This document contains a release of the English form of the 2009 Grade 6 Social Studies Achievement Test.

Released test items, which contained approximately 25% of the total number of test items from previously secured achievement tests, were mailed to school administrators each fall from 2004 to 2006 and were available to teachers in only print form because of copyright limitations. Every second year, as of the fall of 2007, a complete test for all achievement test subjects and grades (except grades 6 and 9 Social Studies; grades 3, 6, and 9 Français/French Language Arts; and Grade 9 Knowledge and Employability courses) will be posted on the Alberta Education website. A test blueprint and an answer key that includes the difficulty, reporting category, test section, and item description for each test item will also be included. These materials, along with the Program of Studies and Subject Bulletin, provide information that can be used to inform instructional practice.

Assessment highlights provide information about the overall test, the test blueprints, and student performance on the Grade 6 Social Studies Achievement Test. Also provided is commentary on student performance at the acceptable standard and the standard of excellence on the 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.
The sources and questions presented in this document are from the previously secured English form of the 2009 Grade 6 Social Studies Achievement Test and are representative of the sources and questions that form the test. These sources and questions are released by Alberta Education.
1. Which group of words best describes features of Canada’s democracy?

   A. Lottery, participation, responsibilities
   B. Consensus, participation, equality
   C. Rights, voting, responsibilities
   D. Voting, consensus, equality

2. The Canadian Charter of Rights and Freedoms guarantees Canadian citizens the freedom to

   A. seek medical services
   B. practice a religion
   C. sell property
   D. pay taxes

3. The Canadian Charter of Rights and Freedoms is entrenched in the Canadian Constitution in order to

   A. allow provinces to add their own rights and freedoms
   B. ensure that rights and freedoms of Canadians are protected
   C. permit the courts to make changes to the rights and freedoms
   D. allow the rights and freedoms of Canadians to be easily changed
Use the following information to answer questions 4 and 5.

Tim and Alaina collected facts on direct democracy and representative democracy. They recorded facts about each type of democracy on sticky notes, as shown below.

4. Which of the following facts are features of a direct democracy?
   
   A. Fact 1 and Fact 3  
   B. Fact 1 and Fact 6  
   C. Fact 2 and Fact 4  
   D. Fact 5 and Fact 6

5. If Fact 4 referred to a provincial government, the person described would have the title of
   
   A. reeve  
   B. trustee  
   C. premier  
   D. councillor
6. Country U does **not** allow its citizens the freedom to

A. choose a religion  
B. vote in an election  
C. seek protection under the law  
D. travel in and out of the country

7. Which three countries demonstrate equality rights based on gender?

A. Country R, Country S, and Country T  
C. Country R, Country T, and Country U  
8. Which country has rights and freedoms most similar to those of Canada?

A. Country R  
B. Country S  
C. Country T  
D. Country U  

9. Which country has voting rights most similar to the voting rights of people in Ancient Athens?

A. Country R  
B. Country S  
C. Country T  
D. Country U  

Use the following information to answer question 10.

<table>
<thead>
<tr>
<th>Events in the Electoral Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 People who are eligible to vote cast their votes at polling stations.</td>
</tr>
<tr>
<td>2 Candidates campaign in an attempt to win people’s votes.</td>
</tr>
<tr>
<td>3 The premier visits the lieutenant governor and asks for the session of the legislature to be dissolved.</td>
</tr>
<tr>
<td>4 The premier calls an election.</td>
</tr>
<tr>
<td>5 Elected officials are sworn in as members of the government.</td>
</tr>
</tbody>
</table>

10. Which of the following sequences identifies the correct order of events in a provincial electoral process?

A. 5, 1, 2, 3, 4  
B. 2, 3, 4, 1, 5  
C. 4, 2, 3, 5, 1  
D. 3, 4, 2, 1, 5
11. Which of the following quotations reflects a responsibility of the provincial government?

A. “A new skating rink needs to be built.”
B. “Postal services are adequate in my neighbourhood.”
C. “Enforcing bylaws is a challenge in my community.”
D. “Providing funding for hiring doctors is a priority at this time.”

12. The lieutenant governor of Alberta is responsible for

A. debating bills in the Legislative Assembly
B. deciding which party leader is to be the premier of Alberta
C. giving royal assent to bills passed in the Legislative Assembly
D. making sure that the government in Alberta is run democratically

13. Which of the following services are the responsibility of a local government?

A. Health care and libraries
B. Police services and courts
C. Fire protection and education
D. Garbage collection and recycling

14. A person running in an Alberta provincial election must be a Canadian citizen and be

A. 18 years of age or older and a resident of Alberta for at least six months
B. 16 years of age or older and a resident of Alberta for at least three years
C. 18 years of age and the owner of property in Alberta
D. 21 years of age and a taxpayer in Alberta
15. Providing wheelchair access to public buildings shows an attempt by the school board to ensure

   A. equity  
   B. justice  
   C. freedom  
   D. representation

16. Which of the following groups’ perspectives is most strongly presented in the news broadcast?

   A. School-board members  
   B. Local council members  
   C. Taxpayers who live in the area  
   D. Parents of children with wheelchair needs
17. Which of the following quotations from the news broadcast states an opinion?
   
   A. “Funding for this project will be discussed at the meeting.”
   B. “Our group thinks that the school board has been slow in responding to this need.”
   C. “A group of parents also presented its concerns at the last school board meeting.”
   D. “The decision to go ahead with this project came after 450 signatures were received.”

18. Parents of children using wheelchairs can best influence the decision by contacting their
   
   A. reeve
   B. councillor
   C. school trustee
   D. school principal

19. By providing more information for one side of the issue, the news broadcast is demonstrating
   
   A. media bias
   B. group consensus
   C. collective identity
   D. accurate reporting
March 1, 2005 - As you’re lifting your fork to your mouth at supper tonight, or pulling back the covers on your comfy bed, think of Clark Barr, Frank Callele and Rob Hart. The trio of University of Alberta business students will be scrounging whatever food they can for their evening meal, then unfurling their sleeping bags to bed down on a metal grate outside the Education Building.

Barr, Callele and Hart are spending the week of Feb. 28 - March 4 living as homeless people to raise money for Edmonton’s Youth Emergency Shelter Society and to raise awareness around the issue of homelessness in Edmonton.

The issue is homelessness

Homeless in Alberta from PovNet
February 18, 2007 - 6:40 pm
The government of Alberta has created an Alberta Affordable Housing Task Force¹ to look at solutions to homelessness and rent subsidies.² The task force is going to travel across the province and visit the many Alberta cities and towns that are facing increasing homelessness. The first stop for the task force will be Grande Prairie.

¹Task Force—a group organized to investigate a situation
²rent subsidies—money given by the government to assist individuals with the cost of rent

The greatest concerns about homelessness are in towns and cities in Alberta that are growing quickly. New government policy on housing needs to focus on those concerns. As a government committee, we will prepare a report to present to the minister of municipal affairs and housing.

Source III

Source IV

Source V

City of Calgary Growth in Homelessness, 1992–2006

Source II

My full-time job doesn’t pay enough for me to afford rent and pay all my other bills. Wages in Alberta have to increase.

20. If the individuals in Source I want to directly influence the decision making of their local government, they could

A. contact a local radio station about their event
B. make a presentation on homelessness to city council
C. continue to raise money for local charities that support the poor
D. encourage classmates to learn more about homelessness in the city

21. Which of the following statements from the sources is an opinion?

A. “The trio of University of Alberta business students will be scrounging whatever food they can.”
B. “The government of Alberta has created an Alberta Affordable Housing Task Force.”
C. “The first stop for the task force will be Grande Prairie.”
D. “Wages in Alberta have to increase.”

22. The most important factor having an impact on the issue in Source IV is identified as the

A. lack of support by charities
B. rapid growth in urban areas
C. cost of purchasing healthy food
D. lack of awareness about homelessness

23. Which two sources outline the provincial government’s attempt to deal with the issue of homelessness?

A. Source I and Source III
B. Source I and Source V
C. Source III and Source IV
D. Source IV and Source V

24. Which one of the following research questions is best answered by the information in sources I to IV?

A. Who are the homeless in Alberta?
B. When did homelessness become a problem in Alberta?
C. What are the difficulties in collecting facts on homelessness in Alberta?
D. How can the growing problem of homelessness be addressed in Alberta?
Use the map to answer questions 25 to 27.
25. According to the map, the majority of Aboriginal peoples who are governed through Treaty 8 belong to which of the following groups of people?

A. Cree and Dene  
B. Cree and Nakoda  
C. Blackfoot and Nakoda  
D. Blackfoot and Dunneza

26. According to the map, the majority of Aboriginal groups that live south of Calgary are the

A. Cree and Mechif  
B. Cree and Nakoda  
C. Blackfoot and Nakoda  
D. Blackfoot and Ojibway

27. Information provided by the map suggests that the locations of many communities were most likely chosen because

A. the southern climate of the province was preferred  
B. large cities that supplied goods and services were nearby  
C. roads were accessible and allowed travel between neighbouring groups  
D. rivers and lakes provided transportation and a supply of food and water
Use the information on this page to answer questions 28 to 30.

I am Theos, a math teacher in an Athenian school. I was born in a city 225 km northwest of Athens. I am married to an Athenian woman.

I was born in Delphi and was sold to my Athenian master when I was young.

At the next meeting at the Pnyx, I will speak on your behalf about encouraging trade with Troy.

Between my pottery work here and my time spent on the Council of 500, I am very busy.
28. The two individuals who would have been part of the decision-making process of the ancient Athenian democracy are

A. Theos and Melitta  
B. Theos and Leonidas  
C. Alexandros and Melitta  
D. Alexandros and Leonidas

29. The individual who had the lowest social status in ancient Athenian times was

A. Theos  
B. Melitta  
C. Alexandros  
D. Leonidas

30. Alexandros was selected for the Council of 500 by

A. lottery  
B. voting  
C. nomination  
D. volunteering

31. The citizens of Ancient Athens took action against individuals who did not vote most likely because they believed that

A. obedience was more important than freedom  
B. public life was more important than family life  
C. citizens had the right to participate in government  
D. citizens had the responsibility to participate in government

32. Which of the following factors of ancient Athenian society determined who could be involved in the decision-making process?

A. Wealth  
B. Profession  
C. Class structure  
D. Military service
33. Which of the following statements best reflects fairness in ancient Athenian democracy?

A. All citizens were expected to attend the Assembly.
B. Citizens could serve on Council only twice in their lifetime.
C. The Council decided what would be discussed at the Assembly.
D. Only males born in Athens were allowed to vote at the Assembly.

34. Which of the following statements identifies a similarity between ancient Athenian democracy and present-day Canadian democracy?

A. People who do not pay taxes cannot vote.
B. A majority of the people in the country vote.
C. Citizenship is necessary for a person to vote.
D. People who do not own property cannot vote.
Use the following information to answer questions 35 and 36.

<table>
<thead>
<tr>
<th>Title: ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Citizens in Ancient Athens</td>
</tr>
</tbody>
</table>

| Education | • stayed at home and were taught housekeeping skills  
• were not taught to read or write | • are taught many subjects, usually from Kindergarten to Grade 12  
• have the opportunity to continue their education after Grade 12 |
| Government | • could not vote  
• could not hold government positions | • can vote at age 18  
• can hold government positions |
| Occupations | • were responsible for managing the household  
• were limited to a few jobs outside the home | • often share responsibility for managing the household  
• can choose any occupation |
| Family role | • were responsible for raising children | • share responsibility for raising children |

35. Information in the chart indicates that female citizens in Ancient Athens

A. were unable to work outside the home unless their husbands approved  
B. stayed at home and shared the duty of raising children with males  
C. stayed at home and were responsible for the household chores  
D. were unable to read and write, and therefore could not vote

36. Which of the following titles best summarizes the information in the chart?

A. “Changes in Family Roles Since Ancient Athenian Times”  
B. “A Comparison of Women’s Lives in Ancient Athens and in Canada Today”  
C. “The Influence of Ancient Athenian Values on Canadian Women’s Lives Today”  
D. “The Effect of Education on Women’s Lives in Ancient Athens and Canada Today”
Use the following chart to answer questions 37 to 41.

Decision-making Process of the Iroquois Confederacy

The Issue

Group 1
Mohawk and Seneca
nations discuss the issue and come to an agreement. They report the decision to the Oneida and Cayuga chiefs.

Group 2
Oneida and Cayuga
nations discuss the issue and come to an agreement. They report the decision to Group 3.

Group 3
?

- Groups 1, 2, and 3 agree.
- Groups 1 and 2 disagree. Group 3 makes decision.
- No decision is made.

The Mohawk announce the decision and action will be taken.

The issue is referred back to Group 1 for further discussion.
37. The type of decision-making process that is illustrated in the chart can be described as
   A. consensus
   B. majority rule
   C. matrilineal process
   D. treaty-making process

38. According to the chart, if groups 1 and 2 disagree, Group 3 must either make a decision and break the tie or
   A. refer the decision back to the Mohawk and Seneca to start the discussion again
   B. ask the Oneida and Cayuga nations to make a decision
   C. hold a meeting with members of all the nations
   D. ask the advice of the women of the nations

39. According to the chart, which nation was responsible for letting others know that a solution to the issue had been found?
   A. The Seneca
   B. The Oneida
   C. The Cayuga
   D. The Mohawk

40. The chiefs of each nation named in the chart were selected by
   A. popular vote of each clan
   B. female elders of each clan
   C. former chiefs of each clan
   D. male members of each clan

41. One advantage to using the decision-making process shown in the chart is that
   A. each nation has its voice heard
   B. nations can resolve issues quickly
   C. decisions are announced to nations
   D. some nations have more power than other nations
42. If a chief from one of the Iroquois Confederacy nations was frequently absent without good reason or did not represent the views of his clan, he would be

A. given a warning by the Mohawk chiefs
B. required to report to the Onondaga chiefs
C. removed from the position by the clan mother
D. banished from the longhouse by the clan mother

43. Some agreements and treaties were recorded by oral tradition and by

A. sketching pictures on paper
B. weaving a wampum belt
C. writing on birch bark
D. creating a myth

44. Which of the following statements about Iroquois Confederacy chiefs is most accurate?

A. They were from the same clan.
B. They were all part of the Grand Council.
C. They often voted on issues affecting their nation at the Grand Council.
D. They became chiefs by getting a majority of the votes from their nation.

45. A photograph is classified as a primary source because it

A. can be found on the Internet
B. can be found in a library collection
C. is an actual recording of a historical event
D. is easy to tell what is going on in the picture
### Blueprint for the Grade 6 Social Studies Achievement Test 2009

The following blueprint shows the reporting categories and test sections (curricular content areas) by which questions were classified on the 2009 Grade 6 Social Studies Achievement Test.

<table>
<thead>
<tr>
<th>Citizens Participating in Decision Making</th>
<th>Knowledge and Understanding</th>
<th>Skills and Processes</th>
<th>Number (Percentage) of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic Principles and Ideals</td>
<td>1, 2, 3</td>
<td>4, 5, 6, 7, 8, 9</td>
<td>9 (20%)</td>
</tr>
<tr>
<td>Structure and Function of Local and Provincial Government</td>
<td>11, 12, 13, 14</td>
<td>10, 23, 24, 25, 26, 27</td>
<td>10 (22%)</td>
</tr>
<tr>
<td>Individual, Group, and Community Involvement</td>
<td>15, 17, 19</td>
<td>16, 18, 20, 21, 22</td>
<td>8 (18%)</td>
</tr>
<tr>
<td>Historical Models of Democracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient Athens</td>
<td>30, 32, 34</td>
<td>28, 29, 31, 33, 35, 36</td>
<td>9 (20%)</td>
</tr>
<tr>
<td>Iroquois Confederacy</td>
<td>42, 43, 44, 45</td>
<td>37, 38, 39, 40, 41</td>
<td>9 (20%)</td>
</tr>
<tr>
<td>Number (Percentage) of Questions</td>
<td>17 (33%)</td>
<td>28 (67%)</td>
<td>45 (100%)</td>
</tr>
</tbody>
</table>

**Knowledge and Understanding**—includes ideas, information, and concepts identified in the *Grade 6 Social Studies Program of Studies*

**Skills and Processes**—include critical and creative thinking, historical thinking, geographic thinking, and media literacy as identified in the *Grade 6 Social Studies Program of Studies*
The table below provides information about each question: the keyed response, the difficulty of the item (the percentage of students who answered the question correctly on the English form of the test), the reporting category, the curricular content area (concept), and the item description.

<table>
<thead>
<tr>
<th>Question</th>
<th>Key</th>
<th>Diff. %</th>
<th>Reporting Category</th>
<th>Curricular Content Area (Concept)</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>78</td>
<td>Knowledge &amp; Understanding</td>
<td>Democratic Principles</td>
<td>Identify principles of Canadian democracy</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>77.1</td>
<td>Knowledge &amp; Understanding</td>
<td>Democratic Principles</td>
<td>Identify a freedom in the Canadian Charter of Rights and Freedoms</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>83.5</td>
<td>Knowledge &amp; Understanding</td>
<td>Democratic Principles</td>
<td>Recognize the relationship between the Canadian Charter of Rights and Freedoms and the Canadian constitution</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>37.4</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Analyze facts to determine features of a direct democracy</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>80.4</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Determine the title of a member of provincial government, given a description</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>83.5</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Interpret facts to determine the rights of citizens of an unidentified country</td>
</tr>
<tr>
<td>7</td>
<td>D</td>
<td>63.2</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Compare the rights of multiple unidentified countries</td>
</tr>
<tr>
<td>8</td>
<td>B</td>
<td>84.9</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Analyze facts to compare similarities between an unidentified country and Canada</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>84.1</td>
<td>Skills &amp; Processes</td>
<td>Democratic Principles</td>
<td>Analyze facts to compare similarities between an unidentified country and ancient Athens</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td>44.5</td>
<td>Skills &amp; Processes</td>
<td>Local &amp; Provincial Government</td>
<td>Identify the correct order of the electoral process</td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td>65.3</td>
<td>Knowledge &amp; Understanding</td>
<td>Local &amp; Provincial Government</td>
<td>Identify a responsibility of provincial government</td>
</tr>
<tr>
<td>12</td>
<td>C</td>
<td>57.6</td>
<td>Knowledge &amp; Understanding</td>
<td>Local &amp; Provincial Government</td>
<td>Recognize a responsibility of the lieutenant governor</td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td>60.4</td>
<td>Knowledge &amp; Understanding</td>
<td>Local &amp; Provincial Government</td>
<td>Identify services that are the responsibility of a local government</td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td>78.4</td>
<td>Knowledge &amp; Understanding</td>
<td>Local &amp; Provincial Government</td>
<td>Identify necessary requirements for running in a provincial election</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td>78.9</td>
<td>Knowledge &amp; Understanding</td>
<td>Community Involvement</td>
<td>Recognize equity given a specific context</td>
</tr>
<tr>
<td>16</td>
<td>D</td>
<td>62.2</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Analyze a news broadcast to identify perspective</td>
</tr>
<tr>
<td>17</td>
<td>B</td>
<td>81.3</td>
<td>Knowledge &amp; Understanding</td>
<td>Community Involvement</td>
<td>Distinguish between fact and opinion in a news broadcast</td>
</tr>
<tr>
<td>Question</td>
<td>Key</td>
<td>Diff. %</td>
<td>Reporting Category</td>
<td>Curricular Content Area (Concept)</td>
<td>Item Description</td>
</tr>
<tr>
<td>----------</td>
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<td>--------------------</td>
<td>-----------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>18</td>
<td>C</td>
<td>52.9</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Determine the best way to influence the outcome of a specific issue in a local government</td>
</tr>
<tr>
<td>19</td>
<td>A</td>
<td>42.4</td>
<td>Knowledge &amp; Understanding</td>
<td>Community Involvement</td>
<td>Recognize media bias in a news broadcast</td>
</tr>
<tr>
<td>20</td>
<td>B</td>
<td>59.8</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Identify the manner in which an individual may directly influence the decision making of local government</td>
</tr>
<tr>
<td>21</td>
<td>D</td>
<td>78.3</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Analyze quotes to identify an opinion</td>
</tr>
<tr>
<td>22</td>
<td>B</td>
<td>49.2</td>
<td>Skills &amp; Processes</td>
<td>Community Involvement</td>
<td>Analyze a source to identify an impact on an issue</td>
</tr>
<tr>
<td>23</td>
<td>C</td>
<td>50.8</td>
<td>Skills &amp; Processes</td>
<td>Local &amp; Provinical Government</td>
<td>Analyze multiple sources to determine which contain similar information</td>
</tr>
<tr>
<td>24</td>
<td>D</td>
<td>70.6</td>
<td>Skills &amp; Processes</td>
<td>Local &amp; Provinical Government</td>
<td>Synthesize source information to formulate a research question</td>
</tr>
<tr>
<td>25</td>
<td>A</td>
<td>87.2</td>
<td>Skills &amp; Processes</td>
<td>Local &amp; Provinical Government</td>
<td>Synthesize information presented on a map</td>
</tr>
<tr>
<td>26</td>
<td>C</td>
<td>88</td>
<td>Skills &amp; Processes</td>
<td>Local &amp; Provinical Government</td>
<td>Apply cardinal directions on a map to identify the location of groups of peoples</td>
</tr>
<tr>
<td>27</td>
<td>D</td>
<td>71.3</td>
<td>Skills &amp; Processes</td>
<td>Local &amp; Provinical Government</td>
<td>Draw a conclusion by applying geographical thinking to a map</td>
</tr>
<tr>
<td>28</td>
<td>D</td>
<td>75.8</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Interpret text to determine political status in ancient Athens</td>
</tr>
<tr>
<td>29</td>
<td>B</td>
<td>84.9</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Interpret text to determine social status in ancient Athens</td>
</tr>
<tr>
<td>30</td>
<td>A</td>
<td>55.6</td>
<td>Knowledge &amp; Understanding</td>
<td>Ancient Athens</td>
<td>Recall a government process in ancient Athens</td>
</tr>
<tr>
<td>31</td>
<td>D</td>
<td>63.9</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Evaluate information to determine the democratic ideal demonstrated by citizens in ancient Athens</td>
</tr>
<tr>
<td>32</td>
<td>C</td>
<td>51.9</td>
<td>Knowledge &amp; Understanding</td>
<td>Ancient Athens</td>
<td>&quot;Recall the importance of class structure in the decision-making process in ancient Athens&quot;</td>
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<tr>
<td>33</td>
<td>B</td>
<td>35.6</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Analyze statements to identify an example of fairness in ancient Athens</td>
</tr>
<tr>
<td>34</td>
<td>C</td>
<td>69.9</td>
<td>Knowledge &amp; Understanding</td>
<td>Ancient Athens</td>
<td>Identify a similarity between government of ancient Athens and government of present day Canada</td>
</tr>
<tr>
<td>35</td>
<td>C</td>
<td>68.7</td>
<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Evaluate information in a chart to draw a conclusion about roles in ancient Athens</td>
</tr>
<tr>
<td>36</td>
<td>B</td>
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<td>Skills &amp; Processes</td>
<td>Ancient Athens</td>
<td>Synthesize information in a chart to identify a summary statement</td>
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<td>Question</td>
<td>Key</td>
<td>Diff. %</td>
<td>Reporting Category</td>
<td>Curricular Content Area (Concept)</td>
<td>Item Description</td>
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<tr>
<td>37</td>
<td>A</td>
<td>69.8</td>
<td>Skills &amp; Processes</td>
<td>Iroquois Confederacy</td>
<td>Draw a conclusion about decision making from information in a chart</td>
</tr>
<tr>
<td>38</td>
<td>A</td>
<td>69.8</td>
<td>Skills &amp; Processes</td>
<td>Iroquois Confederacy</td>
<td>Synthesize details from a chart about the decision-making process of the Iroquois Confederacy</td>
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<td>39</td>
<td>D</td>
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<td>Iroquois Confederacy</td>
<td>Identify information from a chart regarding the decision-making process of the Iroquois Confederacy</td>
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<td>40</td>
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<td>Recall the selection process for leaders in the Iroquois Confederacy</td>
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<tr>
<td>41</td>
<td>A</td>
<td>75.9</td>
<td>Skills &amp; Processes</td>
<td>Iroquois Confederacy</td>
<td>Synthesize information from a chart to recognize an advantage of a decision-making process</td>
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<td>42</td>
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<td>Recall political processes within the Iroquois Confederacy</td>
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<td>Recall the purpose of wampum belts</td>
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<td>44</td>
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<td>Iroquois Confederacy</td>
<td>Identify a fact regarding the organization of the Iroquois Confederacy</td>
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<tr>
<td>45</td>
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<td>73.2</td>
<td>Knowledge &amp; Understanding</td>
<td>Iroquois Confederacy</td>
<td>Identify the reason that a photograph is a primary source</td>
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