This document was written primarily for:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>✓ of KE Science</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>

For further information, contact

**Ray Shapka, Assessment Standards Team Leader**, at [Ray.Shapka@gov.ab.ca](mailto:Ray.Shapka@gov.ab.ca)

Ken Marcellus, Director, Achievement Testing, at [Ken.Marcellus@gov.ab.ca](mailto:Ken.Marcellus@gov.ab.ca), or

Assessment Sector: (780) 427-0010
Toll-free within Alberta: 310-0000.

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

Copyright 2013, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Assessment Sector, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6, and its licensors. All rights reserved.

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

The 2013 Grade 9 Knowledge and Employability Science Achievement Test ........................................... 1
2013 Test Blueprint and Student Achievement .................................................................................. 2
Commentary on 2013 Student Achievement .................................................................................. 3
Achievement Testing Program Support Documents ........................................................................ 7
The 2013 Grade 9 Knowledge and Employability Science Achievement Test

This report provides teachers, school administrators, and the public with an overview of the performance of those students who wrote the 2013 Grade 9 Knowledge and Employability Science Achievement Test. The examination statistics that are included in this document represent all writers, both French and English. If you would like to obtain English-only statistics or French-only statistics that apply to your school, please refer to your detailed reports, which are available on the Extranet. This report complements the detailed school and jurisdiction reports.

How Many Students Wrote the Test?
A total of 1236 students wrote the 2013 Grade 9 Knowledge and Employability Science Achievement Test.

What Was the Test Like?
The 2013 Grade 9 Knowledge and Employability Science Achievement Test consisted of 50 multiple-choice questions based on five science topics: Biological Diversity, Matter and Chemical Change, Environmental Chemistry, Electrical Principles and Technologies, and Space Exploration.

How Well Did Students Do?
The percentages of students meeting the acceptable standard and the standard of excellence in 2013 compared with 2012 are shown in the graphs below. Out of a total possible score of 50, the provincial average was 32.7 (65.4%).

![Graph of Percentage of Students Meeting the Acceptable Standard and Standard of Excellence](image)

2012 Achievement Standards: The percentage of students in the province who met the acceptable standard and the standard of excellence on the 2012 Grade 9 Knowledge and Employability Science Achievement Test (based on those who wrote).

2013 Achievement Standards: The percentage of students in the province who met the acceptable standard and the standard of excellence on the 2013 Grade 9 Knowledge and Employability Science Achievement Test (based on those who wrote).
2013 Test Blueprint and Student Achievement

In 2013, 78.8% of students who wrote the Grade 9 Knowledge and Employability Science Achievement Test achieved the *acceptable standard*, and 19.7% of students who wrote achieved the *standard of excellence*. These results are consistent with previous administrations of the achievement test.

The blueprint below shows the reporting categories and topics by which 2013 summary data are reported to schools and school authorities, and it shows the provincial average of student achievement by both raw score and percentage.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Reporting Category</th>
<th>Provincial Student Achievement Average (Raw Score and Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td>Skills</td>
</tr>
<tr>
<td>Biological Diversity</td>
<td></td>
<td>7.8/11 (70.9%)</td>
</tr>
<tr>
<td>Matter and Chemical Change</td>
<td></td>
<td>6.0/9 (66.7%)</td>
</tr>
<tr>
<td>Environmental Chemistry</td>
<td></td>
<td>7.0/10 (70.0%)</td>
</tr>
<tr>
<td>Electrical Principles and Technologies</td>
<td></td>
<td>6.4/11 (58.2%)</td>
</tr>
<tr>
<td>Space Exploration</td>
<td></td>
<td>5.4/9 (60.0%)</td>
</tr>
<tr>
<td>Provincial Student Achievement (Average Raw Score and Percentage)</td>
<td>13.0/20 (65.0%)</td>
<td>19.7/30 (65.6%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Test Raw Score = 32.7/50 (65.4%)</td>
</tr>
</tbody>
</table>
Commentary on 2013 Student Achievement

The following is a brief summary of the areas where most students experienced difficulties and demonstrated strengths on the 2013 Grade 9 Knowledge and Employability Science Achievement Test. Four sample questions are also provided to highlight some of these areas. These questions are no longer secured and will not be reused on future achievement tests.

Students demonstrated relative strength by being able to:

- Interpret information to make an inference related to a species and extinction
- Analyze information to distinguish similar characteristics between the given species
- Relate safety standards to identify an unsafe laboratory practice in the classroom
- Analyze given actions to identify the action that would likely result in ground water contamination
- Recognize and identify an example of a constellation

For multiple-choice question 7, students had to interpret information to make an inference related to a species and extinction. Approximately 89.3% of students who met the acceptable standard and about 92.5% of students who met the standard of excellence answered this question correctly.

Use the following chart to answer question 7.

<table>
<thead>
<tr>
<th>Whale Species</th>
<th>Population Before Hunting</th>
<th>Population at Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern right whale</td>
<td>10 000</td>
<td>350</td>
</tr>
<tr>
<td>Blue whale</td>
<td>228 000</td>
<td>14 000</td>
</tr>
<tr>
<td>Sei whale</td>
<td>256 000</td>
<td>54 000</td>
</tr>
<tr>
<td>Humpback whale</td>
<td>115 000</td>
<td>10 000</td>
</tr>
<tr>
<td>Bowhead whale</td>
<td>30 000</td>
<td>7 800</td>
</tr>
<tr>
<td>Grey whale</td>
<td>20 000</td>
<td>21 000</td>
</tr>
</tbody>
</table>

7. Which whale species is most likely at risk to become extinct?

A. Sei whale  
B. Blue whale  
C. Bowhead whale  
D. Northern right whale

6.0% of the students chose A  
5.4% of the students chose B  
3.1% of the students chose C  
85.4% of the students chose D (correct answer)
For multiple-choice question 21, students had to analyze given actions to identify the action that would likely result in ground water contamination. Approximately 82.9% of students who met the acceptable standard and about 93.6% of students who met the standard of excellence answered this question correctly.

21. Which of the following actions will most likely result in the contamination of surface water?

A. Cutting the grass with a gas-powered lawn mower
B. Pouring used motor oil down a storm drain
C. Buying products with excess packaging
D. Throwing recyclables into the garbage

9.9% of the students chose A
78.4% of the students chose B (correct answer)
5.1% of the students chose C
6.6% of the students chose D
Students demonstrated relative difficulty with:
• Recognizing and identifying characteristics of asexual reproduction to complete a graphic
• Analyzing information in order to identify an inference that is supported by the two information sources
• Recalling how a resistor affects current flow in an electrical cell
• Differentiating between information to identify the potential impact of power generation on a lake
• Recognizing and identifying a statement related to characteristics of solar flares

For multiple-choice question 11, students had to recognize and identify characteristics of asexual reproduction to complete a graphic. Approximately 48.9% of students who met the acceptable standard and about 77.0% of students who met the standard of excellence answered this question correctly.

Use the following information to answer question 11.

11. Which of the following processes best replaces the question mark in the diagram above?

A. Species variation
B. Artificial selection
C. Physical adaptation
D. Asexual reproduction

13.8% of the students chose A
24.0% of the students chose B
13.8% of the students chose C
48.3% of the students chose D (correct answer)
For **multiple-choice question 41**, students had to differentiate between pieces of information to identify the potential impact of power generation on a lake. Approximately 56.9% of students who met the **acceptable standard** and about 71.7% of students who met the **standard of excellence** answered this question correctly.

*Use the following information to answer question 41.*

A group of fishermen is concerned about a coal-burning power plant that might be built close to a lake.

41. Which of the following factors is **most likely** their **greatest** concern?

   A. Burning coal produces thermal pollution.
   B. Burning coal contributes to smog.
   C. Coal is a non-renewable resource.
   D. The power plant will create jobs.

55.8% of the students chose A (correct answer)
28.1% of the students chose B
11.3% of the students chose C
4.6% of the students chose D
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 this path: Teachers > Provincial Testing > Achievement Tests, and then click on one of the specific links under the Achievement Tests heading 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 3, 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 3, 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 3, 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 Parent Guide to Provincial Achievement Testing for grades 3, 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 3, 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.