



Grade 6 Parent Guide

Alberta Provincial Achievement Tests
including French Immersion subjects



This document was written primarily for

Students

Teachers

Administrators

Parents ✓ Grade 6

General Audience

Others

2026-2027 Grade 6 Parent Guide

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Questions Frequently Asked About the Provincial Achievement Testing Program

Students in Grade 6 write provincial achievement tests in language arts/language arts and literature, mathematics, science, and social studies. Students who are registered in French Immersion programs write a French form of the mathematics, science, and social studies tests in addition to the French Immersion Language Arts and Literature and English Language Arts and Literature tests. Students in Grade 9 also write provincial achievement tests. Parents often ask the following questions as their children prepare to write provincial achievement tests.

What are the purposes of the provincial achievement tests?

The purposes of the provincial achievement tests are to determine if students are learning what they are expected to learn; to report to Albertans how well students have achieved provincial standards at given points in their schooling; and to assist schools, school authorities, and the province in monitoring and improving student learning.

Who is expected to write the tests?

All students registered in grades 6 and 9 or those in their sixth or ninth year of schooling are expected to write the tests for their grades.

What tests are administered and when?

Provincial achievement tests are administered to students registered in Grade 6 as follows:

Subject		Official Time*	Month
English Language Arts and Literature	<i>Part A: Writing</i>	120 min	June
	<i>Part B: Reading</i>	60 min	June
French Immersion Language Arts and Literature	<i>Part A: Text Production</i>	120 min	May
	<i>Part B: Text Comprehension</i>	60 min	June
Français langue première et littérature	<i>Part A: Text Production</i>	120 min	June
	<i>Part B: Text Comprehension</i>	60 min	June
Mathematics / Mathématiques	<i>Part A</i>	30 min	June
	<i>Part B</i>	75 min	June
Science / Sciences		60 min	June
Social Studies / Études Sociales		60 min	June

*All students may use up to twice the official time, if needed.

What do the provincial achievement tests assess?

Alberta's provincial achievement tests are aligned with the provincial curriculum. No single test can assess everything. The provincial achievement tests address only those learning outcomes that can be readily assessed. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The provincial achievement tests provide part of the picture. In addition, classroom teachers use many different assessment strategies throughout the school year to gain information about what students are learning.

How are provincial achievement tests developed?

Classroom teachers from across the province are involved at every stage of the test development and implementation process, including:

- writing, revising, and reviewing questions
- administering field tests
- validating test forms
- validating French translations
- validating scoring guides
- confirming standards
- administering the tests
- marking students' written responses

What are test accommodations?

Alberta Education and Childcare provides alternative test formats and/or administration conditions for students with special test-writing needs to allow these students to do their best. Test accommodations may include Braille or large-print formats, sign language, text to speech, use of a reader or scribe, and recorded responses. Students who regularly use aids of this type in the classroom to support their learning may make use of these accommodations when writing one or more of their provincial achievement tests. More information can be found in the [Provincial Achievement Tests General Information Bulletin](#).

How can parents help their children prepare for the tests?

It is important that children feel relaxed and comfortable when they write any test, including provincial achievement tests. Children's feelings about a test are very much influenced by what adults close to them say about those tests. Parents can be of most help to their children by encouraging them to relax and do their best, just as they would when writing any test.

How can teachers prepare their students for writing the tests?

Alberta Education and Childcare discourages test rehearsal and coaching. Provincial achievement tests are like any other test students would normally write. The best preparation for students to write the provincial achievement tests is effective instruction based on the full range of learning outcomes in the Alberta curriculum.

How are the provincial achievement tests marked?

All provincial achievement tests, except the language arts and literature writing tests, are machine scored. The written-response component of the language arts and literature test is marked centrally, in July, by experienced grade 6 language arts and literature teachers who have been nominated by their superintendents. These teachers are trained by, and work under the supervision of, Alberta Education and Childcare staff.

Alberta Education and Childcare encourages teachers to mark provincial achievement tests using the scoring guides and exemplars that are provided to them each year. Locally awarded marks on the language arts written-response tests that are submitted to Alberta Education and Childcare will be used as the first reading of a student's response. The tests will then be marked centrally as the second reading. Both marks contribute to the student's final mark. In the event of a discrepancy between the two marks, tests will receive a third reading, which will determine the final mark that the test is awarded. In this way, valid and reliable individual and group results can be reported. Tests that are not marked locally by teachers will be marked centrally only once.

Test scores will be available after students submit their tests on the digital assessment platform. Teachers are expected to report the preliminary results to parents in June.

Although no single test can provide a comprehensive picture of a student's achievement, when used in conjunction with more information gained from various classroom assessments, preliminary results can assist parents in more timely and better understanding of their child's achievement.

How should provincial achievement test results be communicated and used?

In late September, Alberta Education and Childcare makes available copies of the Individual Student Profile (ISP) of each student to the staff of the school where the student wrote the provincial achievement tests (see samples on pages 4 and 5). PAT Results Individual Student Profiles (ISP) Reports are available in the Provincial Approach to Student Information (PASI) system. Schools are responsible for forwarding ISPs to parents through the following options: forwarding PDFs of the ISPs electronically to parents via school systems, printing the PAT Results ISP Reports for mailing, or signing up parents for myPass access to their child's account. Students and parents will be able to access the PAT Results ISP Reports as needed via myPass.

School staff, in consultation with their school council, should look at the school report to see what patterns and trends are evident in the results and to determine how the school's programs might be improved. The principal, teachers, parents, and community can look at these results in relation to past results, along with school and district assessments and other information about students and programs. They can use this information to provide the best possible learning opportunities for their students.

Similarly, it is helpful if the school board and the jurisdiction look at the school authority report to see how district-wide programs can be improved for students. It is also important for Alberta Education and Childcare to examine the provincial results to see whether changes are needed in provincial programs or policies.

Used in these ways, the test results support continuous improvement in program planning and in teaching. This helps to ensure that as many students as possible achieve provincial standards.

How should school councils use provincial achievement test results?

In collaboration with the school staff, a school council should review the provincial achievement test results. Questions such as the following may serve as a starting point:

- What are the strengths of our school?
- What are the areas requiring growth?
- What factors could be contributing to our school's performance?
- What trends in provincial achievement test results can we identify for our school over the past several years?
- What are our local achievement targets for this year?
- What plans can we develop to address the areas requiring growth and to help students to do their best?

Should schools be ranked according to their results on provincial achievement tests?

Alberta Education and Childcare **does not support** comparisons of schools or school authorities based on provincial achievement test scores. Rather, in evaluating a school, people should consider a variety of factors that are relevant to that school. Alberta Education and Childcare emphasizes the importance of provincial standards, local targets, and past performance as the basis for examining the test results and planning instructional programs.

Student Name:
 Alberta Student Number:
 School of Writing:
 School Authority:

Grade 6 Achievement Tests Sample Individual Student Profile

Graph Legend

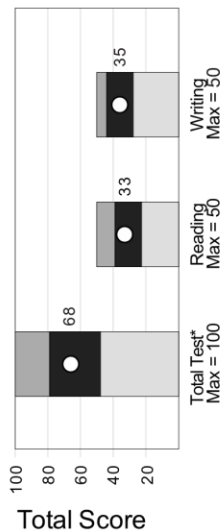
-  Standard of Excellence
-  Acceptable Standard
-  Below Acceptable Standard
-  Student Score

Explanatory Notes

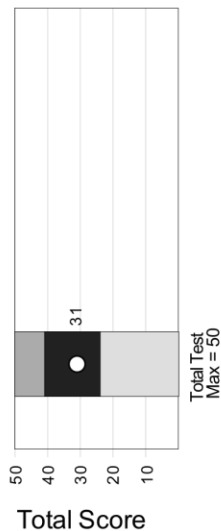
The point on each bar graph indicates the score obtained by the student on the total test and on each of the two components of the test.

The shaded regions indicate the range of scores at the Standard of Excellence (dark grey region), the Acceptable Standard (black region), and below the acceptable standard (light grey region).

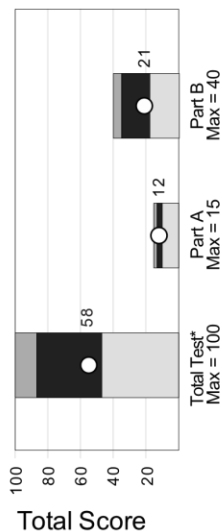
English Language Arts & Literature 6



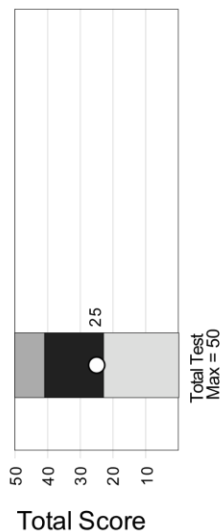
Social Studies 6



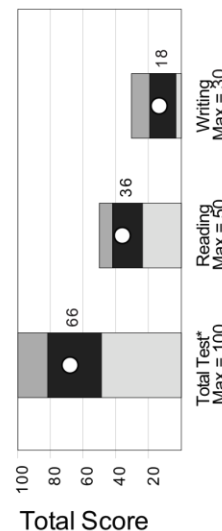
Mathematics 6



Science 6



French Immersion Language Arts and Literature 6



Student Name:
Alberta Student Number:
School of Writing:
School Authority:

Grade 6 Achievement Tests Sample Individual Student Profile



Subject	Component	Student's Results		Range of Scores Within Each Standard ¹	
		Score	Standard Achieved	Acceptable Standard*	Standard of Excellence*
English Language Arts & Literature 6	Total Test 2	68 / 100	Acceptable	48 - 78	79 - 100
	Reading Writing	33 / 50 35 / 50	Acceptable Acceptable	23 - 38 28 - 43	39 - 50 44 - 55
Mathematics 6	Total Test 3	58 / 100	Acceptable	47 - 86	87 - 100
Written in French	Part A	12 / 15	Acceptable	10 - 12	13 - 15
	Part B	21 / 40	Acceptable	18 - 34	35 - 40
Social Studies 6	Total Test	31 / 50	Acceptable	24 - 40	41 - 50
Written in French					
Science 6	Total Test	25 / 50	Acceptable	23 - 40	41 - 50
Written in French					
French Immersion Language Arts and Literature 6	Total Test 4	66 / 100	Acceptable	49 - 81	82 - 100
	Reading Writing	36 / 50 18 / 30	Acceptable Acceptable	24 - 41 28 - 43	42 - 50 44 - 55

The table above provides the student's scores for each subject and for the components of that subject. Also included is the range of scores that define each standard.

¹These standards reflect provincial expectations.

² Reading and Writing are weighted equally in the calculation of the total score.

³ Part A is worth 20% and Part B is worth 80% in the calculation of the total score.

⁴ Reading and Writing are weighted equally in the calculation of the total score.

*Values may be adjusted year to year through equating.



Test Descriptions and Sample Questions

The Grade 6 provincial achievement tests are designed to reflect the nature and aims of the learning outcomes that are prescribed in provincial curriculum and to assess the achievement of these outcomes.

Sample questions

To view provincial achievement tests sample questions, visit the [Practice Tests](#) web page.

English Language Arts and Literature

Test description

Part A: Writing consists of two writing assignments—one fiction and one non-fiction—developed to be completed in 2 hours; however, students may have up to 4 hours to complete the test should they need it. For the first 10 minutes of the 2 hours, students may discuss both assignments with classmates in groups of two to four or think alone about the prompts. Students will engage in this discussion time without teacher participation. During this discussion time, students may record their ideas on the planning pages provided. The allotted test time provides students with time for planning, drafting, and revising both the fiction and non-fiction writing assignments. Students may take up to 4 hours to complete the test.

Part B: Reading (50 questions of various formats supported by the digital assessment platform) is developed to be completed in 60 minutes; however, students may take up to 2 hours to complete the test should they need it. The test is based on reading selections from fiction, nonfiction, poetry, and visual media.

For more information, see the [Grade 6 English Language Arts and Literature Subject Bulletin](#) to view sample questions.

French Immersion Language Arts and Literature

Test description

Part A: Text Production consists of one assignment for students. They will receive information related to a theme and then, the test will offer them two types of text they can choose to write. They will need to select only one of those two types of text and write a text based on the theme. The new curriculum offers six types of texts in grade 6 and the two choices will be taken amongst those 6 types. The digital assessment platform includes a French dictionary students can use but they can also use a regular dictionary. This Part will be written in June, and we recommend students spend some time on the digital assessment platform to try the various elements available to students. This test is developed to be completed in 120 minutes; however, students may have up to 240 minutes to complete the test should they need it

Part B: Text Comprehension consists of 50 questions, most of them being technologically enhanced questions, based on a variety of types of texts. Students are given 60 minutes to answer the 50 questions; however, students can have an extra 60 minutes should they need it. Students are not allowed to use any type of dictionary for this Part of the test.

For more information, see the [6^e année Bulletin d'information Français langue première et littérature / Français immersion et littérature 6](#).

Mathematics / Mathématiques

Test description

The *Grade 6 Mathematics Provincial Achievement Test* consists of two parts:

Part A consists of 15 questions from the Organizing Idea: Number in two reporting categories: integers, decimals, and powers; and fractions, rates, and ratios. Manipulatives may be used; however, use of a calculator is not permitted. The questions will be in various formats supported by the digital assessment platform. The test is designed to be completed in 30 minutes; however, students may have up to 60 minutes to complete the test should they need it.

Part B consists of 40 machine-scored questions from all Organizing Ideas in the grade 6 mathematics curriculum. Manipulatives may be used; however, use of a calculator is not permitted. The questions will be in various formats supported by the digital assessment platform. The test is designed to be completed in 75 minutes; however, students may have up to 150 minutes to complete the test should they need it.

A 12x12 multiplication grid is permitted on Part A and Part B only for students who require it, provided its use is recorded as a regular accommodation. More information on accommodations can be found in the [General Information Bulletin](#).

Questions are categorized according to three levels of complexity: low, moderate, and high.

For more information, see the [Grade 6 Mathematics Subject Bulletin](#).



Science / Sciences

Test description

The *Grade 6 Science Provincial Achievement Test* consists of 50 questions of various formats supported by the digital assessment platform. The official time for the test is 60 minutes; however, students have up to 120 minutes to complete the test should they need it. Test items reflect the learning outcomes contained in the Alberta curriculum for Grade 6 Science. The reporting categories for this test are Matter and Energy Resources, Interactions, Climate and Ecosystems, Solar Systems, Computational Thinking, and Scientific Method.

For more information, see the [Grade 6 Science Subject Bulletin](#).



Social Studies / Études Sociales

Test description

In the 2026-27 school year, the first year of implementation of the new Grade 6 Social Studies curriculum, students will **not** write the Grade 6 Social Studies PAT. Instead schools are encouraged to participate in field testing between April and June 2027. Participation in field testing will support the development of future PATs aligned with the new curriculum.

Provincial Assessment Contacts

If you have additional questions or comments about provincial achievement tests, please speak with your child's teacher or school principal, or connect with:

Provincial Achievement Tests Help Desk

Email: ECC.PATS@gov.ab.ca

Examination Administration (for test security, rules, scheduling and policy issues)

Email: exam.admin@gov.ab.ca

Online Assessment (for technical assistance)

Email: online.assessment@gov.ab.ca

Provincial Assessment mailing address

Provincial Assessment, Alberta Education and Childcare
44 Capital Boulevard
10044 108 Street NW
Edmonton AB T5J 5E6

Alberta Education and Childcare website alberta.ca/education-and-childcare

Appendix

New French spelling

As of January 2008, all French-language Alberta Education and Childcare documents have been published in accordance with the new spelling rules adopted by the *Conseil supérieur de la langue française* of France in 1990.

These new rules apply to approximately 2 000 words in the French language. Even though these new rules have been officially approved, they are not mandatory. During this transition period, which could last many years, both spellings are admitted. Neither spelling, traditional or new, is wrong. Consequently, no student who uses either spelling convention, even within a given written assignment, is to be penalized. This holds true for all school work as well as for all written responses in the French-language provincial achievement tests and diploma exams.

The key new rules are as follows:

- 1. The elements of compound numbers are all joined by a hyphen.**
 - a. Traditional spelling: deux cent quarante-sept
 - b. New spelling: deux-cent-quarante-sept
- 2. The circumflex accent is no longer used on *i* and *u*.**
 - a. Traditional spelling: connaître, coûter, août, maîtrise
 - b. New spelling: connaitre, couter, aout, maitrise
- 3. The grave accent replaces the acute accent before a syllable having a silent e.**
 - a. Traditional spelling: événement, crèmerie, céleri
 - b. New spelling: évènement, crèmerie, cèleri
- 4. The hyphen is removed from compound words having a prefix, such as *entre-* and *contre-*, and in words borrowed from other languages.**
 - a. Traditional spelling: entre-temps, contre-exemple, auto-école, basket-ball
 - b. New spelling: entretemps, contrexemple, autoécole, basketball
- 5. The second element of compound words is now pluralized when the word is used in the plural.**
 - a. Traditional spelling: des brise-glace, des cure-dent, des après-midi
 - b. New spelling: des brise-glaces, des cure-dents, des après-midis