



Grade 9 Assessment Highlights Knowledge and Employability Social Studies

Alberta Provincial Achievement Testing **2021–2022**

This document was written primarily for

Students

Teachers ✓ Grade 9 Knowledge &
Employability Social Studies

Administrators ✓

Parents

General Audience

2021–2022 Knowledge & Employability Social Studies 9 Assessment Highlights

Distribution: This document is posted on the [Alberta Education website](#).

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This document contains assessment highlights from the *2022 Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test*.

Assessment Highlights provides information about the overall test, the test blueprint, and student performance on the provincial achievement test that was administered in 2022. This information is intended for teachers and is best used in conjunction with multi-year and detailed school reports that are available to schools via the Stakeholder File Exchange (SFX). Assessment Highlights for all provincial achievement test subjects and grades are posted on the Alberta Education website every year in the fall.

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The 2022 Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test

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

How many students wrote the test?

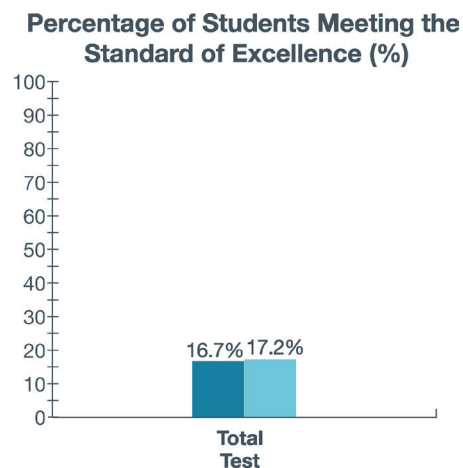
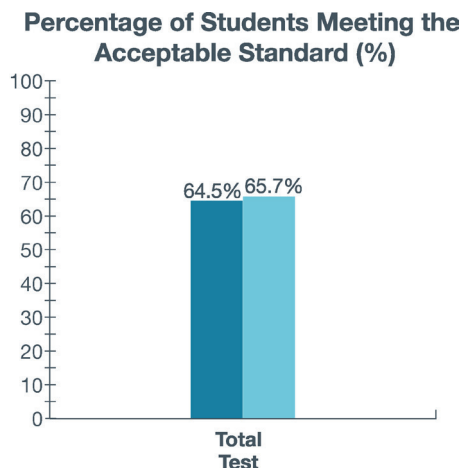
A total of 924 students in Alberta wrote the *2022 Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test*.



What was the test like?

The *2022 Grade 9 Knowledge & Employability Social Studies Provincial 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 the standard of excellence in 2022 compared with 2019 are shown in the graphs below. Out of a possible total score of 50, the provincial average on the test was 30.6 (61.2%).



-  2019 Achievement Standards: The percentage of students in the province who met the acceptable standard and the standard of excellence on the *2019 Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test* (based on those who wrote).
-  2022 Achievement Standards: The percentage of students in the province who met the acceptable standard and the standard of excellence on the *2022 Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test* (based on those who wrote).

Test Blueprint and Student Achievement

In 2022, 65.7% of students who wrote the test achieved the acceptable standard on the *Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test*, and 17.2% of students achieved the standard of excellence.

The blueprint below shows the reporting categories and test sections (curricular content areas) by which 2022 summary data are reported to schools and school authorities, and the provincial average of student achievement by both raw score and percentage.

Topics	REPORTING CATEGORY		Provincial Student Achievement (Average Raw Score and Percentage)
	Knowledge and Understanding ¹	Skills and Processes ²	
Canada: Governance and Citizenship (9.1) 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).			18.6 (62.7%)
Canada and the United States: An Economic Relationship (9.2) 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).			12.0 (56.7%)
Provincial Student Achievement (Average Raw Score and Percentage)	10.8/18 (60.0%)	19.7/32 (61.6%)	Total Test Raw Score = 30.6/50 61.2%

¹**Knowledge and Understanding**—facts, events, concepts, evidence, ideas, and opinions fundamental to decision making as identified in the Grade 9 Knowledge & Employability Social Studies Program of Studies

²**Skills and Processes**—the application of critical and creative thinking, historical thinking, geographic thinking, decision making, problem solving, and media literacy to relevant situations as identified in the Grade 9 Knowledge & Employability Social Studies Program of Studies

Commentary on 2022 Student Achievement

Students who wrote the *2022 Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test* achieved an average of 30.6 out of a total raw score of 50 (61.2%). The following is a discussion of student achievement on the *2022 Grade 9 Knowledge & Employability Social Studies 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.

Together, the first three blueprint categories encompass outcomes contained in General Outcome 9.1 Canada: Governance and Citizenship, wherein students were expected to analyze Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship, and identity. In the **Canada's Federal Political System** blueprint category (composed of 13 questions), students were expected to explore the structure of Canada's federal political system by examining questions and issues regarding how laws are passed, branches of the federal government, the selection of members of Parliament and senators, the role of federal political parties, the role of media in political issues, and how citizens may influence the political system. Students who achieved the acceptable standard were able to demonstrate a basic understanding of how members of the executive and legislative branches of Canada's federal political system are selected and the role of political parties in the House of Commons and Senate in Canada's federal government. Students who met the standard of excellence additionally demonstrated strengths in exploring issues regarding the role of the executive and legislative branches of Canada's federal government in enacting legislation and the extent to which political leaders are accountable to Canadians. Students who did not achieve the acceptable standard were generally able to recognize some aspects of the legislative and executive branches of Canada's federal political system, but many of these students struggled with questions pertaining to the interrelationship between the branches of Canada's federal government.

In the section of the *2022 Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test* blueprint for curricular content pertaining to **Canada's Justice System and the Canadian Charter of Rights and Freedoms** (composed of 12 questions), students were required to explore the role that citizens and organizations play in Canada's justice system and how the Canadian Charter of Rights and Freedoms affects individuals and groups in Canada by examining questions and issues regarding how citizens and organizations participate in Canada's justice system, the Youth Criminal Justice Act, the Canadian Charter of Rights and Freedoms, rights and responsibilities of Canadian citizens, recognition of collective rights, and legislation and rights of First Nations, Métis, and Inuit peoples. Students who met the acceptable standard demonstrated a basic understanding of the Youth Criminal Justice Act, the role of citizens in Canada's justice system, and some of the ways in which the Canadian Charter of Rights and Freedoms protects the fundamental freedoms of Canadian citizens. Students who achieved the standard of excellence were additionally able to explore issues regarding the extent to which Canada's criminal justice system serves the interests of Canadians and appreciate the challenges faced by the federal government in guaranteeing individual rights and freedoms in Canada. Students who did not meet the acceptable standard, often struggled with questions that required an awareness of how citizens participate in Canada's justice system and distinguishing provisions in the Canadian Charter of Rights and Freedoms that guarantee legal, equality, mobility, and democratic rights.

In the **Immigration** blueprint category (composed of 4 questions), students were expected to explore how legislative processes attempt to address emerging immigration issues by examining questions and issues regarding factors that influence immigration policies, the impact of immigration on Aboriginal peoples, immigration policies in Québec, and how Canada benefits from immigration. Those students who achieved the acceptable standard were able to identify the main objectives of Canada's immigration policies and recognize factors related to the eligibility of immigrants to Canada. Students achieving the standard of excellence could also examine the impact of legislation enacted by the federal government on immigration in Canada as well as appreciate the benefits of immigration for Canada. Students who did not meet the acceptable standard sometimes had difficulty formulating conclusions with regard to Canada's policies on immigration and refugees from details presented as well as with assessing the extent to which Canada's immigration policies serve the interests of Canadians.

The final two blueprint categories encompass outcomes within General Outcome 9.2: Canada and the United States: An Economic Relationship, in which students were required to demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship, and identity. With regard to curricular content in the blueprint category related to **Market and Mixed Economies** (composed of 9 questions), students were required to explore the principles and practices of market and mixed economies by examining questions and issues regarding similarities and differences between market and mixed economies, Canada's mixed economy, labour unions and their impact in market and mixed economies, government intervention in the economy in Canada related to quality of life, and similarities and differences of government intervention in Canada and the United States. Students who met the acceptable standard were able to identify basic differences in market and mixed economies, aspects of Canada's mixed economy, and the role of labour unions in Canada's economy. Students who achieved the standard of excellence were additionally able to form generalizations regarding the far-reaching impact of labour unions in improving conditions for workers and assess the extent to which government intervention is beneficial to the economy. Students who did not achieve the acceptable standard were often challenged by questions that required an understanding of the values underlying market and mixed economies with regard to government spending and provision of services.

In the blueprint category that encompasses questions that pertain to **Consumerism, Quality of Life, and Political Decisions and Economic Systems Making** (composed of 12 questions), students were expected to explore the relationship between consumerism and quality of life in Canada and the United States and the interrelationship between political decisions and economic systems by examining questions and issues regarding indicators of quality of life, consumerism, the impact of individual consumer behaviour on quality of life, the effect of advertising and mass media on consumerism, values of political parties and platforms, how the views of Canadian political parties differ, purposes of taxation, and environmental issues and quality of life. Students achieving the acceptable standard were able to identify advantages and disadvantages of consumerism, recognize factors that guide consumer behaviour, and acknowledge basic features of the platforms of political parties in Canada. Students who achieved the standard of excellence could also consider the implications of consumer spending on the economy, the impact of marketing on consumerism, and the influence of economic factors on quality of life. Those students who did not meet the acceptable standard often had difficulty interpreting data regarding government spending in Canada, determining the consequences of consumer actions, and recognizing the differing perspectives of political parties with regard to government intervention in the economy.

Overall, student achievement on the *2022 Grade 9 Knowledge & Employability Social Studies Provincial Achievement Test* was consistent with previous years. Most students (65.7%) were able to achieve the acceptable standard, and 17.2% of all students achieved the standard of excellence. Of all students who wrote the test, 34.3% 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 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 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.