

**Alberta Provincial
Achievement Testing**

**Assessment
Highlights
2012–2013**

**GRADE
9**

Social Studies

Alberta  Government

This document contains assessment highlights from the 2013 Grade 9 Social Studies Achievement Test.

Assessment Highlights provide information about the overall test, the test blueprints, and student performance on the 2013 Grade 9 Social Studies Achievement Test. Also provided is commentary on student performance at the acceptable standard and the standard of excellence on selected items from the 2013 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.

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 have been made 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, 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.

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The Alberta Education Internet address is education.alberta.ca.

This document was written primarily for:

Students	
Teachers	✓ of Grade 9 Social Studies
Administrators	✓
Parents	
General Audience	
Others	

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The 2013 Grade 9 Social Studies Achievement Test

This report provides teachers, school administrators, and the public with an overview of the performance of all students who wrote the 2013 Grade 9 Social Studies Achievement Test. It complements the detailed school and jurisdiction reports.

How Many Students Wrote the Test?

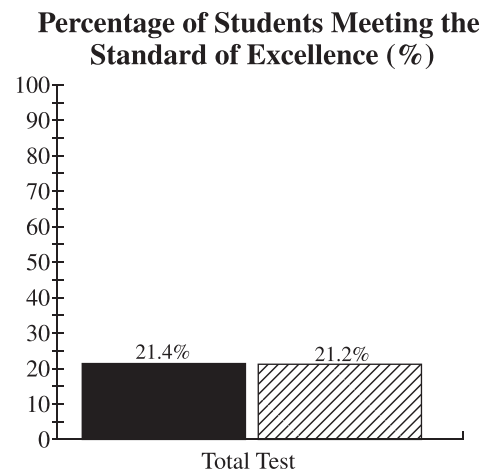
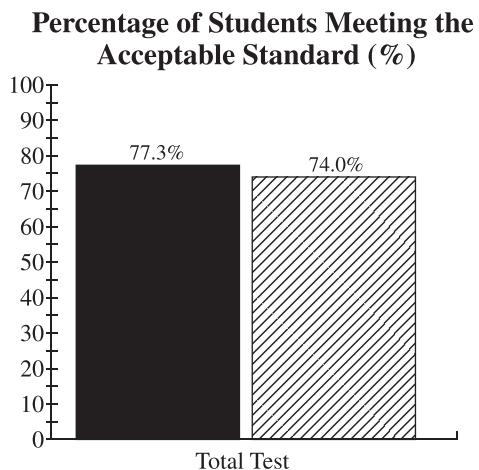
A total of 25 638 students wrote the 2013 Grade 9 Social Studies Achievement Test.

What Was the Test Like?

The 2013 Grade 9 Social Studies Achievement Test consisted of 50 multiple-choice questions based on specific outcomes (SOs) within each of the two general outcomes (GOs) in the *2007 Grade 9 Social Studies Program of Studies*: GO 9.1 Issues for Canadians: Governance and Rights and GO 9.2 Issues for Canadians: Economic Systems in Canada and the United States.

How Well Did Students Do?

The percentages of students meeting the acceptable standard and the standard of excellence in 2013 are shown in the graphs below. Out of a total possible score of 50, the provincial average on the test was 32.9 (65.8%). The examination statistics that are included in this document represent all writers: both French and English. If you would like to obtain English-only statistics or French-only statistics that apply to your school, please refer to your detailed reports that are available on the extranet. Detailed provincial assessment results are provided in school and jurisdiction reports.



 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 Social Studies 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 Social Studies Achievement Test (based on those who wrote).

2013 Test Blueprint and Student Achievement

In 2013, 74.0% of all students who wrote the test achieved the acceptable standard on the Grade 9 Social Studies Achievement Test, and 21.2% of all students who wrote achieved the standard of excellence. Student achievement on the 2013 Grade 9 Social Studies Achievement Test averaged 32.9 out of a total score of 50 (65.8%).

The blueprint below shows the reporting categories and test sections (curricular content areas) 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.

Test Section (Curricular Content Area)	Reporting Category		Provincial Student Achievement (Average Raw Score and Percentage)
	Knowledge and Understanding ¹	Skills and Processes ²	
The Political and Judicial System (9.1.4, 9.1.5)³ Students examine the structure of Canada's federal political system and analyze the role of citizens and organizations in Canada's justice system by exploring and reflecting upon questions and issues regarding <ul style="list-style-type: none"> • how federal laws are passed • branches of the federal government • selection of MPs and senators • accountability of MPs and senators • the role of federal political parties • the role of media in political issues • lobby groups and government decisions • extent to which political and legislative processes meet the needs of Canadians • participation in Canada's justice system • citizens' legal roles and responsibilities • the Youth Criminal Justice Act 			7.4/11 (67.3%)
Individual and Collective Rights (9.1.6, 9.1.7)³ Students critically assess the impact of the Canadian Charter of Rights and Freedoms on legislative processes in Canada and how increased demand for recognition of collective rights has impacted legislative processes in Canada by exploring and reflecting upon questions and issues regarding <ul style="list-style-type: none"> • recognition of individual rights • exercising individual rights • conditions in the workplace • rights and responsibilities of citizens • recognition of collective rights • the needs of Francophone minorities • the needs of Francophones in Québec • the rights of official language minorities • the Indian Act • Treaty 6, Treaty 7, and Treaty 8 • legislation and Métis cultures and rights 			7.1/11 (64.5%)
Immigration (9.1.8)³ Students critically assess how legislative processes address issues of immigration by exploring and reflecting upon questions and issues regarding <ul style="list-style-type: none"> • factors influencing immigration policies • changes to Canadian policies on immigration and refugees • immigration and Aboriginal peoples • provincial immigration policies • immigration policies in Québec • immigration policies and the Charter • how Canada benefits from immigration 			5.7/8 (71.2%)
Economic Decision Making (9.2.4)³ Students analyze principles and practices of market and mixed economies by exploring and reflecting upon questions and issues regarding <ul style="list-style-type: none"> • principles of a market economy • government intervention • Canada's mixed economy • consumers in market and mixed economies • consumer individual and collective identity • the economic impact of labour unions • government intervention in the economy • the basic economic question of scarcity 			5.2/8 (65.0%)
Consumerism, Quality of Life, and Political Decision Making (9.2.5, 9.2.6)³ Students critically assess the relationship between consumerism and quality of life in Canada and the United States and the interrelationship between political decisions and economic systems by exploring and reflecting upon questions and issues regarding <ul style="list-style-type: none"> • indicators of quality of life • individual consumer behaviour • how marketing affects consumerism • consumerism and quality of life • consumerism as a power of a collective • consumerism and economic growth • values underlying social programs • economic platforms of political parties • political party philosophies and platforms • the underground economy • environmental issues and quality of life 			7.5/12 (62.5%)
Provincial Student Achievement (Average Raw Score and Percentage)	13.4/19 (70.5%)	19.4/31 (62.6%)	Total Test Raw Score = 50

¹**Knowledge and Understanding**—includes the breadth and depth of information, concepts, evidence, ideas, and opinions fundamental to decision making as identified in the *Grade 9 Social Studies Program of Studies (2007)*.

²**Skills and Processes**—includes the application of critical and creative thinking, historical thinking, geographic thinking, decision making, problem solving, and media literacy to relevant situations as identified in the *Grade 9 Social Studies Program of Studies (2007)*.

³Bolded numbers in parentheses cross-reference specific outcomes in the *Grade 9 Social Studies Program of Studies (2007)*.

Commentary on 2013 Student Achievement

The following is a discussion of student achievement on the 2013 Grade 9 Social Studies Achievement Test. Sample questions are provided to highlight levels of achievement of students who met the acceptable standard, students who met the standard of excellence, and students who did not meet the acceptable standard. For each question, the keyed answer is marked with an asterisk.

Together, the first three blueprinting categories encompass outcomes contained in General Outcome 9.1 Issues for Canadians: Governance and Rights, wherein students are expected to analyze Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship, and identity. In the **Political and Judicial System** blueprint category (composed of 11 questions), students were expected to examine the structure of Canada's federal political system (Specific Outcome 9.1.4) and analyze the role that citizens and organizations play in Canada's justice system (Specific Outcome 9.1.5) by exploring and reflecting upon questions and issues pertaining to:

- What processes are used to determine Members of Parliament (MPs) and Senators?
- How are laws passed in the federal political system?
- How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?

Students who achieved the acceptable standard were able to analyze issues related to the election of Members of Parliament, the process by which laws are created in Canada, and the imposition of criminal sentences in Canada's justice system. Students who met the standard of excellence additionally demonstrated strengths in critiquing features of Canada's electoral system, assessing arguments underlying differing viewpoints on the efficacy of Canada's legislative processes, and evaluating the merits of criminal sentences. Students who did not achieve the acceptable standard were generally able to recognize the roles of key institutions in Canada's federal political system as well as the role of advocacy groups in the judicial system. However, many of these students struggled with questions pertaining to some of the complexities inherent in the enactment of legislation in Canada's Parliament and demonstrated a limited awareness of societal concerns related to the administration of criminal sentences in Canada.

Some of the aforementioned differences in student performance are evident in the following analysis of questions taken from the 2013 Grade 9 Social Studies Achievement Test.

In question 3 (blueprinted as a **Skills and Processes** question), students were required to consider a change to Canada's electoral system to determine which political parties could have acquired more seats in a federal election (SO 9.S.1).

3. An electoral system based on the ideas of Speaker Z in Source IV would have enabled which of the following pairs of political parties in Source III to acquire more seats in the 2008 election than they actually won?
- *A. New Democratic Party of Canada and Green Party of Canada
 - B. Conservative Party of Canada and Liberal Party of Canada
 - C. Conservative Party of Canada and Green Party of Canada
 - D. New Democratic Party of Canada and Bloc Québécois

The correct answer (A) was chosen by 53.8% of all students who wrote the test, demonstrating their ability to consider the implications of determining election results by popular vote (advocated by Speaker Z in Source IV) by interpreting information in a bar graph (illustrating the percentage of popular vote and number of seats won by five political parties in the 2008 Canadian federal election in Source III). These students were able to determine that the percentage of the popular vote received by each of the New Democratic Party of Canada and the Green Party of Canada was higher than the percentage of seats each party actually won in the House of Commons. Option B was selected by 31.8% of all students. This choice correctly identifies the percentage of the popular vote received by the Liberal Party of Canada as slightly higher than the percentage of seats won in the House of Commons. However, this answer is incorrect in that it does not account for the fact the percentage of the popular vote received by the Conservative Party of Canada was lower than the percentage of seats won in the House of Commons. Option C (selected by 7.3% of all students) correctly identifies the percentage of the popular vote received by the Green Party of

Canada as higher than the percentage of seats won in the House of Commons, but this answer is incorrect in that it also does not account for the fact the percentage of the popular vote received by the Conservative Party of Canada was lower than the percentage of seats won in the House of Commons. Option **D**, selected by 7.0% of all students, correctly identifies the percentage of the popular vote received by the New Democratic Party of Canada as higher than the percentage of seats won in the House of Commons. However, this answer is incorrect in that it does not account for the fact that the percentage of the popular vote received by the Bloc Québécois was lower than the percentage of seats won in the House of Commons. The correct answer was selected by 54.2% of those students who achieved the acceptable standard, 89.2% of those students who met the standard of excellence, and 24.3% of those students who did not achieve the acceptable standard.

In the section of the 2013 achievement test blueprinted for curricular content pertaining to **Individual and Collective Rights** (composed of 11 questions), students were required to assess, critically, the impact of the Canadian Charter of Rights and Freedoms on legislative processes in Canada (Specific Outcome 9.1.6) and assess, critically, how the increased demand for recognition of collective rights has impacted legislative processes in Canada (Specific Outcome 9.1.7) by exploring and reflecting upon questions and issues regarding:

- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada?
- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?
- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada?
- To what extent should federal and provincial governments support and promote the rights of official-language minorities in Canada?
- How does legislation such as Treaty 6, Treaty 7, and Treaty 8 recognize the status and identity of Aboriginal peoples?

Students who met the acceptable standard were able to recognize circumstances in which rights and freedoms guaranteed in the Canadian Charter of Rights and Freedoms may be protected by government, form conclusions regarding provincial legislation in Québec regarding access to minority-language education, and acknowledge the impact of legislation such as the Indian Act, the Numbered Treaties, and the Canadian Charter of Rights and Freedoms on the collective rights of Aboriginal peoples. Students who achieved the standard of excellence were additionally able to appreciate the government's responsibility to promote the rights of individuals, assess conditions under which minority-language education rights have been guaranteed to official-language communities in Québec, and appreciate the complexity inherent in recognizing the land claims of Aboriginal peoples. For students who did not meet the acceptable standard, questions that required forming generalizations regarding both the rights and responsibilities of Canadians, making connections among historical events related to official-language rights in Canada, or synthesizing information to explore conflicting perspectives on issues related to the inherent rights of Aboriginal peoples frequently proved challenging.

In question 19 (blueprinted as a **Knowledge and Understanding** question), students were required to determine, from the perspective of the Canadian government, what a timeline documenting legislation regarding First Nations' land claims illustrates (SO 9.1.7).

- 19.** From the perspective of the Canadian government, the information in Source I is **most closely** related to constitutional recognition of
- A.** legal rights
 - *B.** collective rights
 - C.** individual rights
 - D.** democratic rights

Of all students who wrote the test, 75.1% were able to apply their background knowledge to recall that the Royal Proclamation (1763), the Indian Act (1876), Treaty 8 (1899), and the Canadian Charter of Rights and Freedoms (1982) contain legislation that is most closely related to constitutional recognition of the collective rights of First Nations peoples in order to choose the keyed response (**B**). Those students who

selected **A** (8.5% of all students) may have misconstrued “legal rights” to mean rights guaranteed by laws such as those identified in the source. Students who selected **C** (10.7% of all students) may have mistakenly thought that these Acts address individual rights, an assumption true only in that the Canadian Charter of Rights and Freedoms addresses both individual and collective rights, but untrue of the other legislation identified. Students who chose **D** (5.5% of all students) may have misunderstood democratic rights as being concerned with political decisions involving the rights of First Nations peoples. Of those students who met the acceptable standard, 81.7% answered this question correctly. Of those students who met the standard of excellence, 96.8% chose the correct answer. Of those students who did not achieve the acceptable standard, 44.1% selected the correct response.

In the **Immigration** blueprint category (composed of 8 questions), students were expected to assess, critically, how legislative processes attempt to address emerging issues of immigration (Specific Outcome 9.1.8) by exploring and reflecting upon the questions and issues related to:

- What factors influence immigration policies in Canada (i.e., economic, political, health, security)?
- What impact does increasing immigration have on Aboriginal peoples and communities?
- To what extent does Canada benefit from immigration?

Those students who achieved the acceptable standard were able to recognize factors related to Canada’s policies on immigration and identify the beneficial role of seasonal workers and immigrants in Canada’s economy. Students achieving the standard of excellence could also appreciate the growing importance of Aboriginal peoples and immigrants in providing labour to meet the demand for workers to fill job vacancies. Students who did not meet the acceptable standard sometimes had difficulty reconciling conflicting viewpoints regarding the benefits of immigration to Canada as well as with considering some of the personal challenges faced by immigrants to Canada.

In question 25 (blueprinted as a **Skills and Processes** question), students were required to determine what a supporter of the ideas of two speakers would most likely argue regarding Canada’s policies on immigration (SO 9.S.1).

25. A supporter of the ideas presented in Source III would **most likely** argue that the federal government should
- A. raise salaries for all workers in Canada
 - B. hire local workers to fill job vacancies in Canada
 - C. introduce new workplace-safety regulations in Canada
 - *D. continue to allow foreign workers to be employed in Canada

Of all students who wrote the test, 74.4% were able to determine—from the speakers’ suggestions that “the Seasonal Agricultural Workers Program is an ideal way to fill worker shortages,” “The program provides employment,” and “The financial spinoff from the agriculture industry helps other Canadians as well”—that a supporter of these ideas would most likely argue that the federal government should continue to allow foreign workers to work in Canada, and chose the keyed response (**D**). Students who selected **A** (8.4% of all students) may have misunderstood from the reference to workers receiving “a wage that is usually higher than what they can earn at home” that an argument is being made for the need to raise all workers’ salaries in Canada. Students who selected **B** (11.4% of all students) may have neglected to consider contextual information in Source I regarding how “Employers must prove there is a labour shortage in their community before hiring through the program” and erroneously assumed that there are local workers available to fill job vacancies in Canada. Students who chose **C** (5.6% of all students) may have incorrectly inferred from references to “the delivery of fuel to farms and the repair of farm machinery” that the government should be concerned with workplace-safety regulations in Canada. Of those students who met the acceptable standard, 81.4% answered this question correctly. Of those students who met the standard of excellence, 97.2% chose the correct answer. Of those students who did not achieve the acceptable standard, 41.7% selected the correct response.

The final two blueprint categories encompass outcomes within General Outcome 9.2 Issues for Canadians: Economic Systems in Canada and the United States, in which students are required to demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship, and identity. With regard to curricular content in the blueprint category related to **Economic Decision Making** (composed of 8 questions), students were

required to compare and contrast the principles and practices of market and mixed economies (Specific Outcome 9.2.4) by exploring and reflecting upon questions and issues pertaining to:

- What are the principles of a market economy?
- Why do governments intervene in a market economy?
- Why is Canada viewed as having a mixed economy?
- What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies?
- How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity?

Students who met the acceptable standard were able to differentiate features characteristic of a market economy from those that distinguish a mixed economy and were able to identify in general terms how government intervention impacts each economic system. Students who achieved the standard of excellence were additionally able to form generalizations regarding differences in how market and mixed economies address scarcity, individual economic freedom, and conflicting viewpoints on how to achieve the public good. Students who did not achieve the acceptable standard were often challenged by questions that required consideration of the advantages and disadvantages of government intervention in market and mixed economies or that involved synthesis of information in multiple sources to determine the central economic issue raised.

In question 32 (blueprinted as a **Knowledge and Understanding** question), students were required to know the three basic economic questions that are related to how to solve scarcity (SO 9.2.4).

- 32.** In Source I, the question mark under the heading “Three Basic Economic Questions Regarding how to Address Scarcity” would be correctly replaced with which of the following questions?
- A.** What is the quality of goods and services?
 - *B.** What goods and services will be produced?
 - C.** What is the current supply of goods and services?
 - D.** What goods and services will result in the highest profit?

Of all students who wrote the test, 59.9% were able to remember the basic questions of economics that address scarcity—What is needed or wanted? How will it be produced? and Who will get it?—and chose the keyed response (**B**). Those students who selected **A** (15.6% of all students), **C** (16.0% of all students), or **D** (8.5% of all students) may have neglected to consider the two basic economic questions provided in the source—“How will goods and services be produced?” and “Who will receive the goods and services?”—and been unable to recall the third basic economic question pertaining to “What goods and services will be produced?” Of those students who met the acceptable standard, 62.2% answered this question correctly. Of those students who met the standard of excellence, 85.7% chose the correct answer. Of those students who did not achieve the acceptable standard, 34.1% selected the correct response.

In the blueprinting category that encompasses questions that involve **Consumerism, Quality of Life, and Political Decision Making** (composed of 12 questions), students were expected to assess, critically, the relationship between consumerism and quality of life in Canada and the United States (Specific Outcome 9.2.5) and assess, critically, the interrelationship between political decisions and economic systems (Specific Outcome 9.2.6) by exploring and reflecting upon questions and issues regarding:

- How does individual consumer behaviour impact quality of life?
- How does marketing impact consumerism?
- How does consumerism provide opportunities for and limitations on impacting quality of life?
- How is consumerism used as a power of a collective (e.g., boycotts)?
- How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)?

Students achieving the acceptable standard were able to apply knowledge of the impact of consumer boycotts, recall the impact of marketing on consumer behaviour, and acknowledge the impact of the underground economy on government revenue used to provide social programs. Students who achieved the standard of excellence could also appreciate the influence consumers as a collective may have on the decisions of businesses, weigh problems associated with the actions of manufacturers who seek to increase sales by convincing consumers to buy products, and assess the advantageous and

disadvantageous effects of the underground economy on consumers, workers, and employers. Those students who did not meet the acceptable standard often had difficulty interpreting the meaning of details in cartoons related to the economic impact of choices made by consumers and recognizing the far-reaching effects of the underground economy on not only the lives workers and employers, but also the consumers who purchase goods and services and members of society as a whole.

Question 42 (blueprinted as a **Skills and Processes** question) required that students form a generalization regarding consumerism that is most directly related to information in three sources (SO 9.S.4).

42. Which of the following questions is **most directly** related to information in all three sources?
- A. To what extent should producers be directed by government legislation?
 - *B. To what extent should consumers make informed choices about purchasing goods and services?
 - C. To what extent should producers focus on environmentally friendly goods and services?
 - D. To what extent should consumers be aware of health and safety regulations on products?

The correct answer (**B**) was selected by 85.7% of all students who wrote the test. These students were able to generalize—from information in three sources related to the defining aspects of consumerism, the impact of consumerism on consumers, and the ability of consumers to influence businesses—that the question most directly raised is concerned with the extent to which consumers are conscientious and make informed choices when purchasing goods and services. Option **A** was selected by 5.9% of all students, a choice that may have arisen from an over-emphasis on a detail in only one source regarding how consumerism “May be promoted by governments to stimulate the economy” and the misunderstanding that all three sources in some way address the need for government legislation to direct the actions of producers. Option **C** (selected by 4.8% of all students) and Option **D** (selected by 3.5% of all students) were selected by students who may have overlooked the information provided in Source I and Source II and incorrectly inferred, beyond the information provided in Source III, that the consumer boycott described is motivated by a desire to encourage producers to be environmentally conscious or a concern about health and safety regulations on products sold to consumers. Many students who achieved the acceptable standard were able to choose the correct answer, with 91.9% choosing the keyed response. The majority of students who achieved the standard of excellence (97.8%) chose the correct answer, while 63.1% of students who did not meet the acceptable standard correctly answered the question.

Overall, student achievement on the 2013 Grade 9 Social Studies Achievement Test was strong. Most students (74.0%) were able to achieve the acceptable standard, and 21.2% of all students achieved the standard of excellence. Of all students who wrote the test, 26.0% did not achieve the acceptable standard.

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.