commentary on 2014 Student Achievement	3
Achievement Testing Program Support Documents.....	5
Achievement Testing Program <i>General Information Bulletin</i>	5
Subject Bulletins	5
Examples of the Standards for Students' Writing	5
Previous Achievement Tests and Answer Keys.....	5
Parent Guides	5
Involvement of Teachers.....	5

The 2014 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 2014 Grade 6 Social Studies Achievement Test.

How Many Students Wrote the Test?

A total of 40 910 students wrote the 2014 Grade 6 Social Studies Achievement Test.

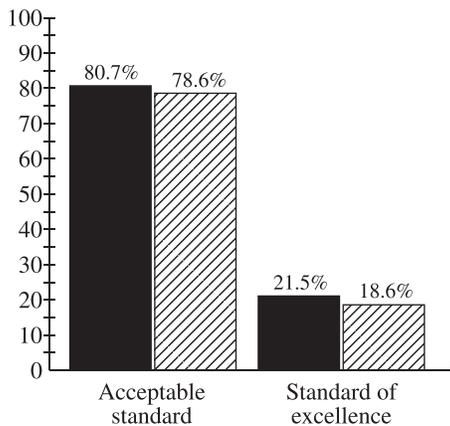
What Was the Test Like?

The 2014 Grade 6 Social Studies Achievement Test consisted of 50 multiple-choice questions based on two social studies topics: Citizens Participating in Decision Making and Historical Models of Democracy – Ancient Athens, Iroquois Confederacy.

How Well Did Students Do?

The percentages of students meeting the *acceptable standard* and the *standard of excellence* in 2014 are shown in the graph below. Out of a total score of 50 on the test, the provincial average was 32.4/50 (64.8%). The examination statistics that are included in this document represent all writers: both French and English. 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 (%)



■ 2013 Achievement Standards: The percentage of students in the province who met the *acceptable standard* and the *standard of excellence* on the 2013 Grade 6 Social Studies Achievement Test (based on those who wrote).

▨ 2014 Achievement Standards: The percentage of students in the province who met the *acceptable standard* and the *standard of excellence* on the 2014 Grade 6 Social Studies Achievement Test (based on those who wrote).

2014 Test Blueprint and Student Achievement in Multiple Choice

Student achievement on the 2014 Grade 6 Social Studies Achievement Test averaged 32.4 out of a total score of 50 (64.8%).

The blueprint below shows the reporting categories and test sections (curricular content areas) by which 2014 summary data are reported to schools and school authorities, and 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			7.4/11 (76.3%)
	Structure and Function of Local and Provincial Government			6.4/10 (64.0%)
	Individual, Group, and Community Involvement			5.3/9 (58.9%)
Historical Models of Democracy	Ancient Athens			7.0/10 (70.0%)
	Iroquois Confederacy			6.3/10 (63.0%)
Number (Percentage) of Questions		12.2/20 (61.0%)	20.2/30 (67.3%)	32.4/50 (64.8%)

Commentary on 2014 Student Achievement

The following discussion addresses specific areas of strength and weakness demonstrated by students who wrote the 2014 Grade 6 Social Studies Achievement Test. Sample questions from the 2014 Grade 6 Social Studies Achievement Tests are provided to highlight these 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 2 was a Knowledge and Understanding question and is found in the **Citizens Participating in Decision Making: Democratic Principles and Ideals** reporting category.

2. A similarity between a direct democracy and a representative democracy is that
- A. only citizens who belong to a political party are entitled to vote
 - *B. issues must be agreed upon by a majority of the decision makers
 - C. individual rights are more important than collective responsibility
 - D. class structure affects the influence a citizen has when making decisions

This question was moderately challenging, with 68% of all students answering correctly. Students needed to recall a similarity between two types of democratic decision-making. Option **A** was chosen by 10.5% of students. Option **C** was chosen by 9.1% of students. Option **D** was chosen by 12.3% of students. Approximately 68% of students who met the acceptable standard were able to answer this question correctly. Approximately 89.3% of students who met the standard of excellence chose the correct response.

Multiple-choice question 17 was a Skills and Processes question and is found in the **Citizens Participating in Decision Making: Structure and Functions of Local and Provincial Governments** reporting category.

	Individual W: I give royal assent to bills. I also open the session of the Legislative Assembly by reading the Speech from the Throne.	Individual X: I am a member of the Legislative Assembly, and I am also the head of a government department. I often introduce bills for debate.	
	Individual Y: I am a member of the Legislative Assembly. My party has the second-highest number of seats in the Legislative Assembly. I am the head of this party.	Individual Z: I represent a constituency. I am a member of the governing party. I debate and vote on bills as a participant in the Legislative Assembly.	

17. Which individual is responsible for the swearing in of the premier and other members of the Legislative Assembly?

- *A. Individual W
- B. Individual X
- C. Individual Y
- D. Individual Z

This question was difficult, with 45.9% of students answering correctly. Students needed to examine statements from various people within the provincial government and identify one of the additional duties of one of them. Option **B** was chosen by 20.4% of students. Option **C** was chosen by 19.8% of students. Option **D** was chosen by 13.8% of students. Approximately 41.4% of students who met the acceptable standard were able to answer this question correctly. Approximately 70.2% of students who met the standard of excellence chose the correct response.

Multiple-choice question 34 was a Knowledge and Understanding question and is found in the **Historical Models of Democracy: Ancient Athens** reporting category.

34. Ancient Athens had its greatest influence in Canada today in the area of
- A. warfare
 - *B. government
 - C. construction
 - D. shipbuilding

This question is quite easy, with 83.8% of students answering correctly. Students needed to recall the influence that Ancient Athens has had over present-day Canada. Option **A** was chosen by 7.2% of students. Option **C** was chosen by 6.2% of students. Option **D** was chosen by 2.7% of students. Approximately 87.8% of students who met the acceptable standard were able to answer this question correctly. Approximately 96.3% of students who met the standard of excellence chose the correct response.

Multiple-choice question 41 was a Skills and Processes question and is found in the **Historical Models of Democracy: Iroquois Confederacy** reporting category.

Use the following information to answer question 41.

At the signing of the treaty of La Grande Paix de Montréal, all speeches were translated into the individual language of each nation of the Iroquois Confederacy.

41. Which of the following pillars of democracy is demonstrated by the above information?
- *A. Equity
 - B. Justice
 - C. Freedom
 - D. Representation

This question was moderately difficult, with 64.2% of students answering correctly. Students needed to read a small passage and determine which pillar of democracy was illustrated by it. Option **B** was chosen by 12% of students. Option **C** was chosen by 14.1% of students. Option **D** was chosen by 9.6% of students. Approximately 66.3% of students who met the acceptable standard were able to answer this question correctly. Approximately 86.7% of students who met the standard of excellence were able to answer this question correctly.

Achievement Testing Program Support Documents

The Alberta Education website contains several documents that provide valuable information about various aspects of the achievement testing program. To access these documents, go to the Alberta Education website at education.alberta.ca. From the home page, follow the path *Teachers > Provincial Testing > Provincial Achievement Tests (PAT)*, and then 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 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 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 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 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 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 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.