

**Alberta Provincial  
Achievement Testing**

**Assessment  
Highlights  
2012–2013**

**GRADE  
9**

**Knowledge and Employability Social Studies**

*Alberta*  Government

This document was written primarily for:

Students	
Teachers	✓ of KE Social Studies
Administrators	
Parents	
General Audience	
Others	

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The [Alberta Education website](http://education.alberta.ca) is found at education.alberta.ca.

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## *The 2013 Grade 9 Knowledge and Employability Social Studies Achievement Test*

This report provides teachers, school administrators, and the public with an overview of the performance of those students who wrote the 2013 Grade 9 Knowledge and Employability Social Studies Achievement Test. The examination statistics that are included in this document represent all writers both French and English. If you would like to obtain French-only statistics or English-only statistics that apply to your school, please refer to your detailed reports, which are available on the Extranet. This report complements the detailed school and jurisdiction reports.

### **How Many Students Wrote the Test?**

A total of 1 190 students wrote the 2013 Grade 9 Knowledge and Employability Social Studies Achievement Test.

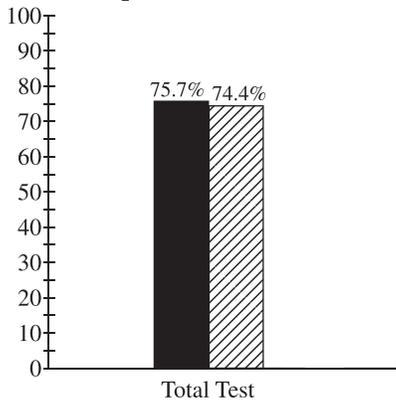
### **What Was the Test Like?**

The 2013 Grade 9 Knowledge and Employability Social Studies Achievement Test consisted of 50 multiple-choice questions based on two topics: Governance and Citizenship, and Canada and the United States: An Economic Relationship.

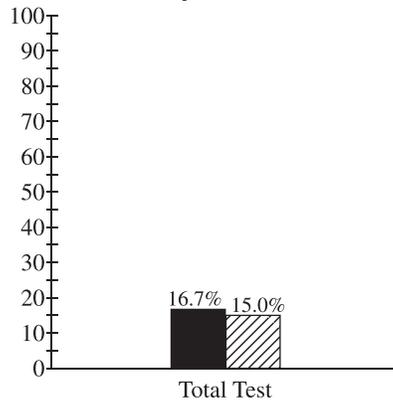
### **How Well Did Students Do?**

The percentages of students meeting the *acceptable standard* and *standard of excellence* in 2013 compared with 2012 are shown in the graphs below. Out of a total score of 50, the provincial average on the test was 32.3 (64.6%).

**Percentage of Students Meeting the  
*Acceptable Standard* (%)**



**Percentage of Students Meeting the  
*Standard of Excellence* (%)**



 2012 Achievement Standards: The percentage of students in the province who met the *acceptable standard* and the *standard of excellence* on the 2012 Grade 9 Knowledge and Employability Social Studies Achievement Test (based on those who wrote).

 2013 Achievement Standards: The percentage of students in the province who met the *acceptable standard* and the *standard of excellence* on the 2013 Grade 9 Knowledge and Employability Social Studies Achievement Test (based on those who wrote).

## *Multiple-Choice Component—2013 Test Blueprint and Student Achievement*

The blueprint below shows the reporting categories and test sections (curricular content areas) by which 2013 summary data are reported to schools and school authorities, and the provincial average of student achievement by both raw score and percentage.

<b>TOPICS</b>	<b>Reporting Category</b>		<b>Provincial Student Achievement (Average Raw Score and Percentage)</b>
	<b>Knowledge and Understandings</b>	<b>Skills and Process</b>	
<b>Canada: Governance and Citizenship (9.1)</b>			
Students examine the relationship between Canada’s political and legislative processes and their impact on issues pertaining to governance, rights, citizenship, and identity (Canada’s federal political system, Canada’s justice system, Canadian Charter of Rights and Freedoms, immigration).			<b>18.9/29 (65.2%)</b>
<b>Canada and the United States: An Economic Relationship (9.2)</b>			
Students examine and explore issues of economics and their impact on quality of life, citizenship, and identity in Canada and the United States (market and mixed economies, consumerism, quality of life, political decision-making).			<b>13.4/21 (63.8%)</b>
<b>Provincial Student Achievement (Average Raw Score and Percentage)</b>	<b>12.8/20 (64.0%)</b>	<b>19.4/30 (64.6%)</b>	<b>Total Test Raw Score 32.3/50 (64.6%)</b>

**Knowledge and Understandings** – Knowledge includes social studies facts, events, information, concepts, evidence, ideas, opinions, and terminology as identified in the Grade 9 Knowledge and Employability Program of Studies (2007).

**Skills and Processes** – Skills include specific social studies skills of critical and creative thinking, historical thinking, geographic thinking, decision making and problem solving, research process, and media literacy as identified in the Grade 9 Knowledge and Employability Program of Studies (2007).

## ***Multiple-Choice Component—Commentary on 2013 Student Achievement***

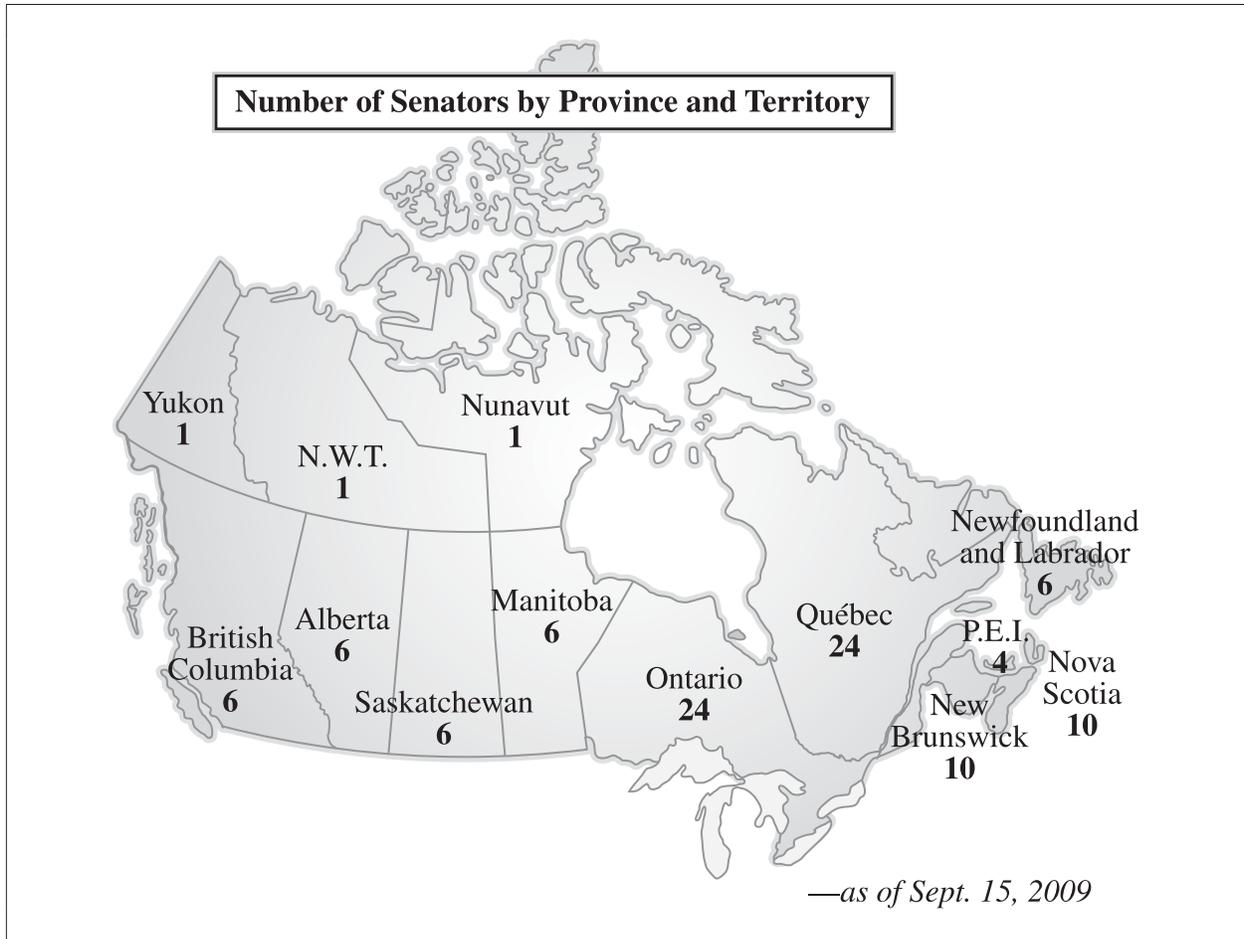
The following is a brief summary of the areas where most students experienced difficulties and demonstrated strengths on the 2013 Grade 9 Knowledge and Employability Social Studies Achievement Test.

### **Students demonstrated relative strength in their abilities by being able to:**

- Recognize the role citizens may play by participating in Canada's justice system
- Interpret information from a political map to identify the detail that is best supported by the information
- Interpret information to identify a fundamental right of Canadian citizens
- Analyze information to identify the main message illustrated by a cartoon related to the Youth Criminal Justice Act
- Analyze information from a map to draw a conclusion related to quality of life

**Question 9** required students to interpret information from a political map to identify the detail that is best supported by the information. Approximately 86.4% of students who met the *acceptable standard* and 99.4% of students who met the *standard of excellence* answered this question correctly.

Use the following information to answer question 9.



9. Based on the information above, which of the following provinces has the **least** representation in the Senate?
- A. Alberta
  - B. Ontario
  - C. Nova Scotia
  - D. New Brunswick

82.7% of the students chose A (correct answer)

6.0% of the students chose B

5.8% of the students chose C

5.3% of the students chose D

**Question 16** required students to interpret information to identify a fundamental right of Canadian citizens. Approximately 86.7% of students who met the *acceptable standard* and 99.4% of students who met the *standard of excellence* answered this question correctly.

*Use the following information to answer question 16.*

**Fundamental Freedoms in Canada**

- The freedom of expression
- The freedom of thought and opinion
- The freedom to associate with any person or group
- The freedom to have peaceful meetings and demonstrations

**16.** According to the information above, Canadian citizens have the right to

- A.** talk only to the police
- B.** join only one political party
- C.** disrupt gatherings of minorities
- D.** join an organization of their choice

3.9% of the students chose A

10.7% of the students chose B

5.3% of the students chose C

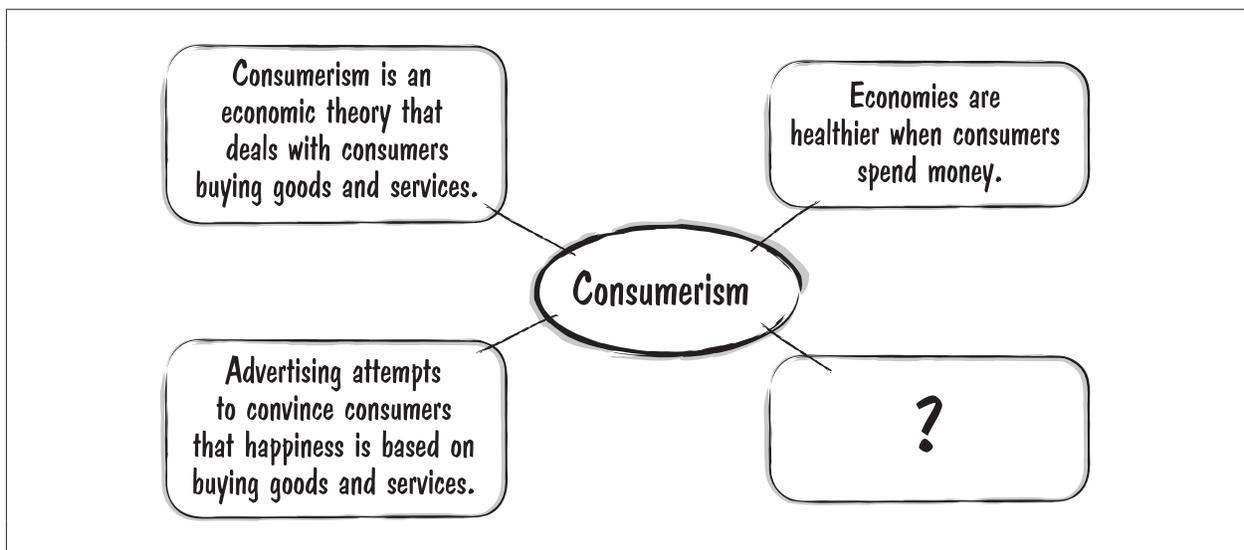
79.7% of the students chose D (correct answer)

**Students demonstrated relative difficulty with:**

- Recalling the responsibility of a given branch of Canada's federal political system
- Identifying from a given list the means of communication that is not a part of mass media
- Interpreting information to distinguish characteristics related to consumerism
- Recognizing the impact of consumer purchasing practices on quality of life
- Synthesizing information from a speakers' comments to make a generalization related to legislation and the environment

**Question 38** required students to interpret information to distinguish characteristics related to consumerism. Approximately 52.9% of students who met the *acceptable standard* and 83.2% of students who met the *standard of excellence* answered this question correctly.

*Use the following information to answer question 38.*



**38.** Which of the following statements **best** replaces the question mark above?

- A.** Private business is greatly influenced by consumer behaviour.
- B.** Government cannot pass laws that protect consumers.
- C.** Private business does not respond to consumer needs.
- D.** Government decides what consumers need.

51.1% of the students chose A (correct answer)

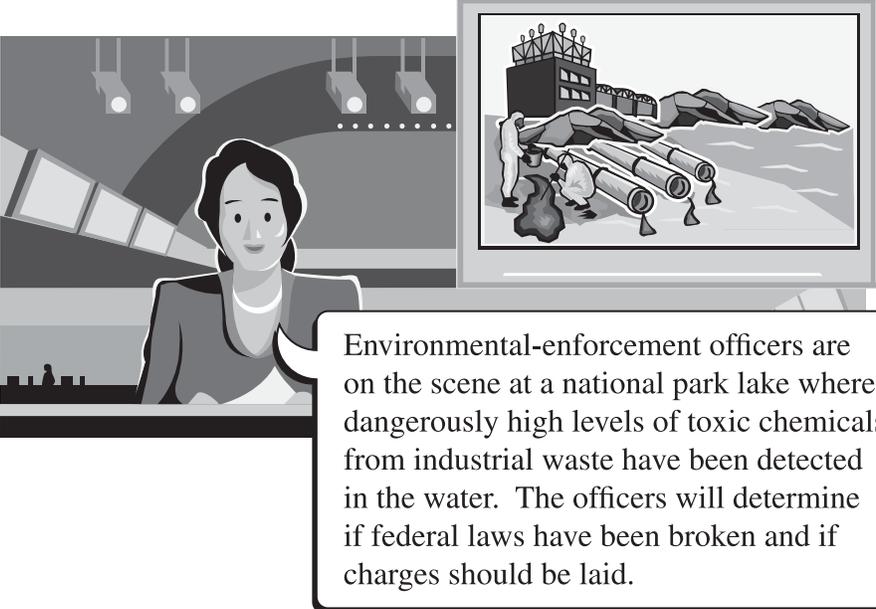
13.6% of the students chose B

16.1% of the students chose C

18.6% of the students chose D

**Question 48** required students to synthesize information from a speaker's comments to make a generalization related to legislation and the environment. Approximately 61.0% of students who met the *acceptable standard* and 78.2% of students who met the *standard of excellence* answered this question correctly.

*Use the following information to answer question 48.*



Environmental-enforcement officers are on the scene at a national park lake where dangerously high levels of toxic chemicals from industrial waste have been detected in the water. The officers will determine if federal laws have been broken and if charges should be laid.

48. The information above refers to federal government legislation that **most directly** impacts Canada's
- A. health-care system
  - B. natural resources
  - C. judicial system
  - D. economy

17.4% of the students chose A  
55.9% of the students chose B (correct answer)  
8.7% of the students chose C  
17.8% of the students chose D

# *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](http://education.alberta.ca). From the home page, follow this path: *Teachers > Provincial Testing > Achievement Tests*, and then click on one of the specific links under the *Achievement Tests* heading to access the following documents.

## **Achievement Testing Program General Information Bulletin**

The [\*General Information Bulletin\*](#) is a compilation of several documents produced by Alberta Education and is intended to provide superintendents, principals, and teachers with easy access to information about all aspects of the achievement testing program. Sections in the bulletin contain information pertaining to schedules and significant dates; security and test rules; test administration directives, guidelines, and procedures; calculator and computer policies; test accommodations; test marking and results; field testing; resources and web documents; forms and samples; and Assessment Sector contacts.

## **Subject Bulletins**

At the beginning of each school year, subject bulletins are posted on the Alberta Education website for all achievement test subjects for grades 3, 6, and 9. Each bulletin provides descriptions of assessment standards, test design and blueprinting, and scoring guides (where applicable) as well as suggestions for preparing students to write the tests and information about how teachers can participate in test development activities.

## **Examples of the Standards for Students' Writing**

For achievement tests in grades 3, 6, and 9 English Language Arts and Français/French Language Arts, writing samples have been designed to be used by teachers and students to enhance students' writing and to assess this writing relative to the standards inherent in the scoring guides for the achievement tests. The exemplars documents contain sample responses with scoring rationales that relate student work to the scoring categories and scoring criteria.

## **Previous Achievement Tests and Answer Keys**

All January achievement tests (parts A and B) for Grade 9 semestered students are secured and must be returned to Alberta Education. All May/June achievement tests are secured except Part A of grades 3, 6, and 9 English Language Arts and Français/French Language Arts. Unused or extra copies of only these Part A tests may be kept at the school after administration. Teachers may also use the released items and/or tests that are posted on the Alberta Education website.

## **Parent Guides**

Each school year, versions of the [\*Parent Guide to Provincial Achievement Testing\*](#) for grades 3, 6, and 9 are posted on the Alberta Education website. Each guide presents answers to frequently asked questions about the achievement testing program as well as descriptions of and sample questions for each achievement test subject.

## **Involvement of Teachers**

Teachers of grades 3, 6, and 9 are encouraged to take part in activities related to the achievement testing program. These activities include item development, test validation, field testing, and marking. In addition, arrangements can be made through the Alberta Regional Professional Development Consortia for teacher in-service workshops on topics such as Interpreting Achievement Test Results to Improve Student Learning.