
Grade 9 Assessment Highlights Knowledge and Employability English Language Arts

Alberta Provincial Achievement Testing **2021–2022**

Alberta 

This document was written primarily for

Students

Teachers ✓ Grade 9 Knowledge &
Employability English Language
Arts

Administrators ✓

Parents

General Audience

2021–2022 Knowledge & Employability English Language Arts 9 Assessment Highlights

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2021–2022 Knowledge & Employability English Language Arts 9 Assessment Highlights | Alberta Education, Provincial Assessment



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This document contains assessment highlights from the *2022 Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test*.

Assessment highlights provide information about the overall test, the test blueprints, and student performance on the provincial 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. Assessment highlights reports for all provincial achievement test subjects and grades are posted on the Alberta Education website every year in the fall.

The examination statistics that are included in this document represent both French and English writers. If you would like to obtain English-only statistics or French-only statistics that apply to your school, please refer to your detailed reports, which are available on the Stakeholder File Exchange (SFX).

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The 2022 Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test

This report provides teachers, school administrators, and the public with an overview of the performance of all students who wrote the 2022 Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test. It complements the detailed school and jurisdiction reports.

How many students wrote the test?

A total of 987 students in Alberta wrote the 2022 Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test.

What was the test like?

The 2022 Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test had two parts.

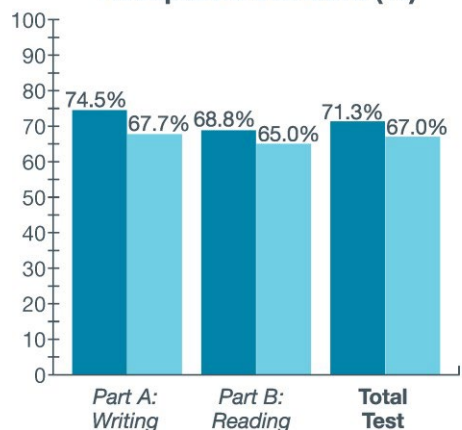
Part A: Writing consisted of a Persuasive Essay Writing Assignment (35% of the total test mark). The Persuasive Essay Writing Assignment provided students with a context (situation) and a collection of materials that students could use if they wanted to.

Part B: Reading consisted of 50 multiple-choice questions (65% of the total test mark). The reading selections were from fiction, nonfiction, drama, poetry, and visual media.

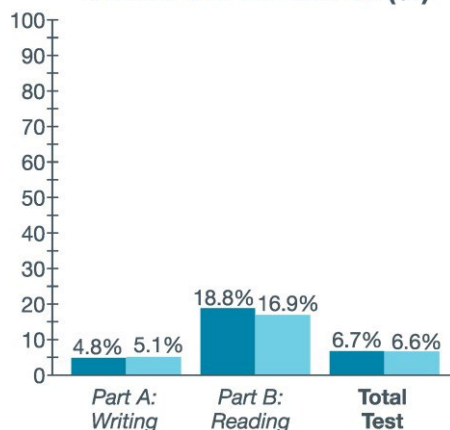
How well did students do?

The percentages of students meeting the acceptable standard and the standard of excellence in 2022 are shown in the graphs below. Out of a total possible score of 100 (parts A and B) on the test, the provincial average on the test was 59.7%.

Percentage of Students Meeting the Acceptable Standard (%)



Percentage of Students Meeting the Standard of Excellence (%)



2019 Achievement Standards: The percentages of students in the province that met the acceptable standard and the standard of excellence on the 2019 Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test (based on those who wrote)

2022 Achievement Standards: The percentages of students in the province that met the acceptable standard and the standard of excellence on the 2022 Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test (based on those who wrote)

Part A: Writing—Test Blueprint

The blueprint for *Part A: Writing* identifies the scoring/reporting categories by which student writing is assessed and by which 2022 summary data are reported to schools and school authorities. It also provides a description of the writing assignment and the achievement standards on the *Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test*.

Essay Writing

Description of Writing Assignment

The writing assignment requires students to respond to a prompt that provides a given content (situation) and a collection of materials that students may use, if they wish. These materials may include graphics, quotations, and short literary excerpts. Students may use ideas from previous experience and/or reading. Students are to respond by writing a persuasive essay.

Reporting Category

Content* (selecting ideas and details to achieve a purpose)

Students respond to a given topic by writing an essay. Students establish their purpose, select ideas and supporting details to achieve, and communicate in a manner appropriate to their audience.

Organization* (organizing ideas and details into a coherent whole)

Students organize their ideas to produce a unified and coherent narrative that links events, details, sentences, and paragraphs.

Sentence Structure (structuring sentences effectively)

Students control sentence structure and use a variety of sentence types, sentence beginnings, and sentence lengths to enhance communication.

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 tone that will help to achieve their purpose.

Conventions (using the conventions of written language correctly and effectively)

Students use conventions accurately and effectively to communicate.

Standards

Student achievement in each reporting category will be described according to the following descriptors:

Excellent
Proficient
Satisfactory
Limited
Poor
INS (insufficient)

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

Part A: Writing—2022 Student Achievement

In 2022, 67.7% of all students who wrote the *Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test* achieved the acceptable standard on *Part A: Writing*, and 5.1% of all students who wrote achieved the standard of excellence.

Student achievement by scoring /reporting category

The following charts illustrate the percentages of students achieving writing standards for each writing assignment and scoring category.

Essay Writing Assignment

		REPORTING CATEGORY				
		Content	Organization	Sentence Structure	Vocabulary	Conventions
Writing Standard	Score*	% of Students	% of Students	% of Students	% of Students	% of Students
Excellent	5.0	1.6%	0.5%	0.6%	1.4%	0.8%
	4.5	1.6%	1.4%	0.6%	1.7%	1.3%
Proficient	4.0	9.9%	7.6%	6.9%	11.6%	10.6%
	3.5	13.1%	12.7%	11.1%	14.7%	10.9%
Satisfactory	3.0	31.5%	30.0%	34.1%	42.4%	29.3%
	2.5	15.0%	15.6%	17.9%	12.6%	16.5%
Limited	2.0	19.5%	21.8%	19.1%	9.9%	20.3%
	1.5	3.6%	4.9%	4.8%	1.7%	4.5%
Poor	1.0	3.0%	4.5%	3.6%	2.9%	4.9%
Insufficient / No Response	0	1.1%	1.1%	1.1%	1.1%	1.0%

*Scores of 4.5, 3.5, 2.5, and 1.5 occur only when local marks and central marks are averaged.

Part A: Writing—Commentary on 2022 Student Achievement

Students who wrote *Part A: Writing* of the 2022 Grade 9 Knowledge and Employability English Language Arts Provincial Achievement Test achieved an average of 19.5 out of a total raw score of 35 (55.7%). The following is a discussion of student achievement on *Part B: Reading* of the 2022 Grade 9 Knowledge and Employability English Language Arts Provincial Achievement Test, highlighting 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.

During the 2022 scoring session, teachers from throughout the province scored 987 student test booklets. Teachers who marked the tests were generally pleased with the quality of most papers. Every effort was made to reward student strengths where evident rather than to critique what was missing or speculate on what a student should have added or included. When marking student responses, markers were encouraged to conscientiously return to the **“Focus”** section of the scoring categories to consider the extent to which each student had demonstrated competence in the criteria listed. There were several scoring descriptors 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—the assignment and the prompt materials provided in the test booklet with the expectation that many students’ ideas regarding the assignment were 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 were first drafts.

Observations from Standards Confirmation and Central Marking 2022: General Impressions

In the **Essay Writing Assignment**, students were required to “Write a persuasive essay to the principal of Carely School that clearly states your point of view regarding students having to participate in a community-service project.” This assignment was accessible for students at all levels of achievement. The **“Situation”** provided context regarding how “Carely School” is “considering a policy that would require students to complete a community-service project” to be done “in addition to regular classes” in which “Students would have to volunteer with a local community group that would be approved by and supervised by the school.” Given that the “community is divided in its reaction to the proposed change,” students were tasked with answering the question “Should the school require students to complete a community-service project?” by writing “a persuasive essay to the school’s principal” to express a “point of view regarding the proposed policy.” Students were required to “Consider the advantages and disadvantages of participating in a community-service project” and “support or oppose the proposed change, and convince others.”

The **writing prompts** included a set of four headlines (in two newspapers, a magazine, and a school newsletter) and an online “Community Blog.” The headlines highlighted the “debate” over “making community service mandatory,” “pros and cons of volunteer work,” “benefits and challenges” of “community-service hours,” and the “benefit” of “community-service learning hours.” The online blog contained the viewpoints of four speakers responding to the question “Where do you stand on the issue of students being required to participate in a community-service project?” in which ideas regarding how “having to complete a community-service project would disrupt after-school activities,” how “students who volunteer become more involved in their communities,” how “community-service projects would allow students to gain practical life skills,” and how “requiring students to participate in a community-service project places an unfair burden on students.”

Many students supported the proposal that students should be required to participate in community-service projects. They emphasized the benefits of getting to know other people in the community, helping community members with daily tasks, and becoming an active contributor to the well-being of members of the community. They also often spoke of the value of real-life skills gained by students in completing community-service projects which could be beneficial in adulthood when seeking employment. Other students opposed the proposed policy by arguing that students have little time to complete a community-service project due to time already spent working at a part-time job, doing homework, and socializing with friends. They frequently questioned the fairness of requiring that students take part. In most responses, students were successful in presenting their viewpoints on being required to participate in a community-service project.

Observations from Standards Confirmation and Central Marking 2022: Qualities of Student Writing That Met the Acceptable Standard

In responses that received a score of **“Satisfactory”** in **“Content,”** many students explained how “volunteering for a community group would be a great way to meet people and make friends.” Other students examined the “benefits of helping others in need” and the “good feeling that comes from helping people.” Most students acknowledged the need to take into account the “advantages and disadvantages of the proposal” in order to ensure that the “proposed change is good for everyone.” Still other students presented arguments related to the detriments of “not being given a choice to volunteer,” “homework not done and getting low marks,” and doing “too many chores right now that take a long time to do.” Most students were able to present straightforward arguments in support of the policy or present reasons why the proposed change should not be made.

In responses scored **“Satisfactory”** in **“Content,”** the exploration of the topic was clear and/or plausible and the writer’s point of view was evident. Relevant but general details were provided to support appropriate and/or direct ideas, and the writing was straightforward and occasionally captured the reader’s interest. The **“Organization”** of such responses was characterized by a functional introduction that established a focus that was generally maintained, ideas and/or details that were developed in a discernible order, transitions that mechanically connected ideas and/or details within sentences and between paragraphs, and an adequate conclusion that was related to the focus. Student responses scored **“Satisfactory”** in **“Sentence Structure,” “Vocabulary,”** and **“Conventions”** demonstrated generally controlled and sometimes effective and/or varied sentence structure, general words and expressions that were generally used accurately and appropriately, a discernible tone, generally correct use of conventions, and errors that occasionally reduced clarity and/or sometimes interrupted the flow of the response.

Observations from Standards Confirmation and Central Marking 2022: Qualities of Student Writing That Met the Standard of Excellence

In responses that received scores of **“Proficient”** or **“Excellent”** in **“Content,”** students often recognized the validity of “viewpoints on both sides of the issue.” Those students who supported the proposed policy spoke of the benefits of “making connections with the community we are all part of” and the advantages of “learning leadership skills and being given responsibility.” They often purported that “as a member of the community we live in we have a responsibility to do these projects,” that “students will gain skills like how to make a plan and cooperate with other students to put plan into action,” or that “it’s possible that some day when we are older we could be grateful for students that do community-service projects.” A number of these students additionally cited the value “putting work done on a resume” and “getting a career you want when school is finished.” Those students who opposed the proposed policy argued that “participation in this project could have a negative effect the academic achievement of students” or that “students are busy outside of school with extra curriculums and adding these projects would make our lives more stressed.” Some of these students commented on how “volunteering should be a choice for each student to make on their own instead of being required,” how “part time jobs take up a lot of students’ time and they are already learning skills they will use to succeed as adults,” or how “young people only have one chance to be young and be with their friends and family instead of doing work for other people.” Others reflected on the need for “more information about the reasons behind why the school is considering this to be convinced to support the proposal.” At the standard of excellence, students diplomatically concluded that being required to take part in community-service projects could be beneficial, while others tactfully succeeded in reasoning that the proposed policy would be problematic.

In responses scored **“Proficient”** or **“Excellent”** in **“Content,”** students explored the topic in an adept and/or logical or insightful and/or discerning manner. The writer’s point of view was intentional or deliberate. Ideas presented were thoughtful and/or sound or engaging and/or carefully chosen. Supporting details were relevant and specific or precise and/or original. The writing was purposeful or confident and/or interesting and drew or held the reader’s interest. In **“Organization,” “Proficient”** or **“Excellent”** responses contained a purposeful or engaging introduction that clearly or skillfully established a focus that was capably or consistently sustained. Ideas and/or details were developed in paragraphs in a sensible or logical order. Transitions clearly or fluently connected ideas and/or details within sentences and between paragraphs. An appropriate or effective conclusion reinforced or enhanced the focus. Student responses scored **“Proficient”** or **“Excellent”** in **“Sentence Structure,” “Vocabulary,”** and **“Conventions”** demonstrated consistently controlled and usually or consistently effective and varied sentence structure. Well-chosen words and expressions were used accurately. The tone created by the student was frequently distinct or consistently engaging. Minor convention errors rarely, seldom, or in no way reduced clarity or interrupted the flow of the response.

Observations from Standards Confirmation and Central Marking 2022: Qualities of Student Writing That Did Not Meet the Acceptable Standard

In responses scored “**Poor**” or “**Limited**” in “**Content**,” students struggled to convey their thoughts clearly and completely. In some responses, students quoted randomly from the prompts provided without elaborating on them or connecting them to a point of view. Other students misconstrued the role of the writer of the essay to be that of the principal of Carely School informing staff and students of the proposal regarding mandatory student participation in community-service projects. Some students reduced the topic to a passing reference to “being kind to others,” “donating to a charity,” “helping a neighbour,” or “doing stuff in the community.” Others presented naive contentions regarding how “a community-service project would be done by members of the community by themselves,” how “this project will take away the human rights of students,” or how “being forced to work for no pay is illegal.” In other responses, students presented largely unsupported generalizations or randomly recounted elements of personal experiences that were weakly connected to the issue of students being required to participate in a community-service project. In some instances, students used an inappropriately inflammatory tone in a misguided effort to be persuasive in their arguments.

In responses that received scores of “**Poor**” or “**Limited**” in “**Content**,” the exploration of the topic was minimal and/or irrelevant or superficial or simplistic, the writer’s point of view was incomprehensible or vague, and the ideas presented were overgeneralized and/or underdeveloped or superficial and/or ambiguous. Supporting details were irrelevant and/or lacking or imprecise and/or vague, and the writing was confusing and/or undeveloped or uncertain and/or incomplete with little appeal to the reader’s interest. In “**Organization**,” the introduction was obscure or lacked purpose, and any focus established was not maintained. The development of ideas and/or details was haphazard and incoherent or not clearly discernible. Transitions were absent and/or inappropriately used or lacking and/or ineffectively used within sentences and between paragraphs. The conclusion was ineffectual or missing or random and/or haphazard. “**Sentence Structure**,” “**Vocabulary**,” and “**Conventions**” in responses receiving scores of “**Poor**” or “**Limited**” typically demonstrated a lack of control and little or no variety in sentence structure or sentence beginnings. Overgeneralized or imprecise words and expressions used were vague, and the tone created by the student was not evident, inappropriate, not clearly established, or inconsistent. Errors in conventions impaired or weakened communication, severely or often reduced clarity, and interrupted or impeded the flow of the response.

As in other years, the connection between the assignment 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 response sufficiently addressed the task presented in the assignment. Most often, there was evidence that students had implicitly addressed the topic and/or prompts, and the responses were assessed accordingly. If, however, extensive examination of a student’s work by both a marker and a group leader led to the conclusion that a response was “**Insufficient**,” then the floor supervisors in consultation with the examination manager made a final judgment.

Overall, student achievement on *Part A: Writing* of the 2022 Grade 9 Knowledge and Employability English Language Arts Provincial Achievement Test was consistent with previous years. Most students (67.7%) were able to achieve the acceptable standard on the *Part B: Reading* test, and 5.1% of all students achieved the standard of excellence. Of all students who wrote the *Part B: Reading* test, 32.3% did not achieve the acceptable standard.

Part B: Reading—Test Blueprint and 2022 Student Achievement

In 2022, 65.0% of all students who wrote the *Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test* achieved the acceptable standard on *Part B: Reading*, and 16.9% of all students who wrote achieved the standard of excellence. On *Part B: Reading* of the 2022 *Grade 9 Knowledge & Employability English Language Arts Provincial Achievement Test*, students achieved an average score of 30.9 out of a total possible score of 50 (61.8%).

The blueprint below shows the reporting categories and language functions by which 2022 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 recognizing explicit or implicit ideas and details and make inferences about the relationships between ideas, details, and events.			10.1/16 (63.1%)
Interpreting Text Organization Students identify and analyze the author's use of genre. Students identify and analyze the author's choice of form, text features, organizational structure, style, literary techniques, and conventions.			2.7/5 (54.0%)
Associating Meaning Students use contextual clues to determine the denotative and connotative meaning of words, phrases, and figurative language (e.g., simile, metaphor, hyperbole, idioms, irony, symbolism).			5.8/9 (64.4%)
Synthesizing Ideas Students draw conclusions and make generalizations by integrating information in order to identify the tone, purpose, theme, main idea, point of view, or mood of a passage.			12.4/20 (62.0%)
Provincial Student Achievement (Average Raw Score and Percentage)	15.7/26 (60.4%)	15.2/24 (63.3%)	Part B: Reading Total Test Raw Score = 30.9/50 (61.8%)

Part B: Reading—Commentary on 2022 Student Achievement

Students who wrote *Part B: Reading* of the *2022 Grade 9 Knowledge and Employability English Language Arts Provincial Achievement Test* achieved an average of 30.9 out of a total raw score of 50 (61.8%). The following is a discussion of student achievement on *Part B: Reading* of the *2022 Grade 9 Knowledge and Employability English Language Arts Provincial Achievement Test*, highlighting 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.

In the blueprinting category of **Identifying and Interpreting Ideas and Details**, students were expected to recognize explicit or implicit ideas and details and make inferences about the relationships between ideas and details in fourteen reading selections. In the eight informational texts—that included four articles, a magazine cover, an instructional guide, classified ads, and a job profile—students who achieved the acceptable standard were able to recognize interrelationships among ideas and details and identify key elements of information presented. Students who achieved the standard of excellence additionally illustrated strengths in making inferences regarding the significance of personal reflections on experiences described and in discriminating among details in order to determine those most relevant to an idea under discussion. Students who did not meet the acceptable standard were generally able to identify explicit ideas and details in informational texts, but many encountered difficulty with questions that required recognition of connections among ideas presented or identifying the central focus of details presented. The six narrative/poetic texts—that included excerpts from a novel, graphic novel, and a short story as well as one poem and one cartoon—enabled many students who met the acceptable standard to demonstrate their ability to determine the motivation underlying a character’s actions and recognize how characters interact with others. In addition, students who achieved the standard of excellence were capable of acknowledging the complexities of interpersonal relationships among characters and appreciating the outcome of events on characters’ lives. Those students who did not meet the acceptable standard, while generally able to recognize causality between directly related events, sometimes struggled with questions involving interpretation of the implicit meaning of ideas pertaining to interactions among characters.

In the section of the *2022 Grade 9 Knowledge and Employability English Language Arts Provincial Achievement Test* blueprinting for curricular content pertaining to **Interpreting Text Organization**, students were expected to identify and analyze the author’s use of genre, choice of form, organizational structure, style, literary techniques, text features, and conventions. Students who achieved the acceptable standard were able to identify textual features that include the use of punctuation and sound devices to enhance meaning by writers of informational texts. Students who achieved the standard of excellence were, in addition, able to analyze how the presentation of a writer’s ideas is enhanced through rhetorical choices. Students who did not meet the acceptable standard demonstrated weaknesses in identifying how the organizational choices employed by the writers of informational texts provide a structure for the development of ideas. In narrative/poetic texts, students who achieved the acceptable standard could typically identify rhetorical techniques used to present ideas. Students achieving the standard of excellence could additionally detect elements central to the conflict faced by characters as well as subtleties of tone in interactions among characters. Many students who did not achieve the acceptable standard encountered difficulty with questions that tasked students with recognizing the impact of the writer’s sequencing of events on the development of the central conflict in narrative/poetic texts.

With regard to questions blueprinting in the **Associating Meaning** category, students were expected to use contextual clues to determine the connotative and denotative meaning of words, phrases, and figurative language. Students who achieved the acceptable standard were able to identify the literal meanings of words and phrases and could recognize metaphorical comparisons in informational texts. Students who achieved the standard of excellence were additionally able to appreciate how connotations of words and phrases reinforce meaning and how metaphorical comparisons enrich the reader’s understanding of the similarities between familiar and unfamiliar experiences. Students who did not achieve the acceptable standard typically struggled with distinguishing the meaning of specific words and phrases presented and showed a limited understanding of figurative language in informational texts. In narrative/poetic texts, students who achieved the acceptable standard could generally recognize the use of simile, metaphor, hyperbole, and personification. Students who achieved the standard of excellence demonstrated additional strengths in abstracting from figures of speech a deeper understanding of ideas presented by writers of narrative/poetic texts. Students who did not achieve the acceptable standard were often challenged by questions that required the use of contextual clues to determine the meaning of words and phrases and sometimes encountered difficulty identifying figurative comparisons in narrative/poetic texts.

In the blueprinting category of **Synthesizing Ideas**, students were expected to make generalizations by integrating information from a selection in order to identify the purpose, theme, main message, point of view, or mood of a selection. Students achieving the acceptable standard were typically able to identify main ideas in informational texts and determine the central focus of a writer's ideas. Students who achieved the standard of excellence were additionally capable of synthesizing ideas in informational texts in order to formulate conclusions pertaining to the basis for a writer's inclusion of particular content and perceive the overarching ideas of information presented. Many of those students who did not achieve the acceptable standard were able to identify explicit facts presented but frequently found it difficult to answer questions that required synthesis of ideas to arrive at a generalization encapsulating the content of information presented or extrapolation from a writer's reflections on the significance of specific events. In narrative/poetic texts, students who achieved the acceptable standard generally demonstrated the ability to recognize differing viewpoints among characters and determine central themes from events portrayed. Students achieving the standard of excellence could additionally evaluate the effectiveness of characters' choices through the writer's omniscience in analyzing events and appreciate the main purpose underlying the writer's presentation of events in narrative/poetic texts. Those students who did not meet the acceptable standard often struggled with questions that required formulating conclusions regarding the intended impact on readers of events depicted and were often challenged by questions regarding the resolution of conflict through the events documented in narrative/poetic texts.

Overall, student achievement on *Part B: Reading* of the 2022 Grade 9 Knowledge and Employability English Language Arts Provincial Achievement Test was consistent with previous years. Most students (65.0%) were able to achieve the acceptable standard on the *Part B: Reading* test, and 16.9% of all students achieved the standard of excellence. Of all students who wrote the *Part B: Reading* test, 35.0% did not achieve the acceptable standard.

Provincial Achievement Testing Program Support Documents

The Alberta Education website contains several documents that provide valuable information about various aspects of the provincial achievement testing program. To access these documents, go to the [Alberta Education website](#). Click on one of the specific links to access the following documents.

Provincial 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 Provincial 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 Provincial Assessment Sector contacts.

Subject bulletins

At the beginning of each school year, subject bulletins are posted on the Alberta Education website for all provincial achievement test subjects for grades 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 provincial achievement tests in grades 6 and 9 Knowledge & Employability English Language Arts and Français/French Language Arts, writing samples are designed for teachers and students to enhance students' writing and to assess this writing relative to the standards inherent in the scoring guides. The exemplars documents contain sample responses with scoring rationales that relate student work to the scoring categories and scoring criteria.

Previous provincial achievement tests and answer keys

All January provincial achievement tests (parts A and B) for Grade 9 semestered students are secured and must be returned to Alberta Education. All May/June provincial achievement tests are secured except *Part A* of grades 6 and 9 Knowledge & Employability 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 [Alberta Provincial Achievement Testing Parent Guide](#) for grades 6 and 9 are posted on the Alberta Education website. Each guide answers frequently asked questions about the Provincial Achievement Testing Program and provides descriptions of and sample questions for, the provincial achievement test in each subject.

Involvement of teachers

Teachers of grades 6 and 9 are encouraged to take part in activities related to the Provincial 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 provincial achievement test results to improve student learning.