

Alberta Provincial
Achievement Testing

Assessment
Highlights
2009-2010

GRADE
9

English Language Arts

Government
of Alberta ■

Alberta ■

Freedom To Create. Spirit To Achieve.

This document contains assessment highlights from the 2010 Grade 9 English Language Arts Achievement Test.

Assessment Highlights provide information about the overall test, the test blueprints, and student performance on the 2010 Grade 9 English Language Arts Achievement Test. Also provided is commentary on student performance at the *acceptable standard* and the *standard of excellence* on selected items from the 2010 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, language function, 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.

For further information, contact
Harvey Stables, Grade 9 Humanities Examination Manager, at Harvey.Stables@gov.ab.ca;
Maureen Milne, Grade 9 Humanities Examiner, at Maureen.Milne@gov.ab.ca; or
Ken Marcellus, Director, Achievement Testing Branch, at Ken.Marcellus@gov.ab.ca
at Learner Assessment, or call (780) 427-0010. To call toll-free from outside Edmonton, dial 310-0000.

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

This document was written primarily for:

Students	
Teachers	✓ of Grade 9 English Language Arts
Administrators	✓
Parents	
General Audience	
Others	

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The 2010 Grade 9 English Language Arts Achievement Test

This report provides teachers, school administrators, and the public with an overview of the performance of all students who wrote the 2010 Grade 9 English Language Arts Achievement Test. It complements the detailed school and jurisdiction reports.

How Many Students Wrote the Test?

A total of 39 182 students wrote the 2010 Grade 9 English Language Arts Achievement Test.

What Was the Test Like?

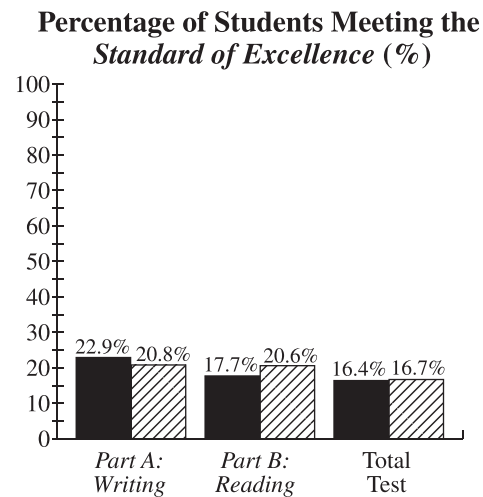
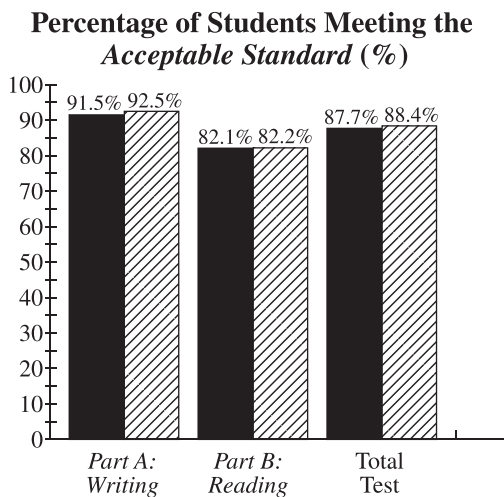
The 2010 Grade 9 English Language Arts Achievement Test had two parts that were weighted equally.


Part A: Writing consisted of a Narrative/Essay Writing Assignment (worth 35 marks) and a Functional Writing Assignment (worth 20 marks) for a total of 55 marks. The Narrative/Essay Writing Assignment provided students with a topic and some graphic and textual prompts to which they were to respond in either narrative or essay format. The Functional Writing Assignment required students to respond to a specific situation by addressing an envelope and writing a business letter to a specific audience.


Part B: Reading consisted of 55 multiple-choice questions based on reading selections that were either informational or narrative/poetic in nature.

How Well Did Students Do?

The percentages of students meeting the *acceptable standard* and the *standard of excellence* in 2010 are consistent with 2009, as shown in the graphs below. Out of a total possible score of 110 (parts A and B), the provincial average on the test was 72.3 (65.7%). The results presented in this report are based on scores achieved by all students who wrote the test, including those in French Immersion and Francophone programs. Detailed provincial assessment results are provided in school and jurisdiction reports.



 2009 Achievement Standards: The percentage of students in the province who met the *acceptable standard* and the *standard of excellence* on the 2009 Grade 9 English Language Arts Achievement Test (based on those who wrote).

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Part A: Writing—2010 Test Blueprint

The blueprint for *Part A: Writing* identifies the scoring/reporting categories by which student writing is assessed and by which 2010 summary data are reported to schools and school authorities; it also provides a description of the writing assignments and the achievement standards.

Writing Assignment and Scoring/Reporting Categories	Description of Writing Assignments	Achievement Standards
Assignment I—Narrative/Essay Writing		
<p>Content* (selecting ideas and details to achieve a purpose) Students respond to a given topic by writing a narrative or an essay. Students establish their purpose, select ideas and supporting details to achieve the purpose, and communicate in a manner appropriate to their audience.</p>	<p>The Narrative/Essay Writing Assignment requires students to respond to a prompt that consists of a topic, as well as a collection of materials that students may use if they wish. These materials include graphics, quotes, and short literary excerpts. Students may use ideas from previous experience and/or reading. Students are to respond by writing a narrative or an essay.</p>	<p>Student achievement in each scoring/reporting category will be described according to the following achievement descriptors:</p> <p>Excellent</p> <p>Proficient</p> <p>Satisfactory</p> <p>Limited</p> <p>Poor</p> <p>Insufficient</p>
<p>Organization* (organizing ideas and details into a coherent whole) Students organize their ideas to produce a unified and coherent narrative or essay that links events, details, sentences, and paragraphs, and that supports the purpose.</p>		
<p>Sentence Structure (structuring sentences effectively) Students control sentence structure and use a variety of sentence types, sentence beginnings, and sentence lengths to enhance communication.</p>		
<p>Vocabulary (selecting and using words and expressions correctly and effectively) Students choose specific words and expressions that are appropriate for their audience and effective in establishing a voice/tone that will help to achieve their purpose.</p>		
<p>Conventions (using the conventions of written language correctly and effectively) Students use conventions accurately and effectively to communicate.</p>		
<p>Assignment II—Functional Writing</p>		
<p>Content* (thought and detail) Students develop, organize, and evaluate ideas for a specified purpose and audience.</p>	<p>The Functional Writing Assignment requires students to write to a specified audience in the context of a business letter. They are also required to address a blank envelope correctly.</p>	
<p>Content Management* (using the conventions of written language correctly and effectively) Students communicate accurately and effectively by selecting words and phrases appropriate to their purpose. Students demonstrate control of sentence structure, usage, mechanics, and format.</p>		

*These scoring categories are weighted to be worth twice as much as the other categories.

Part A: Writing—2010 Student Achievement

In 2010, 92.5% of all students who wrote the test achieved the *acceptable standard* on *Part A: Writing* of the Grade 9 English Language Arts Achievement Test, and 20.8% of students who wrote achieved the *standard of excellence*. These results are consistent with previous administrations of *Part A: Writing* of the achievement test.

Student Achievement by Assignment and Reporting Category

The quality of the writing on the 2010 Grade 9 English Language Arts Achievement Test is consistent with that of previous years. The chart below illustrates the percentage of students achieving writing standards for each writing assignment and reporting category.

		Narrative / Essay Writing Assignment					Functional Writing Assignment	
		Reporting Category					Reporting Category	
		Content	Organization	Sentence Structure	Vocabulary	Conventions	Content	Content Management
Writing Standard	Score*	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students
Excellent	5.0	5.2%	5.1%	5.7%	6.1%	5.7%	4.5%	5.8%
	4.5	7.0%	7.4%	7.0%	6.6%	7.3%	6.3%	8.0%
Proficient	4.0	20.9%	21.6%	21.6%	20.9%	22.3%	20.5%	23.5%
Satisfactory	3.5	17.6%	18.3%	17.3%	17.3%	16.6%	15.5%	15.3%
	3.0	35.7%	34.2%	34.1%	41.4%	29.5%	34.8%	29.1%
	2.5	6.9%	7.0%	7.7%	4.8%	9.1%	8.1%	7.4%
Limited	2.0	5.5%	5.4%	5.6%	2.4%	8.0%	8.5%	8.8%
	1.5	0.6%	0.4%	0.4%	0.1%	0.7%	0.7%	0.8%
Poor	1.0	0.4%	0.3%	0.3%	0.1%	0.4%	0.6%	0.7%
Insufficient / No Response	0	0.3%	0.3%	0.3%	0.3%	0.3%	0.5%	0.5%

* Scores of 4.5, 3.5, 2.5, and 1.5 occur only when local marks and central marks are averaged. In 2010, 28 932 (73.8% of the total of 39 182) papers were marked locally, and these scores were submitted to Alberta Education. Papers with discrepant scores were given a third reading. The third-reading rescore rate was 6.4%.

Part A: Writing—Commentary on 2010 Student Achievement

During the 2010 scoring session, 161 teachers from throughout the province scored 39 182 student test booklets. Teachers who marked the tests were generally pleased with the quality of most papers. Students who wrote *Part A: Writing* of the 2010 Grade 9 English Language Arts Achievement Test achieved an average of 37.4 out of a total raw score of 55 (68.0%). The provincial average on the Narrative / Essay Writing Assignment was 23.9 out of 35 (68.3%), and the provincial average on the Functional Writing Assignment was 13.4 out of 20 (67.0%).

Throughout the 2010 marking session, every effort was made to **reward student strengths** where evident rather than to consider what was missing or what a student should have added or included. When marking, markers were asked to conscientiously return to the “**Focus**” section of the scoring categories to reorient themselves to the distinctions within the scoring criteria. There are several scoring descriptors in each scoring scale in each scoring category to be assessed in order to arrive at judgments regarding the qualities of a response. Markers were encouraged to **review**—at the start of each marking day—**each assignment and the prompt materials** given that many students’ ideas regarding the topic are informed by details within the prompts. Occasionally, markers needed to re-read a response to appreciate what a student had attempted and, in fact, accomplished. All markers acknowledged that student responses are **first drafts** written under examination conditions.

Narrative / Essay Writing Assignment

The assignment, wherein students were to “Write either a narrative or an essay about “**the importance of being kind to others**,” evoked a wide variety of responses from students. Most students were able to draw upon their background knowledge and experience in order to relate the topic to their own lives, identifying situations in which kindness was extended toward or received from others. During Standards Confirmation, working-group members observed that the number of students who chose to write an essay was proportionate to the number of narrative responses at all levels of achievement. Students at all levels examined kindness in terms of behaviour that is of a friendly, generous, or caring nature. Some students explored the topic by expanding upon ideas contained in one or more of the prompts provided. The visual prompts motivated some students to either explain or recount circumstances in which an individual provides assistance to someone who is in need, volunteers to take part in an activity for the benefit of others, or acts as a mentor who willingly shares expertise with others. Other students gravitated toward the excerpts provided from literary texts and explored ideas regarding the importance of easing the pain of others, being reputed as a compassionate person, or receiving kindness in return for having been kind to others.

Other ideas in many student responses centred on helping others and how being kind can have a “domino effect” whereby those who have been treated with kindness will then behave kindly toward others. In addition, ideas related to treating others with respect and “making people feel appreciated,” behaving agreeably with others and “working together” to achieve a goal, and being rewarded for acts of kindness and “feeling good about yourself” as a result were presented. Some students focused on factors that contribute to or provide the basis for an act of kindness, whereas others addressed the resultant effects of kindness upon those who are the recipients. With varying degrees of success, students discussed the necessity of treating others as one would be treated (frequently identified as “the Golden Rule”), the effect upon one’s karma of being kind to others, and the benefits of how those who are treated kindly “pay it forward” in their daily interactions with others. Many students also commented on how acts of kindness may require little effort, involve simple tasks, or occur randomly in an individual’s life.

Students who achieved the *acceptable standard* often based their responses on the premise that “kindness is important” and elaborated upon ideas related to bullying—how kindness is beneficial to the individual(s) being bullied or how someone who bullies others learns the error of his or her ways. Other students discussed how kindness involves “doing the right thing,” considering the feelings of friends, and acknowledging the valuable role played by parents, siblings, teachers, coaches, and community members in a person’s life. Many students also referenced the benefits of offering support to organizations that provide assistance to the elderly, the poor, and those unable to care for themselves. In the vast majority of these responses, students addressed the rewards of being kind to others, for both “giver” and the

“receiver.” A number of students spoke in terms of how kindness involves “doing unto others what you would have them do unto you” and how “what comes around goes around.” Many students tended to moralize from the ideas or events presented in their responses, with advice being given or a lesson provided with regard to either the perils of being unkind or the positive impact of being kind. The following excerpts illustrate some of the ideas presented by students whose writing warranted “Satisfactory” scores:

- “Have you ever had a bad day and noticed your attitude affected the way others treated you? Being kind and compassionate to others is a crucial part of our society, it helps our lives run smoothly. Hence a positive attitude can help people respect you and it also helps others have a better outlook on life. Unfortunately having a negative attitude can also affect the way people treat you. In the long run, being a cheerful person will only do you benefits.”
- “Kindness. This is the word has been going through Marys’ head the entire day. In first block English class they had been given an assignment to characterize what kindness means to them ... When Mary got home she took a good long look at her English assignment. She still had no idea what kind meant. When it was almost time to go help her friend, Richard with his homework, she realized that kind was all the things she did today, helping the little boy find his home, and volunteering at the old folk’s home.”
- “Helping people makes life that much more easier and less stressful. When someone is in need of help, you should help him or her at the task that they might be failing to achieve. For example, if someone is trying to shovel their driveway on a very snowy day and they are having some difficulty, you could go and ask them if they need a hand, or if they would like some assistance. They are most likely to give a pleasant and respectful response, and not be rude or disrespectful to you.”
- “My parents got to the hospital, and I told them about the events of my night. They said they were very proud of me for being so brave. The young mans parents came over to thank me for saving their only sons life. After his surgery to remove the knife, they let me go in and talk to him. He told me his name, and thanked me a million times for helping him.”
- “Zack was being nice to her. He was saving Amy from being kicked out and failing the class. What did she do to deserve his kindness? / ‘Why are you being so nice to me?’ she asked. / ‘Do unto others what you have them do to you I figure maybe if I’m nice to you, you’ll start to be nice to me. Though, I’m starting to doubt that.’ / Amy realized at that moment that Zack had always been kind to her. She had never returned the favour. Hesitantly, she said, ‘Thanks Zack, for everything.’ ”

In responses such as those from which these excerpts are taken, students explored the topic in a clear and/or logical way and provided relevant and/or generic details to support appropriate and/or predictable ideas. These students established a focus that was generally sustained, developed their ideas in a discernible order, and provided a mechanical and/or artificial closure. Also evident in such student responses was generally controlled and sometimes effective and/or varied sentence structure, appropriate and general vocabulary, a discernible voice or tone, and generally correct use of conventions.

Those students who achieved the *standard of excellence* often considered the social context within which being kind to others is vital to interpersonal relationships. In such responses, students examined situations in which being sympathetic, understanding, or compassionate is determined by circumstances. For instance, some students spoke to the value of being tolerant or forbearing of the limitations or weaknesses of others, being appreciative of the challenges faced by others, and being selfless when considering the needs of others. In some cases, students commented on how being kind may involve personal sacrifices, whereas other students emphasized the reciprocal benefits for individuals who bestow kindness upon others. In other cases, students established the paradox of being “cruel to be kind” when acting in someone’s best interests, as illustrated in the role of parents or teachers who enforce rules in an effort to protect children from harm. Although some students occasionally included trite expressions such as “Do unto others as you would have done unto you” and “You reap what you sow,” the manner in which these concepts were embellished and reflected upon needed to be taken into consideration when determining the quality of a response.

When considering the broader implications of kindness, some students commented on the benevolence of social programs in society that serve the needs of the less fortunate. Others referenced the need to treat not only people but animals in a humane manner, especially those animals that are used to create products for human consumption. Still others spoke of the global need to be considerate of the

natural environment to ensure that it is preserved for future generations to enjoy. The virtue of forgiveness was extolled in some responses as well as that of serving one's community. Some students also spoke of how being charitable toward others, such as sponsoring a child in a developing country, pays reciprocal dividends. Stronger responses often extended the topic beyond the immediate context of the individual to address how kindness is fundamental to being human. The following excerpts contain examples from responses assigned "Proficient" or "Excellent" scores:

- "Being kind to others is an act of selflessness, it is giving of one's self to be considerate of another person. This fundamental recognition of the humanity that unites us all is key to the creation of a world worth living in. Examples abound, such as Ghandi who acted upon his compassion for others and transformed India through peaceful means. You may not be the leader of thousands of people, but you can definitely be a role model to those around you."
- "In our world of ipods and cell phones, texting and social networking, we have actually become distanced from personal connections with others despite being constantly electronically connected. The more we rely on 'virtual' interactions, the more artificial our daily interactions with others are. To counteract this trend we must reflect upon those whom we value most in life and take time to show genuine kindness. Disconnecting from the wireless world is necessary at times in order to stay connected to reality."
- "Another girl her age came and sat next to Sherry on the bus. At first she didn't know what to think. Someone was sitting next to her? Then the girl began talking and soon enough Sherry came out of her shell. Her name was Amy and she was soooo nice to Sherry. They talked the whole way to camp. It was an unbelievable experience. It was the best thing that had happened to Sherry in what seemed like a decade ... Because of that one kind heart, other hearts including Sherry's were lifted. Sherry even spread the kindness and joy back at school. Sherry was once again that sweet, kind girl full of compassion."
- "There were no people on the streets, and just the odd homeless vagrant that might stumble in the alleys. I had feelings of mixed emotions towards the homeless, bums and hobos alike, they seemed pathetic and useless yet I pitied them undeniably."
- "Is kindness purely hedonism? All people are familiar with the pleasure associated with a good deed. Without this, would there be any reason to act kindly? This intrinsic gratification in and of itself explains the human need to belong, to be part of a social network of loved ones and friends. The satisfaction of knowing that one is held in high regard by others is essential for survival."

Responses that contained ideas such as those in these excerpts illustrate student work in which the exploration of the topic was adept, plausible, insightful, or imaginative. Such students demonstrated the ability to present thoughtful, sound, perceptive, and/or carefully chosen ideas supported by specific, apt, precise, and/or original details. These responses were purposefully or skillfully focused, coherently developed, and appropriately or effectively concluded. In such responses, students also employed consistently controlled and varied sentence structure, accurately or deliberately chosen vocabulary, a distinct or convincing tone or voice, and few errors in conventions.

Student writing that did not meet the *acceptable standard* was often characterized by tenuous, simplistic, minimal, and/or tangential assertions about kindness such as "it will not kill you to be nice every once in a while" and "If you are not kind to people you will have no friends and get beat up all the time." In such responses, students sometimes commented on or depicted situations that involve individuals who are friends but neglected to examine the influence of kindness either in fostering the development of a new friendship or having an impact on an existing friendship. Many of these students struggled with focusing and developing their ideas in relation to the topic and were not able to communicate their ideas clearly. The intent behind such responses was often vague or insubstantial, and the ideas were sometimes of questionable validity, such as in the following excerpts.

- "Helping other can be vary rewareding they mite show or give you somthing you mite like them a lot they can be anything they want tobe."
- "One day me and Curtis decied to go quading. We started of down the trail we were cuting across the trail through the mud when all of a suden we cam up to two Quad that were stuck in the mud we just keped riding twenty minutes later we came up to a couple of teens stuck in the mud we sprayed them with mud a little futher down the road there as big mud hole. We got stuck so we sat there whating for

sombody then the teens that we sprayed with mud came down the trail they sprayed us with mud and Drove Pass us.”

- “Being kind to others creates a better person in you. You begin to feel good and look good towards others when you start to feel good about yourself, everything changes and creates a better person in yourself.”
- “Along with my two best friends Anthony and Tony. We planned to go to Tornado Lake it was only about a 6 hour walk so that night I packed a bag full of food. I grabbed beans, wieners, Marshmallows and a rusty old pan to cook it on. I grabbed a tent then was off I went straight to Tony’s then to Anthony, Anthony was the more difficult one to go. / ‘I don’t want to go.’ explained Anthony. / ‘An why not?’ I asked. / ‘What if something bad happened to us or even worse Tony?’ / ‘Nothing will happen well be fine.’ / So we went and had a good time.”
- “The important thing in our life time is being nice and kind to each other because when you do good thing to other people etc help them you will get help from some of those people if you are not a kind person towards other people and peers you are going to have a good life time without any friends and such.”

Student writing that was scored “Limited” or “Poor” often contained ideas that were superficial, ambiguous, overgeneralized and/or underdeveloped and details that were imprecise, abbreviated, irrelevant, and/or scant. The development of events and/or details was not clearly discernible or lacked coherence and these students typically had limited control of sentence structure, used imprecise diction, had a tone or voice that is indistinct, and convention errors that blurred or reduced clarity.

As is often the case each year, the connection between the assigned topic and the ideas contained in some student responses was difficult to determine. Markers were to consult with group leaders when drawing conclusions about whether or not a given response sufficiently addressed the task presented in the assignment. Most often, there was evidence that students had implicitly addressed the topic or prompts, and their responses were assessed. If, however, extensive examination of a student’s work by both a marker and a group leader led to the conclusion that the response was “Insufficient,” then the floor supervisors in consultation with the examination manager made a final judgment.

Functional Writing Assignment

During Standards Confirmation, working-group members found that most students were able to connect features of the Green School program identified in the situation of the Functional Writing Assignment to their own lives. While nearly all students referenced ideas provided such as those regarding the involvement of “students, teachers, school administrators, and custodial staff” in a program that is “run by students themselves” in an effort to “reduce waste, save energy, and conserve resources,” the manner in which this information was particularized and employed to achieve the student’s purpose—to “Write a business letter to Ms. Jenny Fong, principal of Marmer School” to “**present your suggestions promoting the establishment of a Green School program in your school**” and to “Provide enough information to **convince the principal of the benefits of implementing this program**”—was significant in distinguishing strong from weak responses. Most students were able to identify what implementing such a program would require and to highlight its merits in such a way as to fulfill the purpose of the assignment. Students were invited, but not required, to consider “how any potential problems could be resolved” and, therefore, some responses included a discussion of how to offset the costs inherent in implementing certain features of the program.

The vast majority of students demonstrated an understanding of the basic tenets of the Green School program, and of the need for students to be aware of the impact that human activities have upon the natural world. They were able to assume the role of “a student who attends Marmer School” and present arguments in favour of the need to examine current practices in the school that could be altered in an effort to be more environmentally friendly. Students offered a variety of suggestions with regard to minimizing the school’s environmental impact such as cleaning up garbage in the schoolyard and the community, collecting and recycling plastic containers and paper, saving electricity by turning off lights when rooms are not in use, and using public transit when going to and from school. In many responses, students provided information regarding how the addressee could contact the sender (and in some responses the Green School Program organization itself) should he or she wish to do so although this was not required in this situation.

As in other years, there was no prescribed length for responses to the Functional Writing Assignment. While some students concisely fulfilled the requirements of the task, others elaborated more fully upon the ideas and/or examples presented. Such brevity or embellishment was neither beneficial nor detrimental in and of itself, and markers needed to take into account the overall effectiveness of each response when assessing its quality. With regard to envelope and letter format, recommendations are provided in the guidelines of Canada Post. Markers were reminded, however, that other formats/styles are equally acceptable, given that the student is consistent in applying a chosen format to both the envelope and letter. When assessing this assignment, it was important that markers not “deduct marks” for deviations from the Canada Post guidelines. Markers were, above all, to judge the degree to which each student’s response effectively communicated with the intended recipient of the letter. The fact that this assignment was written under examination conditions resulted in many student responses wherein there were varying amounts of white space between the heading, inside address, and salutation of the letter as well as single- or double-spacing of the body of the letter. These issues specifically were not to be viewed as detrimental to the quality of student work and were not to be penalized in the assessment of **Content Management**.

Students whose responses were of sufficient quality to achieve the *acceptable standard* often discussed the pivotal role of students in introducing the Green School program in the school. Many of these students argued in favour of adopting the Green School program by suggesting that doing so would offer students an opportunity to learn from the experience and that either the example of other schools already in the program would be proof of its success or that by implementing the program, Marmer School could encourage other schools to follow suit. As well, these students offered various strategies by which the program could be put into place such as the use of energy-efficient fluorescent light bulbs, recycling bins, and even solar panels. Several responses also included the endorsement of measures to reduce water use and the establishment of tree planting or garden clubs to foster the development of green spaces. Suggestions regarding rewards such as prizes and recognition certificates to encourage student participation were presented by some students, while others proposed that holding raffles and bake sales would raise funds to support the program. Qualities of “Satisfactory” student writing are evident in the following excerpts from student responses:

- “If we did become a Green school, we could start changing the world, and make it a better place for future generations to come. The responsibilities involve several recycling projects, after school activities but it is a small price to pay for a better world. Thank you for your time, and I hope you consider my proposal.”
- “I really appreciate the environment and would love if you would consider turning our school into a green school to help save our planet ... By going green you are helping the whole Earth as a whole by encouraging kids to recycle and conserve our resources.”
- “Making our school become a Green School would be great for us students because then we would know that we could help clean up the school grounds and school area. Our school could save electricity and use less paper. Parents would be proud to send their children to a school that is environmentally conscience.”
- “The Green School program could actually save our school money from the gas bills, the electric bills, and even the waste disposal bills. We could conserve our environment and spread the idea of a green school around to other schools. We can all participate in making the world a better place.”
- “If you allow our school to join the Green Program, the students and staff will benefit from this by helping the environment and helping reduce the amount of energy we use and wastes we produce.”

In responses such as those from which these excerpts are taken, students presented relevant information supported by enough detail to fulfill the purpose of the assignment. A tone appropriate for the addressee was generally maintained, generally accurate and effective words and expressions were occasionally used, basic control of correct sentence construction, usage, and mechanics was evident, and the letter and envelope contained occasional format errors and/or omissions.

In strong responses that achieved the *standard of excellence*, many students assumed ownership of the topic and substantiated their ideas with specific examples and details. In many of these responses, students cited the benefits of the Green School program in fostering the development of teamwork and school spirit as well as enabling students to behave responsibly, to feel empowered, and to enhance leadership skills. Some students recognized that implementation of the program would best occur in

graduated steps and that students would need to be convinced of its benefits in order to gain their support. Other students forecasted that there could be added benefits, including an increase in enrolment of students who are drawn to the school as a result of its eco-friendly status. The role of the larger community was also often taken into consideration, whereby alliances formed with local businesses and even government grants could solidify the program's success. Standards Confirmers were impressed with students who extended the context to consider the far-reaching influence of the school's "carbon footprint" in addressing global warming by considering alternative sources of energy to non-renewable fossil fuels, thereby reducing emissions that create greenhouse gases. On occasion, students astutely acknowledged ideas advocated by environmentalist leaders, such as Al Gore in the movie *An Inconvenient Truth*. To reinforce the validity of arguments in favour of the program, many students presented practical courses of action that included using environmentally friendly cleaning supplies, turning down classroom thermostats by as little as one or two degrees, installing motion sensors on lights to avoid wasting electricity, purchasing energy-efficient appliances (e.g. refrigerators, furnaces) to replace old ones, and avoiding the use of products such as Styrofoam that are not biodegradable. The excerpts below are taken from student responses that demonstrated "Proficient" or "Excellent" qualities:

- "The objective of this program is to reduce the school's impact on the environment. Many simple actions can be implemented to achieve this goal. I propose that we promote the three Rs: reuse, recycle, and reduce. Students and staff can reuse anything that is still usable, such as plastic containers and writing utensils. Recycling bins can be set up in each classroom, making it easier for everyone to recycle paper, plastics, and bottles. Students can participate in community services by picking up litter around their community. This will raise public awareness of the importance of environmental consciousness."
- "As our earth continues to be affected by global warming, we should take into consideration the harmful ways in which we affect it. To slowly decrease and abolish these practices, we could introduce a Green School program to Marmer School. Some of the activities that we could introduce are 'Tupperware Tuesday' where every student is encouraged to bring their lunch in a reusable container, 'Flip the Switch Fridays' where the lights are turned off in all rooms when they are not in use, and 'Reuse, Renew, Reduce Mondays' where students take the recyclable materials they have collected to the local ecostation."
- "It would be beneficial for our students to be introduced to the importance of recycling and reusing everyday objects. It will enable them to form lasting habits that they will act upon for the rest of their lives. Each of us will gain an awareness of our individual impact and responsibility for the environment. Something as small as rethinking lunch packaging could be beneficial. If a person considers how long it takes for plastic containers to biodegrade, it calls into question the convenience of disposability."
- "As stewards of the Earth, we have an obligation to minimize the environmental impact of our school. To become more ecofriendly, we need to change our actions. We need to work together, both within the school, and with businesses and the community at large to have a lasting impact ... The costs of running the school could be incrementally reduced as incandescent light bulbs are replaced with compact fluorescent bulbs which are more energy efficient and last longer. Low-flow toilets could be installed, which will save 5 litres of water with every flush."
- "This program will teach students responsibility, teamwork and leadership, important skills that will last a lifetime. Our school could be an example to students in other schools, and hopefully they too would join in the effort to preserve the environment for future generations."

These excerpts demonstrate that student work at the "Proficient" or "Excellent" levels of achievement contained thoughtful and/or perceptive ideas, effectively developed the topic, included significant or pertinent information that was substantiated and/or enhanced by specific and/or precise details in order to fulfill the purpose of the assignment. These students clearly or skillfully maintained a tone appropriate for the addressee, employed words and expressions accurately and effectively, showed competent or confident control of correct sentence structure, usage, and mechanics, and had few if any format errors or omissions in the envelope and letter.

Those students whose responses did not achieve the *acceptable standard* sometimes relied too heavily on the information presented in the "**Situation**" of the assignment and merely quoted or paraphrased the content given with little of their own thinking or development. Other students misconstrued the assigned

role of the writer of the letter and, instead of writing from the viewpoint of a student of Marmer School, presented ideas from the point of view of the principal (informing students of the decision to adopt the Green School program) or from the point of view of a representative of the Green School program (such as in “I represent the Green schools company and I travel from school to school selling our company. I would like to tell you about how you can buy our products because they are environmentally friendly”). In some instances, students did not fully establish the basis for assumptions made regarding implementation of the Green School program, evident in contentions regarding how the program will generate vast sums of money for the school to use for more field trips, sports equipment, and school supplies. Some students cited benefits of dubious merit, including how the Green School program could “make school more attractive to look at,” “keep hallways clean,” limit the spread of “diseases and viruses,” or “save endangered species.” In some student responses, proposed strategies such as placing more garbage bags in classrooms, holding a “Green Day” program once a year, or “buying something in a bigger box will reduce the amount of material that has to be thrown out” were of questionable validity. Ideas such as these are shown in the following excerpts taken from student responses that demonstrated “Limited” or “Poor” responses to the task:

- “I thing this program would Benifit us cause we don’t have much kids in our programs here and this program will get more kids involved in it and it will make the students learn more stuff.”
- “Hello my name is Cory lee of Marmer School and want the school get with the program and help the enirvoment so that can help do all this suff and help others do thing.”
- “You are invited to be the gest speaker coming up next Monday at 8:30 dinner will be served and fireworks will be shown as a celebration for all the hard work in getting the Green program. Will be taking lots of time to let you R.S.V.P. the number is 555-1234.”
- “My school has just established Greed day program’s. We would enjoy it if you could come to our school and observ the use of this activiaties in our school. We would like it also for you to share some of your schools tips and activiates to our school and would a lot and save the environment.”
- “I promise you that if you go green you’ll be in better shape than you are now. If you want to take part Mail me back and I will get back to you.”

In student writing such as in these excerpts, ideas were superficial, flawed, overgeneralized, and/or misconstrued. Development of the topic was inadequate or ineffective, supporting details were insignificant, lacking, obscure, and/or absent, and the purpose of the assignment was only partially or not fulfilled. In some cases, the tone used by the writer was either evident but not maintained or there was little awareness of a tone appropriate for the addressee. These students typically used vague, inexact, or inaccurate words and expressions, made frequent errors in sentence structure, usage, and mechanics, and had frequent or numerous and glaring format errors and/or omissions in the envelope and letter.

Overall, student responses to both the Narrative / Essay Writing Assignment and the Functional Writing Assignment in *Part A: Writing* of the 2010 Grade 9 English Language Arts Achievement test were consistent with the quality of student work in previous years. The vast majority of students (92.5%) successfully demonstrated the skills required to meet provincial assessment standards and achieved the *acceptable standard*, and 20.8% of students achieved the *standard of excellence*. Of all students who wrote the *Part A: Writing* test, only 7.5% did not meet the *acceptable standard*.

Part B: Reading—2010 Test Blueprint and Student Achievement

In 2010, 82.2% of all students who wrote the test achieved the *acceptable standard* on *Part B: Reading* of the Grade 9 English Language Arts Achievement Test, and 20.6% of all students who wrote achieved the *standard of excellence*. These results are consistent with previous administrations of *Part B: Reading* of the achievement test.

Student achievement on *Part B: Reading* of the 2010 Grade 9 English Language Arts Achievement Test averaged 34.9 out of 55 (63.5%).

The blueprint below shows the reporting categories and language functions by which 2010 summary data are reported to schools and school authorities, and it shows the provincial average of student achievement by both raw score and percentage.

Reporting Category	Language Function		Provincial Student Achievement (Average Raw Score and Percentage)
	Informational	Narrative / Poetic	
Identifying and Interpreting Ideas and Details Students construct meaning by interpreting ideas and details pertaining to setting/atmosphere/context, character/narrator/speaker (actions, motives, values), conflict, and events.			11.3/17 (66.5%)
Interpreting Text Organization Students identify and analyze literary genres. Students identify and analyze the text creator’s choice of form, tone, point of view, organizational structure, style, diction, rhetorical techniques (e.g., repetition, parallelism), text features (e.g., alliteration, onomatopoeia, imagery, foreshadowing, suspense), and conventions.			6.9/11 (62.7%)
Associating Meaning Students use contextual clues to determine the denotative and connotative meaning of words, phrases, and figurative language (e.g., simile, metaphor, hyperbole, personification, irony, symbolism).			7.2/11 (65.5%)
Synthesizing Ideas Students draw conclusions and make generalizations by integrating information in order to identify the tone, purpose, theme, main idea, or mood of a passage.			9.7/16 (60.6%)
Provincial Student Achievement (Average Raw Score and Percentage)	12.8/22 (58.2%)	22.2/33 (67.3%)	Part B: Reading Total Test Raw Score = 55

Part B: Reading—Commentary on 2010 Student Achievement

The following is a discussion of student achievement on *Part B: Reading* of the 2010 Grade 9 English Language Arts Achievement Test. Sample questions are provided to highlight the 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.

In the blueprinting category of **Identifying and Interpreting Ideas and Details**, students were expected to construct meaning by interpreting ideas and details pertaining to setting/atmosphere/context, character/narrator/speaker (actions, motives, values), conflict, and events in 10 reading selections. In the four informational texts, students who achieved the *acceptable standard* were able to examine a writer's reflections on the past in an excerpt from a memoir, recognize the indelible influence of an individual to whom a tribute is paid in an editorial, interpret a writer's thoughts in an article recounting a personal excursion through the wilderness, and analyze scientific information in a magazine article. The six narrative/poetic texts—including an excerpt from a play, two poems, an excerpt from a novel, and two cartoons—afforded many students who met the *acceptable standard* opportunities to demonstrate their ability to identify traits significant to characters' personalities, understand how elements of an analogy contribute to the development of ideas, determine the conflict underlying events, account for a character's change in attitude, recognize the atmosphere created by facets of a scene depicted, and make inferences from visual details. Students who achieved the *standard of excellence* additionally illustrated strengths in applying their understanding of each informational text as a whole to elements within to determine subtle interrelationships among events, details, and personal observations. These students were also able to appreciate how characterization establishes conflict, how vivid details enhance realism, how seemingly coincidental events are causally related, and how universal human experiences are illustrated in narrative/poetic texts. Students who did not meet the *acceptable standard*, while generally able to recognize basic details and straightforward ideas in informational and narrative/poetic texts, appeared to have some difficulty with questions requiring close reading of text. These differences in student performance are evident in the following questions taken from the 2010 Grade 9 English Language Arts *Part B: Reading* Achievement Test.

Question 6 required students to infer from context what a detail in an excerpt from a play suggests about the quality of a character's statement.

6. In context, Ed's request for "Ice water in eleven eighteen" (line 83) can **best** be described as
- A. abrupt
 - B. excessive
 - C.* impractical
 - D. inconsiderate

Of all students who wrote the test, 73.6% were able to recognize how—given that the hotel fire has reached the floor beneath the one on which the men are located (evident in their observations that "the floor's getting hot" and that "It's stuffy in the room, too")—Ed's phone call requesting that ice water be sent to his room is comedically impractical, and chose the correct answer (C). Of those students who did not select the keyed response, 8.8% chose A (a choice that could be based on the succinctness of Ed's statement without consideration of the mitigating circumstances that have prompted his actions), 6.7% chose B (wherein Ed's request may have been interpreted as extravagant, an inference that is plausible if the situation within which the statement is uttered is disregarded), and 10.8% chose D (which may result from inferring beyond the context of the situation to arrive at the interpretation that Ed is unconcerned with the well being of others). Of those students who achieved the *acceptable standard*, 74.6% selected the correct answer. 90.4% of those students who achieved the *standard of excellence* chose the correct answer. Of those students who did not meet the *acceptable standard* on the test as a whole, 43.0% chose the correct answer.

In question 44, students were expected to infer from details in a poem the idea that is reinforced about the speaker’s feelings.

- 44.** The words “shrill” (line 8) and “monotony” (line 12) **most strongly** reinforce the speaker’s feelings of
- A.** anxiety and frustration
 - B.** fear and disappointment
 - C.** isolation and exhaustion
 - D.*** discomfort and boredom

In question 44, students needed to note the speaker’s restlessness “sitting inside when it’s springtime” and the restive atmosphere of the study hall wherein “You can’t sleep” to conclude from these details that the speaker experiences both unease and listlessness in such an environment; the correct answer (**D**) was chosen by 58.4% of all students who wrote the test. The three distractors (**A**, **B**, and **C**) are all based upon interpretations that are only partially supported by details in the text. **A** (which was selected by 27.5% of all students) could have been chosen by students who acknowledged the speaker’s feelings of frustration with being kept indoors, but details in the poem do not support the interpretation that the speaker feels anxiety. **B** (selected by 4.4% of all students) may have been selected based upon the observation that the speaker is disappointed with being kept in school, but to assume that the speaker also feels fear is not evident in the situation described. **C** (selected by 9.5% of all students) could have been chosen if students focused on the speaker’s sense of being isolated from the outside world, but the inference that the speaker is exhausted is not supported by the text. The correct answer to this question was selected by 57.4% of those students who achieved the *acceptable standard*, 80.7% of those students who achieved the *standard of excellence*, and 32.8% of those students who did not meet the *acceptable standard*.

In the section of the 2010 achievement test blueprinted for curricular content pertaining **Interpreting Text Organization**, students who achieved the *acceptable standard* were able to identify features characteristic of various literary genres, recognize how awareness of tone enhances comprehension, and understand the significance of the point of view from which informational texts are presented. These students could also appreciate the effects of text features such as italics, dialogue, sensory images, and sound devices such as alliteration and onomatopoeia in narrative/poetic texts. Students who achieved the standard of excellence were additionally able to recognize how a unifying effect is created by the organizational structure and diction employed by writers of informational texts and how writers’ stylistic and rhetorical choices reinforce meaning in narrative/poetic texts. For students who did not meet the acceptable standard, questions that required an understanding of a writer’s overall development or unique style of writing proved challenging. The following question illustrates some of these differences in the levels of student achievement on the 2010 Grade 9 English Language Arts Achievement Test.

In question 4, students were required to identify what italics are used to indicate in two lines from an excerpt from a play.

- 11.** In the quotations “*Ed Jamison*” (line 60) and “Yes, *Ed Jamison*” (line 61), italics are used to indicate the
- A.*** emphasis Ed is placing upon his familiarity with the fire chief
 - B.** significance Ed is assigning to his influence over the bellboy
 - C.** condescending attitude Ed has toward the bellboy
 - D.** skeptical view Ed has toward the fire chief

This question was answered correctly (**A**) by 67.3% of all students who wrote the test (based on the understanding that the writer uses italics to indicate the vocal inflection employed to emphasize that Ed Jamison’s first name will be familiar to the fire chief—who “went to school together” with Ed—and prompt an immediate response). **B** was selected by 5.3% of all students and **C** was selected by 11.3% of all students (which could be due to the fact that both options reflect that Ed is in a position of superiority over the bellboy when giving him directions to follow, but neither alternative accounts for details related to Ed’s expectation that his call will be given priority status due to his personal affiliation with the fire chief). 15.9% of all students selected **D** (likely as a result of the mistaken conclusion that Ed’s presumption that his request will be regarded as important by the fire chief is in some way a reflection of an attitude of derision toward the fire chief). Many students who achieved the *acceptable standard* were able to choose the correct answer, with 67.5% choosing the keyed response. The majority of those

students who met the *standard of excellence* (94.3%) chose the correct answer whereas 34.8% of those students who did not meet the *acceptable standard* were able to answer the question correctly.

With regard to questions blueprinted in the **Associating Meaning** category, students who achieved the *acceptable standard* were able to recognize the denotative and connotative meanings of words and phrases and could recognize the use of figures of speech—such as irony, metaphor, personification, and hyperbole—in informational and narrative/poetic texts. In addition to these abilities, students who achieved the *standard of excellence* were able to appreciate writers’ extension of a central metaphor, demonstrate a deep awareness of how meaning is reinforced through figurative language, and identify the humorous effect achieved through writers’ use of dramatic irony in informational and narrative/poetic texts. Students who did not achieve the *acceptable standard* were often challenged by questions that required defining words from context and encountered some difficulty interpreting literary comparisons in informational and narrative/poetic texts. Such differences in student achievement on the 2010 Grade 9 English Language Arts Achievement Test are shown in the following question.

Question 24 required that students determine the literary technique used by the cartoonist to distinguish a character’s thoughts and experiences in a cartoon.

24. The mother’s thoughts in frames 5, 6, and 7 compared with what she learns in frame 9 is an example of
- A.* irony
 - B. metaphor
 - C. hyperbole
 - D. foreshadowing

Of all students who wrote the test, 82.0% were able to chose the keyed response (**A**) by identifying the irony evident in difference between the mother’s initial assumption that her daughter is behaving irresponsibly by sleeping in—as suggested by her thoughts in frame 5 (“IT’S ALMOST NOON. HOW CAN SHE SLEEP FOR SO **LONG?!!**”), frame 6 (“WHEN SHE WAKES UP, I’M GOING TO TELL HER JUST **EXACTLY** WHAT I THINK!”), and frame 7 (“NO, BY HEAVENS, I AM GOING TO TELL HER **NOW!**”)—and her discovery that her daughter is not in her bed because “SHE WENT SKATING AT 6 O’CLOCK THIS MORNING!” in frame 9. **B** was chosen by 1.9% of all students, a choice that suggests some students may have incorrectly interpreted the mother’s experiences as being in some way metaphorical. **C** was chosen by 6.4% of all students, and could have been selected based on the misunderstanding that the tension that arises from the mother’s growing discontent that is relieved in the final frame of the cartoon is an example of hyperbole. **D** was chosen by 9.6% of all students—who may not have recognized that if the cartoonist had employed foreshadowing, the events portrayed would not have culminated with the mother’s unexpected discovery that she has drawn a conclusion that is unfounded. 83.4% of students who achieved the *acceptable standard* answered this question correctly. However, 96.4% of those students who achieved the *standard of excellence* chose the correct answer. Of those students who did not meet the *acceptable standard*, 52.9% selected **A** as the correct response (indicative of the difficulty some students have in identifying figures of speech).

In the blueprinting category that encompasses questions that involve **Synthesizing Ideas**, students achieving the *acceptable standard* were able to draw conclusions and make generalizations by integrating information in order to identify the tone, purpose, theme, or main idea central to writers’ or characters’ experiences in informational and narrative/poetic texts. Students achieving the *standard of excellence* could also consistently derive from elements within a passage overarching ideas central to the meaning of a reading selection as a whole, detect subtleties of language that evoke a writer’s tone, and appreciate the mood created by writers of informational and narrative/poetic texts. Those students who did not meet the *acceptable standard* often found difficult questions that required synthesizing aspects reading selections in order to form a comprehensive generalization, recognizing the effect created by sensory details, and forming judgments without going beyond what was established in the texts. Questions 33 and 50 from the 2010 Grade 9 English Language Arts Achievement Test exemplify some of these differences among the varying levels of student achievement.

In question 33, students needed to be able to draw a conclusion from a statement in an editorial from a magazine about the writers’ views regarding an individual.

- 33.** The statement “Having more people of Lois Hole’s ilk in our government would do this province a world of good” (lines 46 to 47) **most strongly** reinforces the writers’ views in this editorial regarding Lois Hole’s
- A.** patriotic nature
 - B.** forthright manner
 - C.*** exemplary character
 - D.** outgoing personality

The correct answer (**C**) was selected by 49.8% of all students who wrote the test; these students were able to recognize how the writers’ comments regarding how Lois Hole’s “rich, progressive spirit,” “grace, strength and commitment,” and “tact, clarity and good humour” exemplify the “ilk” (a word defined in a footnote as “type or kind”) of people whose influence in government would be beneficial to society. While there may be an element of truth in each of the incorrect alternatives such as **A** (selected by 19.3% of all students, who may have confused Lois Hole’s civic-mindedness with patriotism), **B** (selected by 15.9% of all students, who likely based their answer on only one aspect of Lois Hole’s character—her “capacity to stand up and say her piece, regardless of whether she had been asked”), and **D** (selected by 14.8% of all students, who could have concluded from the detail that “Hole always spoke from the heart” that the writers are most proud of her outgoing personality), none of these options fully encompasses the writers’ views in the editorial. Students achieving the *acceptable standard* found this question difficult, evident in the fact that 47.2% of these students chose the correct answer. A perceptive awareness of the writer’s views was demonstrated by students who achieved the *standard of excellence*, 78.8% of whom chose the correct answer. Of those students who did not meet the *acceptable standard*, 24.1% answered this question correctly.

Question 50 required students to determine the main idea presented by the writer of a magazine article about the impact certain insects have upon humans.

- 50.** According to the article, springtails remain active in winter because they are able to
- A.** migrate
 - B.** enter diapause
 - C.** metamorphose
 - D.*** adapt to change

This question was answered correctly (**D**) by 69.5% of all students who wrote the test. The correctness of the keyed answer is clearly evident in the writer’s revelations that springtails can “live in a very small microclimate,” “empty their stomachs in very cold weather,” and “produce special chemicals called cryoprotectants in their blood”—all of which are identified as “adaptations that allow them to survive in the cold.” **A** was selected by 11.0% of all students (who may have incorrectly determined that the description of how “Sometimes groups of almost a million springtails make long migrations” is related to survival in winter). **B** was selected by 12.3% of all students (a number of whom may not have recognized that unlike those insects that “enter a kind of hibernation called diapause,” springtails “are active even in the snow”). **C** was selected by 7.0% of all students (who may have misread the statement regarding how “even though they molt, or shed their outer shell as they grow bigger, they don’t go through a body change or metamorphosis as other insects do”). The keyed answer (**D**) was chosen by 69.3% of students who met the *acceptable standard*, 86.6% of students who met the *standard of excellence*, and 45.9% of those students who did not meet the *acceptable standard*.

Overall, student achievement on *Part B: Reading* of the 2010 Grade 9 English Language Arts Achievement Test was strong and comparable to students’ levels of achievement in previous years. Most students (82.2%) were able to meet the standards within the *Part B: Reading* test and 20.6% of students achieved the *standard of excellence*. Of all students who wrote the *Part B: Reading* test, 17.8% did not meet 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 and directives; test accommodations; field testing; resources and web documents; calculator and computer policies; test marking and results; samples, forms, and letters; and Learner Assessment 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.

Writing Samples

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 writing samples 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; descriptions of and sample questions for each achievement test subject; and excerpts from the *Curriculum Handbook for Parents* identifying what students should know and be able to do in each subject by the end of grades 3, 6, and 9.

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, regional consortia can make arrangements for teacher in-service workshops on topics such as Interpreting Achievement Test Results to Improve Student Learning.