

Grade 6  
Subject Bulletin  
Social Studies

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Alberta Provincial Achievement Testing 2019–2020

This document was written primarily for:

Students	
Teachers	✓ Grade 6 Social Studies
Administrators	✓
Parents	
General Audience	
Others	

Alberta Education, Government of Alberta

2019–2020

*Social Studies 6 Information Bulletin*

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You can find [provincial achievement test-related materials](#) on the Alberta Education website.

Additional topics of interest are found in the [General Information Bulletin](#).



# Grade 6 Social Studies Provincial Achievement Test

## General description

The *Grade 6 Social Studies Provincial Achievement Test* consists of 50 multiple-choice questions.

The test is developed to be completed in 1 hour; however, students have up to 2 hours to complete the test.

The test has one booklet. Students record their answers on a tear-out answer sheet.

The test is based on the two social studies general outcomes in the [Social Studies Program of Studies](#):

- General Outcome 6.1: Citizens Participating in Decision Making
- General Outcome 6.2: Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy.

Knowledge and Understanding and Skills and Processes are integrated into the multiple-choice test. In the knowledge and understanding category, students are tested on their ability to understand generalizations, concepts, related facts, and content. The skills and processes that students are expected to use when answering questions include critical and creative thinking, historical and geographic thinking, decision making and problem solving, research skills, written literacy, and media literacy.

Values and Attitudes outcomes are best assessed in the context of the classroom.

Students may **not** use a dictionary, a thesaurus, or other reference materials when writing the test.

If a word that warrants definition is used on a test, it will be defined on the page on which it appears.

## Description of Grade 6 Social Studies provincial assessment standards

The following statements describe what is expected of Grade 6 students at the acceptable standard and the standard of excellence, based on outcomes in the [Grade 6 Social Studies Program of Studies](#). These statements represent examples of the standards against which student achievement is measured. It is important to remember that one test cannot measure all the outcomes in the Grade 6 Social Studies Program of Studies.

Acceptable standard	Standard of excellence
<p>Students who meet the acceptable standard in Grade 6 Social Studies have a basic understanding of the concepts, generalizations, and skills fundamental to the program. They are able to</p> <ul style="list-style-type: none"> <li>• define or identify the fundamental principles of democracy</li> <li>• recognize the rights and responsibilities of citizens in a democracy</li> <li>• recognize how citizens are able to actively participate in a democratic society</li> <li>• describe the structure and function of both local and provincial governments</li> <li>• describe the structure and function of specific historical models of democracy</li> <li>• use maps, graphs, tables, and charts to find essential relevant information</li> <li>• demonstrate the use of various media-literacy skills when examining current-events topics</li> </ul>	<p>Students who meet the standard of excellence in Grade 6 Social Studies have internalized most, if not all, of the concepts and generalizations fundamental to the Grade 6 Social Studies program. The students are confident learners who demonstrate a clear and accurate understanding of how citizens participate in a democracy, and of the influence of historical models of democracy. They are able to</p> <ul style="list-style-type: none"> <li>• apply knowledge and/or provide examples of the fundamental principles of democracy</li> <li>• demonstrate a clear and accurate understanding of the rights and responsibilities of citizens in a democracy</li> <li>• provide specific examples of how citizens can effectively participate in a democratic society</li> <li>• analyze the structure and function of both local and provincial governments</li> <li>• analyze the structure and function of specific historical models of democracy to demonstrate an understanding of democratic principles</li> <li>• interpret and analyze maps, graphs, tables, and charts to make inferences and draw conclusions</li> <li>• consistently apply media-literacy skills when examining current-events topics</li> </ul>

## Blueprint

The blueprint below shows the reporting categories under which questions are classified. The number of questions in each reporting category is approximate.

		Knowledge and Understanding	Skills and Processes	Number (Percentage) of Questions
<b>Citizens Participating in Decision Making</b>	<b>Democratic Principles and Ideals</b>	3	7	10 (20%)
	<b>Structure and Function of Local and Provincial Government</b>	3	7	10 (20%)
	<b>Individual, Group, and Community Involvement</b>	3	7	10 (20%)
<b>Historical Models of Democracy</b>	<b>Ancient Athens</b>	3	7	10 (20%)
	<b>Iroquois Confederacy</b>	3	7	10 (20%)
<b>Number (Percentage) of Questions</b>		<b>15 (30%)</b>	<b>35 (70%)</b>	<b>50 (100%)</b>

**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.

# Preparing Students for the *Grade 6 Social Studies Provincial Achievement Test*

## Suggestions for preparing students

The best way to prepare students for writing the provincial achievement test is to teach the curriculum well and to ensure that students know what is expected. Many of the skills and attitudes that support test writing are, in fact, good skills and strategies for approaching all kinds of learning tasks.

Teachers are encouraged to familiarize their students with the types of questions that will appear on the test. [Released Materials](#) from previously secured tests are available on the Alberta Education website.

Teachers are also encouraged to share the following information with their students to help them prepare for the *Grade 6 Social Studies Provincial Achievement Test*.

## Special-format practice tests

To give students an opportunity to practise provincial achievement test-style questions and content in Braille, audio, large print, or coloured print versions, Alberta Education produces special-format practice tests for all subjects that have a provincial achievement test. Alberta schools with registered Alberta K–12 students may place orders for these tests. Braille versions are available in English and, by request, in French. All tests are provided free of charge, but limits may be placed on order volumes to ensure access for all students.

For the greatest benefit, special-format practice tests should be written under conditions similar to those of the corresponding provincial achievement test. The same rules regarding the use of resources and devices should be followed.

Braille versions must be returned to Alberta Education after use.

### **For more information or to place an order, contact**

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## Suggestions for answering multiple-choice questions

- Before you begin, find out how much time you have.
  - Ask questions if you are unsure of anything.
  - Skim through the whole test before beginning. Find out how many questions there are and plan your time accordingly.
  - Answer the easier questions first; then go back to the more difficult ones.
  - Do not spend too much time on any one question. Make a mark (\* or ?) beside any questions you have difficulty with and go back to them if you have time.
  - Read each question carefully, underline or highlight key words, and try to determine an answer.
  - Read all the choices and see which one best fits the answer.
  - When you are not sure which answer is correct, cross out any choices that are wrong, and then select the best of the remaining choices.
  - If time permits, recheck your answers.
  - Double-check to make sure that you have answered everything before handing in the test.
  - Read the information given using the strategy that works best for you. You should either
    - look at all the information and think carefully about it before you try to answer the questions
- OR**
- read the questions first and then look at the information, keeping in mind the questions you need to answer
- Make sure that you look at all forms of the information given. Information may be given in many forms, such as words, charts, pictures, graphs, maps, or cartoons.
  - When information is given for more than one question, go back to the information before answering each question.

When answering “best answer” questions, be sure to carefully read all four alternatives (A, B, C, and D) before choosing the answer that you think is best. These questions will always include a boldfaced qualifier such as **best**, **most strongly**, or **most clearly** in their stems. All the alternatives (A, B, C, and D) are, to some degree, correct, but one of the alternatives will be “best” in that it takes more of the of the information into account or can be supported most strongly by reference to the information.

# Opportunities to Participate in Test-development Activities

## Field testing

All provincial achievement test questions are field tested before use. By “testing” the test questions, students who write field tests have an opportunity for a practice run at answering questions that could be used on future provincial achievement tests. As well, the teachers have an opportunity to comment on the appropriateness and quality of the test questions.

Through the online field test request system, teachers can create and modify field test requests and check the status of these requests. Information regarding the field-test process and the request system is available at [Provincial Achievement Tests](#).

Once the completed requests are received by the Provincial Assessment Sector, classes will be selected to ensure that a representative and sufficiently large sample of students from across the province take part in the field test. Every effort will be made to place field tests as requested; however, because field tests are administered to a prescribed number of students, it may not be possible to fill all requests.

## **\*NEW** Working groups

Teacher involvement in the development of provincial achievement tests is important because it helps to ensure the validity and appropriateness of the assessments.

Teacher working groups are used throughout the test-development process to create raw forms of test questions and to review and revise draft forms of provincial achievement tests. These working groups usually meet for one or two days, two or three times per year. Occasionally, these meetings are held on weekends.

To be eligible to serve on a test-development working group, a teacher must currently be teaching the course in question or must have taught the course within the past three years.

Teachers participating in working groups are selected from the working-group nominees approved by superintendents of school jurisdictions. The call for nominations usually occurs in September. However, we will accept further nominations throughout the year. In some subjects, more teachers may be nominated for working groups than are needed. When teachers are selected, there must be a balance of first-time and experienced working-group members and regional representation by zone, school authority, and school. Unfortunately, not everyone whose name is submitted will be selected.

# Contacts 2019–2020

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The office is open during the lunch hour.

**\*NEW**

**\*NEW**

**\*NEW**