

# Interpreting Achievement Test Results



Alberta Provincial Achievement Testing 2019  
Training Manual

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# Achievement Testing Program

## **Purpose**

The purpose of the Achievement Testing Program is to

- determine whether students are learning what they are expected to learn
- report to Albertans how well students have achieved provincial standards at given points in their schooling
- assist schools, authorities, and the province in monitoring and improving student learning

## **Interpreting Results**

Achievement tests assess only part of what is to be learned. Many other factors contribute to student achievement. Personnel at the authority and school levels are in the best position to appropriately interpret, use, and communicate results at the school-authority and school levels in the local context.

## **Interpreting Results to Improve Student Learning**

Careful examination and interpretation of the results can help reveal areas of relative strength and areas for improvement in student achievement. Teachers and administrators can use this information in planning and delivering relevant and effective instruction in relation to learning outcomes in the programs of study.

## **Interpreting Results to Facilitate Accountability**

Alberta Education and school-authority personnel are responsible for ensuring that high-quality education is provided to all students in the province.

Information about achievement is provided to

- schools and school authorities
- parents
- the public

so that they may know how well students in their schools are meeting local targets and provincial expectations.



## Training Instructions for Reading Tables

**Focus:** This page gives information about the contents of this report and the order of the tables as they appear on the report.

*A revised table of contents is provided to indicate the order of tables presented in the workshop.*

**Highlights:**

Information will be given that is unique to each table.

**Definition of Terms:**

Terms will be defined as they appear in individual tables.

**References:**

“Guidelines for Interpreting the 2019 Achievement Tests, Detailed School and Authority Reports”

**Focus Questions**

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before a more in-depth analysis of the tables.

When reading the table, consider the following questions:

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
  
2. Is there information in the table that you have questions about?

## Training Instructions for Reading Table 1: Participation Report

**Focus:** *This table describes the number and percentage of students who wrote, were absent, were excused by the superintendent, or whose results were withheld. Every student who was in grade 6 or 9 or who was ungraded in the sixth or ninth year of school was expected to write the provincial achievement tests unless it was not possible for the student to respond to the tests or participation would be harmful to the student. Participation rates should be carefully reviewed to ensure that an appropriate number of students wrote the test.*

### Highlights:

- Footnotes:

Some reports will have a footnote like the following:

- “This group has fewer than six students, results shall not be publicly released.” Information is released to superintendents and principals only. Results for this group are not to be released to the public (parents or general), in accordance with freedom of information and protection of privacy legislation.

The mathematics, science, and social studies reports will have the following footnote:

- “The results for students writing in French are presented in a separate report.”

### Definition of Terms:

- “Students Excused”

Students who received prior approval/permission from a superintendent not to write the test, according to the policy on excusing students.

- “Students Absent”

A student is classified as absent if there was no information available about the student. There are a few cases where a paper could not be located even though the student wrote the test. These students are removed entirely and do not appear in any results. In English language arts, if a student wrote one part of the test but was absent for the other part, his or her results do not appear in the report.

Students who were absent, who were excused by the superintendent, or who wrote but had their results withheld are not included in the

calculations of school or school-authority results, except for Table 1 - Participation Report and Table 2.1 - Standards Demonstrated by All Students (school authority reports only).

- “Results Withheld”

Results are withheld once Alberta Education is informed that circumstances under which students wrote the test were not what they were supposed to be (e.g., administration procedures not fully followed, inappropriate practice of test items, etc.) The mark is withheld and the superintendent is asked to make a recommendation about the validity of the results. In situations where a test was administered following non-standard procedures, superintendents are asked to review the test administration with the principal and teacher and make recommendations to Alberta Education about the validity of the results. Students affected are included under the category “Students Who Wrote, Results Withheld.”

### References:

For the policy on exemptions, see the *General Information Bulletin: Provincial Achievement Test Writing Accommodations and Provisions for Students*.

General Information Bulletin: Students who are absent on the day of the test are expected to write when they return, up to the published return shipment date(s) for those Provincial Achievement Testing materials.

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before a more in-depth analysis of the tables.

When reading the table, consider the following questions:

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
2. Is there information in the table that you have questions about?

# Training Worksheet to Accompany Table 1

<b>Focus Questions</b>
1. Describe the uniqueness of the student population in your school/school authority (e.g., number of students, type of schools).
2. Did the participation rate in your school/school authority meet expectations? Why or why not?
3. Describe how the participation rate in your school/school authority could improve.

## Training Instructions for Reading Table 2.1: Standards Demonstrated by All Students

**Focus:** In this table, the number and percentage of students who achieved standards is calculated based on all the students in the grade.

**Highlights:**

When interpreting and/or reporting information from this table, it is important to differentiate between those students who wrote the provincial achievement test and those who didn't. When correctly interpreted, this information enables the reader to distinguish the percentage of students who are known to have met or not met the standard (based on those who wrote) from the percentage for whom no information about achievement is available.

Prior to 2004, this information was provided only in school authority reports.

**Focus Questions**

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before a more in-depth analysis of the tables.

When reading the table, consider the following questions::

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
  
2. Is there information in the table that you have questions about?

# Training Worksheet to Accompany Table 2.1

<b>Focus Questions</b>
<p>1. Calculate the difference between the school/school-authority percentage and the province percentage for:</p> <ul style="list-style-type: none"><li>Students for Whom Test Results are Available</li><li>Acceptable Students</li><li>Standard of Excellence</li></ul> <p>Are the differences significant?</p>
<p>2. Calculate the difference between the school/school-authority percentage and province percentage for:</p> <ul style="list-style-type: none"><li>Students Absent</li><li>Students Excused</li></ul> <p>Are the differences significant?</p>
<p>3. What could be done to reduce the percentage of students for whom test results are not available because of students being absent?</p>

## Training Instructions for Reading Table 2.2: Standards Achieved by Students Writing the Test, by Reporting Category

**Focus:** This table gives the number and percentage of students that have achieved standards by reporting category. Each reporting category relates to either components of the test or the total test.

*School and school-authority results should be reported in terms of local targets as well as relative to provincial targets and results.*

*Table 2.2 shows the number and percentage of students writing the test who achieved the acceptable standard and the standard of excellence for the total test and the two major components of the test. The cut score reported in this table is the lowest score on a test that students must achieve for their performance to be identified as “acceptable” and/or “excellent” in relation to provincial expectations. Since curriculum standards do not change from year to year, every effort is made to construct tests that are equivalent in difficulty to tests from previous years. Sometimes when a test is more difficult or easier than anticipated, the cut score has to change to ensure that the level of difficulty associated with meeting the standard remains the same. Cut scores are determined through test equating, a statistical procedure that is used to determine equivalent scores on tests.*

*If the number of students in a school or school authority is small, consideration should be given to looking at results from more than one year to determine if the performance of students is different from expectations.*

### **Practical Importance:**

- Is the difference between our school/school-authority results and those of the province large enough to be concerned about? Does it represent a “real” improvement or decline in achievement?
- Differences could be applied to a small population because you know the nature of your school population.

**Note: The writing score and the reading score are weighted equally when the total test score is determined.**

**References:** Provincial Achievement Test Multiyear Report

### **Focus Questions**

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before doing a more in-depth analysis of the tables.

When reading the table, consider the following questions::

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
2. Is there information in the table that you have questions about?

# Training Worksheet to Accompany Table 2.2 (Mathematics, Science, Social Studies)

Complete the table below to assist in the interpretation of the information presented on Table 2.2.  
 What percentage of students in your school met the Acceptable Standard/Standard of Excellence? Circle any differences that are noteworthy.  
 (Place on table below.)

Reporting Category	Comparison of School to Provincial Expectations			Comparison of School to Local Target		
	School	Provincial	Difference	School	Local Target	Difference
Acceptable Standard Total Test Knowledge Skills						
Standard of Excellence Total Test Knowledge Skills						
<b>Focus Questions</b>						
1. Compared to actual provincial results, in which reporting categories does your school's performance show strength or need improvement?						
2. Compared to local targets, in which reporting categories does your school's performance show strength or need improvement?						
3. How can these comparisons be used to improve student learning in your school?						

# Training Worksheet to Accompany Table 2.2 (English Language Arts)

Complete the table below to assist in the interpretation of the information presented on Table 2.2.  
 What percentage of students in your school met the Acceptable Standard/Standard of Excellence? Circle any differences that are noteworthy.  
 (Place on table below.)

Reporting Category	Comparison of School to Provincial Expectations			Comparison of School to Local Target		
	School	Provincial	Difference	School	Local Target	Difference
Acceptable Standard Total Test Writing Reading						
Standard of Excellence Total Test Writing Reading						

## Focus Questions

1. Compared to actual provincial results, in which reporting categories does your school's performance show strength or need improvement?
2. Compared to local targets, in which reporting categories does your school's performance show strength or need improvement?
3. How can these comparisons be used to improve student learning in your school?

## Training Instructions for Reading Table 3: Students Achieving Standards on Total Test, by Program

**Focus:** This table gives the distribution of students according to various programs and their results.

*Table 3 reports the number and percentage of students achieving standards on the total test by program. School and school-authority staff can use this table to determine if the characteristics of the students in a school are different from those of students in the province and to help determine the effectiveness of a particular program in the school or school authority.*

### Highlights:

For this table, students are classified according to information provided by the school or school authority through PASI.

Results from the provincial achievement tests can corroborate the year-long assessments from the classroom. When reviewing the success of a program, consider using provincial achievement test results as one of the performance measures.

### Highlight the following when training others:

- Programs
- Footnotes & Asterisks
- Students' writing
- Students' achieving standards
- For the purpose of this table, programs are determined according to designated program funding information from SIS (Fall and updated March 1st).
- For subjects other than English Language Arts, students included in the French Immersion or Francophone categories are the students in those programs who wrote a test in English.
- In reports for tests written in French, there is a table corresponding to this one.

### Focus Questions

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before a more in-depth analysis of the tables.

When reading the table, consider the following questions::

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
2. Is there information in the table that you have questions about?

## Training Worksheet to Accompany Table 3

### Focus Questions

1. What observations can be made about student performance in the various programs that our school offers?

## Training Instructions for Reading Table 4: Raw Score Results, by Reporting Category and by Gender

**Focus:** *This table focuses on average scores of students on the whole test and its components, and on achievement by gender. The focus is not on standards. This table provides information about two things: how well all students did on different parts of the test and how well males and females did on the test.*

### Highlights:

Unlike other tables, this table gives normative information. In norm-referenced results, interpretation is based on the comparison of test takers' performance to that of other people in a specified group.

In a few cases, information about a student's gender was not provided; for this reason, the number reported under "All Students" may be larger than the number of females and males combined. Students who had a writing accommodation that affected scoring are not reported in this table.

To determine if students are "doing well enough," provincial achievement tests are developed to reflect provincial curricula along established assessment and achievement standards. Consequently, most attention should be given to comparing achievement with provincial standards.

However, in addition to including the percentage of students meeting standards, each report also provides school or school-authority average scores for each reporting category and for the total test. Comparisons of each of these scores with the provincial average for the same reporting category can help determine relative strengths and weaknesses in the school's or school authority's performance. Evaluating the importance of and reasons for differences between school or school-authority and provincial results requires careful consideration of the practical significance of differences. Also, it is important to consider local targets for student achievement relative to provincial achievement standards.

### References:

Table 5.1

### Focus Questions

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before a more in-depth analysis of the tables.

When reading the table, consider the following questions:

1. What are two or three observations you can make from the information in the table?
  - across subjects in one grade
  - across grades in one subject
2. Is there information in the table that you have questions about?

## Training Worksheet to Accompany Table 4 (English Language Arts)

Calculate the differences between raw score averages for each column.

Complete the table below to assist in the interpretation of information presented in Table 4.

Reporting Category	Difference Between All Students in Province and All Students in the School	Difference Between Female and Male Scores (School)	Difference Between Female and Male Scores (Province)
<b>Total Test</b>			
Writing			
Narrative			
Functional			
Reading			
Informational			
Narrative/Poetic			
Ideas and Details			
Text Organization			
Associating Meaning			
Synthesizing Ideas			

### Focus Questions

1. Identify reporting categories that show relative strengths or areas for improvement for all students, compared to provincial averages.
2. Are achievement patterns the same for males and females? If not, where do they differ?
3. What can we do to address the areas for improvement in our programs for the total population and for males and females?

## Training Worksheet to Accompany Table 4 (Mathematics 6 Part A)

Calculate the differences between raw score averages for each column.

Complete the table below to assist in the interpretation of information presented in Table 4.

Reporting Category	Difference Between All Students in Province and All Students in the School	Difference Between Female and Male Scores (School)	Difference Between Female and Male Scores (Province)
Part A Addition Subtraction Multiplication Division			

### Focus Questions

1. Identify reporting categories that show relative strengths or areas for improvement for all students, compared to provincial averages.

2. Are achievement patterns the same for males and females? If not, where do they differ?

3. What can we do to address the areas for improvement in our programs for the total population and for males and females?

# Training Worksheet to Accompany Table 4 (Mathematics 9 Part A)

Calculate the differences between raw score averages for each column.

Complete the table below to assist in the interpretation of information presented in Table 4.

Reporting Category	Difference Between All Students in Province and All Students in the School	Difference Between Female and Male Scores (School)	Difference Between Female and Male Scores (Province)
Part A Rational Numbers Powers & Exponent Laws Square Roots of Perfect & Non-perfect squares Algebraic Expressions, Equations & inequalities			

## Focus Questions

1. Identify reporting categories that show relative strengths or areas for improvement for all students, compared to provincial averages.

2. Are achievement patterns the same for males and females? If not, where do they differ?

3. What can we do to address the areas for improvement in our programs for the total population and for males and females?

# Training Worksheet to Accompany Table 4 (Mathematics 6 Part B)

Calculate the differences between raw score averages for each column.

Complete the table below to assist in the interpretation of information presented in Table 4.

Reporting Category	Difference Between All Students in Province and All Students in the School	Difference Between Female and Male Scores (School)	Difference Between Female and Male Scores (Province)
Part B Number Patterns & Relations Shape & Space Statistics & Probability LOC – Low LOC – Moderate LOC – High			

## Focus Questions

1. Identify reporting categories that show relative strengths or areas for improvement for all students, compared to provincial averages.
2. Are achievement patterns the same for males and females? If not, where do they differ?
3. What can we do to address the areas for improvement in our programs for the total population and for males and females?

## Training Worksheet to Accompany Table 4 (Mathematics 9 *Part B*)

Calculate the differences between raw score averages for each column.

Complete the table below to assist in the interpretation of information presented in Table 4.

Reporting Category	Difference Between All Students in Province and All Students in the School	Difference Between Female and Male Scores (School)	Difference Between Female and Male Scores (Province)
Number Patterns and Relations Shape and Space Statistics and Probability LOC – Low LOC – Moderate LOC – High			

### Focus Questions

1. Identify reporting categories that show relative strengths or areas for improvement for all students, compared to provincial averages.

2. Are achievement patterns the same for males and females? If not, where do they differ?

3. What can we do to address the areas for improvement in our programs for the total population and for males and females?

# Training Worksheet to Accompany Table 4 (Science 6)

Calculate the differences between raw score averages for each column.

Complete the table below to assist in the interpretation of information presented in Table 4.

Reporting Category	Difference Between All Students in Province and All Students in the School	Difference Between Female and Male Scores (School)	Difference Between Female and Male Scores (Province)
<p><b>Total Test</b></p> <p>Reporting Category</p> <p style="padding-left: 20px;">Knowledge</p> <p style="padding-left: 20px;">Skills</p> <p>Strand</p> <p style="padding-left: 20px;">Inquiry &amp; Problem Solving</p> <p style="padding-left: 20px;">Aerodynamics &amp; Flight</p> <p style="padding-left: 20px;">Sky Science</p> <p style="padding-left: 20px;">Evidence &amp; Investigation</p> <p style="padding-left: 20px;">Trees &amp; Forests</p>			

## Focus Questions

1. Identify reporting categories that show relative strengths or areas for improvement for all students, compared to provincial averages.
2. Are achievement patterns the same for males and females? If not, where do they differ?
3. What can we do to address the areas for improvement in our programs for the total population and for males and females?

## Training Worksheet to Accompany Table 4 (Science 9)

Calculate the differences between raw score averages for each column.

Complete the table below to assist in the interpretation of information presented in Table 4.

Reporting Category	Difference Between All Students in Province and All Students in the School	Difference Between Female and Male Scores (School)	Difference Between Female and Male Scores (Province)
<p><b>Total Test</b></p> <p>Reporting Category</p> <p>    Knowledge</p> <p>    Skills</p> <p>Strand</p> <p>    Biological Diversity</p> <p>    Matter &amp; Chemical Change</p> <p>    Environmental Chemistry</p> <p>    Electrical Principles &amp; Technologies</p> <p>    Space Exploration</p>			

### Focus Questions

1. Identify reporting categories that show relative strengths or areas for improvement for all students, compared to provincial averages.
2. Are achievement patterns the same for males and females? If not, where do they differ?
3. What can we do to address the areas for improvement in our programs for the total population and for males and females?

## Training Worksheet to Accompany Table 4 (Social Studies 6)

Calculate the differences between raw score averages for each column.

Complete the table below to assist in the interpretation of information presented in Table 4.

Reporting Category	Difference Between All Students in Province and All Students in the School	Difference Between Female and Male Scores (School)	Difference Between Female and Male Scores (Province)
<p><b>Total Test</b></p> <p>Reporting Category</p> <ul style="list-style-type: none"> <li>Knowledge and Understanding</li> <li>Skills and Processes</li> </ul> <p>Topic</p> <ul style="list-style-type: none"> <li>Democratic Principles</li> <li>Local and Provincial Government</li> <li>Community Involvement</li> <li>Ancient Athens</li> <li>Iroquois Confederacy</li> </ul>			

### Focus Questions

1. Identify reporting categories that show relative strengths or areas for improvement for all students, compared to provincial averages.
2. Are achievement patterns the same for males and females? If not, where do they differ?
3. What can we do to address the areas for improvement in our programs for the total population and for males and females?

## Training Worksheet to Accompany Table 4 (Social Studies 9)

Calculate the differences between raw score averages for each column.

Complete the table below to assist in the interpretation of information presented in Table 4.

Reporting Category	Difference Between All Students in Province and All Students in the School	Difference Between Female and Male Scores (School)	Difference Between Female and Male Scores (Province)
<p><b>Total Test</b></p> <p>Reporting Category</p> <ul style="list-style-type: none"> <li>Knowledge and Understanding</li> <li>Skills and Processes</li> </ul> <p>Topic</p> <ul style="list-style-type: none"> <li>The Political and Judicial System</li> <li>Individual and Collective Rights</li> <li>Immigration</li> <li>Economic Decision Making</li> <li>Consumerism, Quality of Life, and Political Decision Making</li> </ul>			

### Focus Questions

1. Identify reporting categories that show relative strengths or areas for improvement for all students, compared to provincial averages.
2. Are achievement patterns the same for males and females? If not, where do they differ?
3. What can we do to address the areas for improvement in our programs for the total population and for males and females?

## Training Instructions for Reading Table 5-1 (ELA 6 and 9 Table 5.3-1): Results for Individual Multiple-Choice Items, by Reporting Category

**Focus:** *This table gives information about student performance by item.*

*These tables provide results for written-response  
ELA 6 and 9 Table 5.3-1, multiple-choice (all subjects), and  
numerical-response (Grade 9 mathematics and science) questions.*

### Highlights:

- Questions are listed in reporting category order, not numerically.
- This table shows the percentage of students in the school and province who chose the correct answer for each question.
- Look at the percentage of students who chose the correct answer.
- Item descriptions are given for each question.
- To effectively use Table 5.1, the following must also be considered: the item descriptions, Table 4 sub-category breakdowns, and the blueprint.

### References:

Table 4, blueprint

Blueprints are available with the reports and can be downloaded in portable document format (pdf).

### Focus Questions

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before a more in-depth analysis of the tables.

When reading the table, consider the following questions:

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
  
2. Is there information in the table that you have questions about?

## Training Worksheet to Accompany Table 5-1

<b>Focus Questions</b>
1. What are the relative strengths in students' performance?
2. What contributes to these relative strengths?
3. What are the relative areas for improvement in students' performance?
4. What contributes to these relative areas for improvement?
5. What changes could be made to the instructional program to improve students' learning?

## Training Instructions for Reading Table 5.1: Student Achievement in Writing, by Reporting Category – Narrative

**Focus:** *This table focuses on the number and percentage of students achieving scores across the five reporting categories for narrative writing.*

**Highlights:**

- Writing Standards
- Scores
  - whole marks 1–5 correspond to the scoring criteria
  - half marks result from a blending of local and central marking

On this table, each writing standard is mutually exclusive.

**References:**

Table 2 and Table 5.2

*Grade 6 English Language Arts 2019–2020 Subject Bulletin* (scoring criteria)

Provincial Achievement Test Multiyear Report

**Focus Questions**

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before a more in-depth analysis of the tables.

When reading the table, consider the following questions:

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
  
2. Is there information in the table that you have questions about?

# Training Worksheet to Accompany Table 5.1 (English Language Arts)

Refer to Table 2.2. What % of students in our school met the acceptable standard in writing? \_\_\_\_\_ What % of students in our school met the standard of excellence in writing? \_\_\_\_\_ Using the results on Table 5.1, complete the chart below.

Score	Reporting Categories									
	Content		Organization		Sentence Structure		Vocabulary		Conventions	
	School	Provincial	School	Provincial	School	Provincial	School	Provincial	School	Provincial
4.0, 4.5, 5.0										
2.5, 3.0, 3.5										
0, 1.0, 1.5, 2.0										

## Focus Questions

1. In what specific reporting categories for writing (narrative writing for ELA 6 & narrative/essay writing for ELA 9) did students show strength or need improvement
  - a) among reporting categories?
  - b) compared to the provincial results?
  - c) compared to local targets and past performance?
  
2. What are some patterns, and what are the reasons for these patterns?
  
3. Recognizing strengths and areas for improvement,
  - a) how can my school/school authority account for and support areas of strength (instruction, timetable, etc.)?
  - b) how can my school/school authority account for and address areas that need improvement?

## Training Instructions for Reading Table 5.2: Student Achievement in Writing, by Reporting Category – Functional

**Focus:** *This table gives the number and percentage of students achieving scores across the two reporting categories for functional writing.*

### **Highlights:**

Review notes for Table 5.1.

Table 5.2 is similar to Table 5.1 except that it shows the results for functional writing.

### **References:**

Table 2

Table 5.1

### **Focus Questions**

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before a more in-depth analysis of the tables.

When reading the table, consider the following questions:

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
  
2. Is there information in the table that you have questions about?

# Training Worksheet to Accompany Table 5.2 (English Language Arts 6 & 9)

Refer to Table 2.2. What % of students in our school met the acceptable standard in writing? \_\_\_\_\_ What % of students in our school met the standard of excellence? \_\_\_\_\_ Using the results on Table 5.2, complete the chart below.

Score	Reporting Categories			
	Content		Content Management	
	School	Provincial	School	Provincial
4.0, 4.5, 5.0				
2.5, 3.0, 3.5				
0, 1.0, 1.5, 2.0				

## Focus Questions

1. In what specific reporting categories for writing (narrative writing for ELA 6 & narrative/essay writing for ELA 9) did students show strength or need improvement
  - a) among reporting categories?
  - b) compared to the provincial results?
  - c) compared to local targets and past performance?
  
2. What are some patterns, and what are the reasons for these patterns?
  
3. Recognizing strengths and areas for improvement,
  - a) how can my school/school authority account for and support areas of strength?
  - b) how can my school/school authority account for and address areas that need improvement?
  - c) how well are our students doing in narrative writing compared to how well they are doing in functional writing?

## Training Instructions for Reading Table 5.2 (Mathematics 6 and 9 Part A): Released Items in Part A – Most Frequent Incorrect Response and Percent of Students Responding

**Focus:** *This table gives information about the most frequent incorrect responses by students at the school and school-authority level by item, as well as by provincial results on the most frequent incorrect responses.*

**Highlights:**

The questions are listed in reporting-category order, not numerically.

It is recommended that, when information from this table is interpreted and/or reported, the attachment with the released questions be referenced whenever possible.

The information in this table can provide insight into frequent errors, common misconceptions, and student number sense.

**Focus Questions**

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before doing a more in-depth analysis of the table.

When reading the table, consider the following questions:

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
  
2. Is there information in the table that you have questions about?

## Training Worksheet to Accompany Table 5.2 (Mathematics 6 and 9 Part A)

### Focus Questions

1. What trends or patterns can be observed and how can we account for these observations?

2. What are the frequent errors or common misconceptions for the incorrect responses in your school?

3. How can these observations be used to improve student learning in your school?

The total score for a student's writing may be calculated by following the procedure below:

**Narrative Writing**

1. Assign a score of 1 to 5 for each of content, organization, sentence structure, vocabulary, and conventions.
2. Weight content and organization to be worth twice as much as the other categories by multiplying their scores by 2.

Maximum score possible for Narrative Writing = 35

**Functional Writing**

1. Assign a score of 1 to 5 for each of content and content management.
2. Multiply this total by 2.

Maximum score possible for Functional Writing = 20

**Total Score**

1. Add the narrative and functional scores.

<b>Total score for <i>Part A: Writing</i></b>	
<b>Narrative Writing</b>	____/35 (63.6%)
<b>+ Functional Writing</b>	____/20 (36.4%)
<b>= Total Score</b>	____/55 (100%)



# Training Worksheet to Accompany Table 6

Calculate differences in averages between school and provincial achievement on common and unique items.

Complete the table below to assist in the interpretation of information presented in Table 6.

Type of Items	2018 School to Province Scores Above (+) or Below (-) Average	2019 School to Province Scores Above (+) or Below (-) Average	School 2018 to School 2019 Scores Above (+) or Below (-) Average	Province 2018 to Province 2019 Scores Above (+) or Below (-) Average
Common items				
Unique items				

## Focus Questions

- Describe your schools' performance on common items from 2018–2019.
- Describe the province's performance on common items from 2018–2019.
- Considering school performance on unique items, what inferences can you draw with respect to your school's performance on common items?

## Training Instructions for Reading Table 7: Individual Student Results, by Reporting Category (School Reports)

**Focus:** *Table 7 provides information about how well each student did on each part of the test, as well as about individual student programming and any test accommodations a student used in writing the test. Students who were absent, excused by the superintendent, or had their results withheld are also included in the table.*

### Highlights:

- Program information comes from PASI.
  - not mutually exclusive
  - up to three accommodations may be included per student
- Special provisions
  - not mutually exclusive
  - up to three may be included per student—total test and subtest scores are prorated if certain items are dropped because of special provisions
- Asterisk
- Numbers along top line
- Totals for test, reporting categories, and sub-components
- Exercise caution with sub-components of tests

### References:

Table 4 and blueprint for the test

### Focus Questions

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before doing a more in-depth analysis of the tables.

When reading the table, consider the following questions:

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
  
2. Is there information in the table that you have questions about?

# Training Worksheet to Accompany Table 7

## Focus Question

(Make a qualitative comparison between the results of your classroom assessments and results on the provincial achievement test.)

1. What factors may have contributed to any unexpected results?

## Training Instructions for Reading Provincial Achievement Test Multiyear Report: 2018–2019

**Focus:** *This table shows students' achievement over time, compared to provincial standards.*

*Provincial achievement test results provide only part of the overall picture of performance at the province, school-authority, or school level. Although provincial assessments are designed to assess the achievement of provincial standards, many important learning outcomes cannot be measured by time-limited paper-and-pencil tests. In addition, the interpretation of provincial achievement test results involves considering many factors that contribute to achievement. The local school and school authority are in the best position to accurately interpret, use, and communicate provincial assessment results for the school or school authority. For this reason, information about school or school-authority results should be obtained from the school or school authority.*

**Highlight the following when training others:**

Direct comparisons from year to year are not appropriate since much can change from year to year and subject to subject; the footnotes at the bottom of the tables may provide insight into changes that happened between specific school years.

**References:**

School Reports from 2014 to 2019 inclusive.

**Focus Questions**

For each table, participants will focus on two questions. These questions can provide information and guidance for consideration before a more in-depth analysis of the tables.

When reading the table, consider the following questions:

1. What are two or three observations you can make from the information in the table?
  - Across subjects in one grade
  - Across grades in one subject
2. Is there information in the table that you have questions about?

# Training Worksheet to Accompany Multiyear Report

<b>Observations and Summary Statements</b>
1. What trends, patterns, and/or anomalies can be observed in the participation over time?
2. How can we account for these observations?
3. What trends, patterns and/or anomalies can be observed in the achievement over time (consider: acceptable standard, standard of excellence, knowledge, skills, reading, writing)?
4. How can we account for these observations?





