
Grade 9 Parent Guide

Alberta Provincial Achievement Testing
Including French Immersion Subjects



This document was written primarily for

Students

Teachers

Administrators

Parents ✓ Grade 9

General Audience

Others

2024–2025 Grade 9 Parent Guide

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

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Please note that if you cannot access one of the direct website links referred to in this document, you can find provincial achievement test-related materials on the [Alberta Education website](#).



Questions Frequently Asked About the Provincial Achievement Testing Program

Each year, students in Grade 9 write provincial achievement tests in language arts, mathematics, science, and social studies. Students who are registered in French immersion programs write a French form of mathematics, science, and social studies tests in addition to French Language Arts and English Language Arts tests.

Grade 9 students who are receiving instruction in a Knowledge and Employability (K&E) program of study will write a provincial achievement test developed specifically for that program of study. Translated forms of the K&E mathematics, science, and social studies provincial achievement tests are available for students receiving their instruction within Francophone or alternative French-language programs. Students in Grade 6 also write provincial achievement tests. Parents often ask the following questions about the Provincial Achievement Testing Program as their children prepare to write provincial achievement tests.

What are the purposes of the provincial achievement tests?

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

Who is expected to write the tests?

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

What tests are administered and when?

Grade 9 provincial achievement tests are to be administered on specific dates in accordance with Alberta Education's schedules.

Subject		Official Time*	Month
English Language Arts	<i>Part A: Writing</i>	120 min	May
	<i>Part B: Reading</i>	75 min	June
French Language Arts (immersion students)	<i>Part A: Writing</i>	120 min	May
	<i>Part B: Reading</i>	75 min	June
K&E English Language Arts	<i>Part A: Writing</i>	80 min	May
	<i>Part B: Reading</i>	75 min	June
K&E Mathematics		75 min	June
K&E Science		75 min	June
K&E Social Studies		75 min	June
Mathematics/Mathématiques	<i>Part A</i>	30 min	June
	<i>Part B</i>	80 min	June
Science/Sciences		75 min	June
Social Studies/Études Sociales		80 min	June

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

What do the provincial achievement tests assess?

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

How are provincial achievement tests developed?

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

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

What are test accommodations?

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

How can parents help their children prepare for the tests?

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

How can teachers prepare their students for writing the tests?

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

How are the provincial achievement tests marked?

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

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

Answer keys for each machine-scored provincial achievement test are provided to teachers, who are expected to mark the tests and report the preliminary results to parents in June.

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

How should provincial achievement test results be communicated and used?

In late September, Alberta Education makes available copies of the Individual Student Profile (ISP) of each student to the staff of the school where the student wrote the provincial achievement tests (see samples on pages 5 and 6). PAT Results Individual Student Profile (ISP) Reports are available in the Provincial Approach to Student Information (PASI) system. Schools are responsible for forwarding ISPs to parents using the following options: forwarding PDFs of the ISPs electronically via school systems; printing the PAT Results ISP Reports for mailing; or signing up parents for access to their child's *myPass* account. Students and parents will be able to access the PAT Results ISP Reports as needed via *myPass*.

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

Similarly, it is helpful if the school board and the jurisdiction look at the school authority report to see how district-wide programs can be improved for students.

It is also important for Alberta Education to examine the provincial results to see whether changes are needed in provincial programs or policies.

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

How should school councils use provincial achievement test results?

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

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

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

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

Sample—Individual Student Profile (ISP)

Grade 9 Achievement Tests – June 2018

Individual Student Profile

Parent Copy

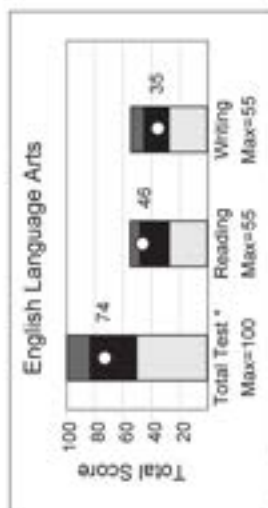
Student Name:
Alberta Student Number:
School of Writing:
School Authority:



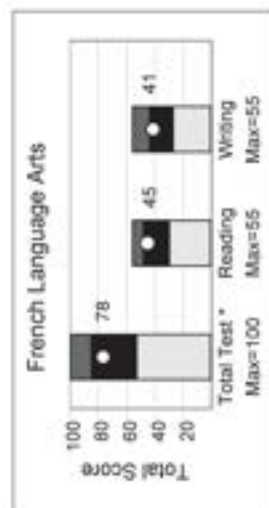
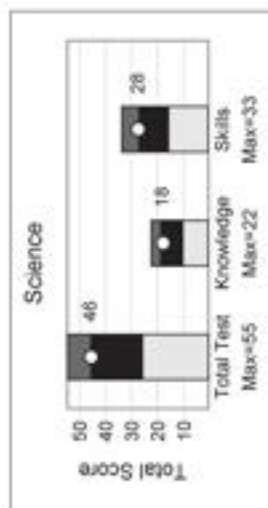
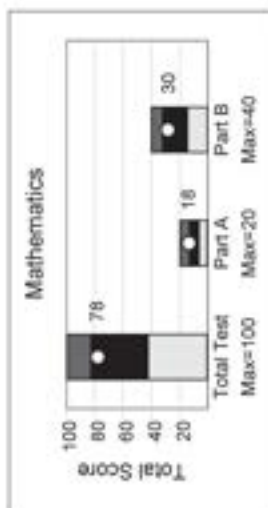
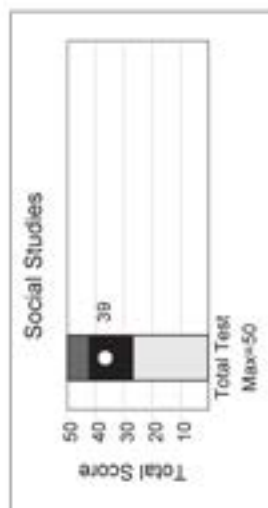
Explanatory Notes

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

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



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



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

Grade 9 Achievement Tests – June 2018

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



Individual Student Profile

Parent Copy

Subject	Component	Student's Results			Range of Scores Within Each Standard ¹	
		Score	Standard Achieved	Acceptable Standard	Standard of Excellence	
English Language Arts	Total Test ²	74/100	Acceptable	51-81	82-100	
	Reading Writing	46/55 35/55	Acceptable Acceptable	28-45 28-43	46-50 44-55	
Mathematics	Total Test ²	78/100	Acceptable	42-80	81-100	
	Part A Part B	18/20 30/40	Excellence Acceptable	8-14 17-32	15-20 33-40	
Social Studies	Total Test ⁴	39/50	Acceptable	27-42	43-50	
Science	Total Test	46/55	Excellence	26-45	46-55	
	Knowledge Skills	18/22 28/33	Acceptable Excellence	10-18 16-26	19-22 27-33	
French Language Arts	Total Test ²	78/100	Acceptable	54-84	85-100	
	Reading Writing	45/55 41/55	Acceptable Acceptable	32-48 28-43	49-50 44-55	

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

¹ These standards reflect provincial expectations.

² Reading and Writing reporting categories are weighted equally in the calculation of the total score for English Language Arts and French Language Arts.

³ Part A is worth 20% and Part B is worth 80% in the calculation of the total score for Grade 9 Mathematics.

⁴ Provincial standards are only set on the total test.



Test Descriptions and Sample Questions

The Grade 9 provincial achievement tests are designed to reflect the nature and aims of the learning outcomes that are prescribed in provincial programs of study and to assess the achievement of these outcomes. More information about these provincial programs of study is available in [Parents](#).

Descriptions of the Grade 9 provincial achievement tests and sample questions have been included to give you a first-hand look at what provincial achievement tests are all about. We have reduced the print size and changed the layout of some of the questions for ease of access in this guide.

Sample questions

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

English Language Arts

Test descriptions

Part A: Writing consists of two writing assignments—one narrative or essay and one functional. The official time for the test is 120 minutes; however, students have up to 240 minutes to complete the test should they need it. For the first 10 minutes, students have time to discuss both assignments with classmates, in groups of two to four, or to think alone about the writing prompts. Students will engage in this discussion without teacher participation. During this discussion time, students may record their ideas on the planning pages provided in the test booklet. The official test time provides students with time for discussing, planning, drafting, and revising both writing assignments. Students may do their writing using a computer. They may use commercially published dictionaries, bilingual dictionaries, and thesauri only when completing *Part A: Writing*.

Part B: Reading consists of 55 multiple-choice questions based on reading selections from fiction, nonfiction, drama, poetry, and visual media. The printed version has two booklets—one with reading passages and one with corresponding questions. The official time for the test is 75 minutes; however, students have up to 150 minutes to complete the test should they need it. Students are not allowed to use a dictionary, a thesaurus, or other reference material when writing *Part B: Reading*.

For more information, see the [Grade 9 English Language Arts Subject Bulletin](#).

Sample questions

Part A: Writing

Assignment I: Narrative or Essay Writing (suggested time 70 minutes)

Assignment

Write a narrative or an essay about **how the advice or suggestions of others can influence young people**. You may write about yourself or other people, real or fictional. You may set your writing in the past, present, or future.

Ideas

The following material may give you ideas for your writing. **You do not have to refer directly to any of it.** Consider your own experiences gained through reading, listening, viewing, discussing, thinking, or imagining.

You can succeed if you work hard and are determined.



Peer Support Group Meeting



Consider the consequences of your actions.

You must think for yourself. Do not follow the crowd.



Don't put off until tomorrow what you can do today.



Take risks and follow your dreams.

When writing, be sure to

- consider your audience
- focus on your purpose and point of view
- organize your thoughts appropriately in sentences and paragraphs
- use vocabulary that is interesting and effective
- edit your work directly on your writing
- budget your time

Assignment II: Functional Writing (suggested time—40 minutes)

Read the situation below and complete the assignment that follows.

Situation

Imagine that your name is Candace Winters and that you have recently purchased a product such as one of the following four products: hair dryer, calculator, in-line skates, or CD player.

The product that you purchased has become defective in some way. You have used this product for only a short period of time. Alert Manufacturing Limited, the company that made the product, included the guarantee statement below with the packaging. Mike Gibson is the company's public relations officer who deals with complaints about products.

Guarantee

We want you to be completely satisfied with your new purchase. If you are not entirely satisfied with this product, return it to us along with proof of purchase and an explanation of the problem you have experienced. We will gladly either refund your money or replace the product.

Assignment

Write a business email to Mike Gibson **identifying the product you are returning and providing your reason for doing so**. Explain how the product was used appropriately and request a refund or a replacement.

When writing, **be sure to**

- **identify the purpose** of the email
- **explain** the details of the **situation** and **request**
- **organize** your **thoughts** appropriately and in sentences and paragraphs
- **use vocabulary** that is appropriate and effective

Part B: Reading

Read the editorial from a magazine below and answer questions 1 to 5.

This editorial was published in the June 2005 issue of *AlbertaViews* magazine.

A TRIBUTE TO LOIS HOLE

“Sometimes I wish we lived in a less hectic world, where everyone could find time to enjoy a simple breakfast. I hate to see people going hungry. It hurts, especially when there’s no need for it. We are rich enough to feed everyone, and yet, somehow, we’re not quite smart enough or fair enough to do it.”

—Lois Hole, 1933–2005

LAST FALL, ATTENDEES OF ALBERTA Theatre Projects’ Bob Edwards Luncheon in Calgary were treated to a delightful and rousing speech by Lieutenant Governor Lois Hole. Alberta’s “Queen of Hugs” reminded her audience of the importance of the arts in our lives and the need for arts education in our schools. “Well educated citizens, who must have a solid grounding in the liberal arts, are the foundation of any nation’s prosperity and cultural worth,” she said. “The arts enrich us all; they are not a frill, they are an absolute necessity.”

The staff of *Alberta Views* exchanged happy looks. Hole had, as she so often did, displayed the rich, progressive spirit we hope to capture in this magazine.

Four months later, Lois Hole died at age 71 after a long battle with cancer. When putting together this issue, which looks at women, and particularly women in politics, we were reminded of her grace, strength and commitment. We were reminded of her capacity to stand up and say her piece, regardless of whether she had been asked, and to do so with such tact, clarity and good humour as to elevate discussions where others may have caused offence.

Shortly after her appointment by Prime Minister Jean Chrétien in 1999, Hole declared: “I want to give support and legitimacy to the groups that need it most, to the people who often go unheard in our culture... While the position

of lieutenant governor is not a platform for activism, neither is it one without substance. My primary goal is to encourage people to carefully consider our more vital issues of social justice, in the hopes that positive change may result.”

A tireless advocate for public education, public health care and the arts, Hole often pushed the boundaries of her traditionally ceremonial role. At that same ATP luncheon¹ where she so eloquently spoke of arts education, Hole joked that Premier Klein’s absence was his way of avoiding the displeasure of sitting through her criticisms. And when a new women’s hospital in Edmonton was named after her just weeks before her death, Hole took the opportunity to speak out in favour of public health care. Never silenced by the limitations of her position, Hole always spoke from the heart.

“I have faith in a better future,” she once said, “because I have faith that most human beings want to do the right thing. If we can put aside differences of ideology, if we can learn to love one another, then one day we will enjoy a world where no one need live in fear, where no one need go hungry, where everyone can enjoy a good education, the fellowship of friendly neighbours, and the security of a world at peace with itself at long last.”

A portion of this issue of *AlbertaViews* focuses on the systemic barriers² women face in politics. But we just couldn’t focus on women in politics without pausing to remember Lois Hole. Her compassion, acuity³ and strength made us so proud. In a province where women make up half the population but account for only 16 per cent of MLAs, one could argue that we might benefit from having more women in our legislature. Having more people of Lois Hole’s ilk⁴ in our government would do this province a world of good.

AlbertaViews Staff

¹that same ATP luncheon—Alberta Theatre Projects’ Bob Edwards Luncheon in Calgary

²systemic barriers—obstacles that are part of the structure of a particular system

³acuity—keen insight

⁴ilk—type or kind

Alberta Views Staff, Editorial: A Tribute to Lois Hole, *Alberta Views*, June 2005. Reproduced with permission from Jackie Flanagan.

Read the editorial “A Tribute to Lois Hole” from *AlbertaViews* magazine and answer questions 1 to 5.

1. The opening quotation in lines 1 to 7 focuses on Lois Hole’s belief that
 - A. social inequality is unjustified in a wealthy nation
 - B. economic instability is unavoidable in society today
 - C. the number of people who are unable to provide for their families is increasing
 - D. there are insufficient resources available for the needs of the growing population

2. The details in lines 29 to 34 **most clearly** suggest that Lois Hole was able to
 - A. give her opinion without causing resentment
 - B. deliver speeches without criticizing others
 - C. offer solutions and resolve problems
 - D. explore issues and accept input

3. The idea contained in lines 45 to 48 is **most strongly** reinforced by the quotation
 - A. “she so eloquently spoke of arts education” (lines 48–49)
 - B. “Hole joked that Premier Klein’s absence was his way of avoiding the displeasure of sitting through her criticisms” (lines 49–52)
 - C. “And when a new women’s hospital in Edmonton was named after her just weeks before her death, Hole took the opportunity to speak out in favour of public health care” (lines 52–55)
 - D. “Never silenced by the limitations of her position, Hole always spoke from the heart” (lines 55–57)

4. The statement “Having more people of Lois Hole’s ilk in our government would do this province a world of good” (lines 77 to 79) **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

5. The tone of this editorial could **best** be described as
 - A. moralistic
 - B. respectful
 - C. objective
 - D. critical

French Language Arts

Test descriptions

Part A: Writing consists of two writing assignments—one expressive and one functional. The official time for the test is 120 minutes; however, students may have up to 240 minutes to complete the test should they need it. For the first 10 minutes, students have time to discuss both assignments with classmates, in groups of two to four, or to think alone about the writing prompts. Students will engage in this discussion time without teacher participation. During this discussion time, students may record their ideas on the planning pages provided in the test booklet. The official test time provides students with time for discussion, planning, drafting, and revising both writing assignments. Students may do their writing using a computer. They may use commercially published dictionaries, bilingual dictionaries, and thesauri only when completing *Part A: Writing*.

Part B: Reading consists of 55 multiple-choice questions based on reading selections from fiction, nonfiction, drama, poetry, and visual media. The printed version has two booklets—one containing reading passages and one containing corresponding questions. The official time for the test is 75 minutes; however, students have up to 150 minutes to complete the test should they need it. Students are not allowed to use a dictionary, a thesaurus, or other reference material when doing

Part B: Reading. See [Appendix](#) for information on new French spelling.

For more information, see the [Bulletin d'information, Français/French Language Arts 9e année](#) (French version only).

Sample questions

Écrit expressif

Changer le monde

Lis attentivement l'information ci-dessous.

« Vous devez être le changement que vous voulez voir dans ce monde. »

— *Mahatma Gandhi*

« La chose importante à garder en tête est qu'il ne faut jamais attendre une minute pour commencer à changer le monde. »

— *Anne Frank*



Réflexion

Le futur apporte avec lui le changement. Dans l'histoire, plusieurs personnes ont influencé l'avenir par leurs découvertes, leurs inventions ou leurs luttes, qu'elles soient petites ou grandes. Avec les changements, on peut faire un pas vers un avenir meilleur. Le futur t'appartient!

Question de l'écrit expressif

Quel(s) changement(s) voudrais-tu voir OU faire pour créer un avenir meilleur? Pourquoi?

Écris un texte qui présente le ou les changements que tu ferais ou que tu voudrais voir se produire et explique pourquoi tu voudrais ce ou ces changements. Assure-toi de présenter des idées bien choisies, soutenues par des détails précis et pertinents.

Choisis le meilleur format pour ce genre d'écrit, tel le texte d'opinion.

<i>Directives</i>	<i>Critères de notation</i>
<ul style="list-style-type: none">• Planifie ton emploi du temps.• Utilise la page suivante pour faire ton plan.• Rédige une seule copie de ton écrit expressif.• Révis ta production écrite et fais des corrections directement sur ta copie.	<p>Tu dois</p> <ul style="list-style-type: none">• rédiger un texte dont le contenu est relié à la question de l'écrit expressif;• écrire un texte qui présente une introduction, un développement et une conclusion;• prêter une attention particulière à la structure des phrases;• utiliser un vocabulaire juste et précis;• faire attention à la punctuation, à l'orthographe d'usage (épellation, accents, homophones), à l'orthographe grammaticale (conjugaisons, accords) et aux anglicismes. Note que l'orthographe traditionnelle et la nouvelle orthographe sont acceptées.

Écrit fonctionnel

Les boissons énergisantes

Mise en situation

De nombreux adolescents consomment des boissons énergisantes. Ils le font pour augmenter leur énergie et leur concentration ou améliorer leur performance sportive. Ces boissons contiennent de l'eau, du sucre, de la caféine, du ginseng et des ingrédients chimiques. Elles se trouvent dans la même section que les jus de fruits et les boissons gazeuses. Certains croient que ces boissons énergisantes ont des effets bénéfiques tandis que d'autres pensent le contraire.



Question de l'écrit fonctionnel

La ministre de la Santé veut interdire la vente des boissons énergisantes aux mineurs dans la province. Écris une lettre pour lui dire ce que tu penses de son projet de loi.

Assure-toi de donner des **raisons** pertinentes, appuyées par des **détails** précis, pour lui présenter ton opinion.

Ne donne pas ton vrai nom dans ta lettre. Utilise le pseudonyme **Luc Demers** ou **Annie Demers**.

<i>Directives</i>	<i>Critères de notation</i>
<ul style="list-style-type: none"> • Planifie bien ton emploi du temps. • Utilise la page suivante pour faire ton plan. • Rédige une seule copie de ton écrit fonctionnel. • Révis ton écrit fonctionnel et fais des corrections directement sur ta copie. 	<p>Tu dois</p> <ul style="list-style-type: none"> • respecter le contexte donné; • tenir compte du public cible; • donner de l'information pertinente • prêter une attention particulière à la structure des phrases; • utiliser un vocabulaire juste et précis; • faire attention à la ponctuation, à l'orthographe d'usage (épellation, accents, homophones), à l'orthographe grammaticale (conjugaisons, accords) et aux anglicismes. Note que l'orthographe traditionnelle et la nouvelle orthographe sont acceptées.

1. Lis le texte ci-dessous et réponds aux questions 1 à 8.

Le flatteur flatté

— Comme vous êtes gentille madame! s'écria-t-il après qu'une jolie dame lui ait servi son café.

- 5 Siméon avait tendance à toujours être poli avec ses proches ainsi qu'avec ses « moins proches ». Cette qualité lui donnait souvent des airs...disons « plastique » comme disent les jeunes de nos jours. Pourtant, il s'agissait simplement d'une politesse qu'il avait hérité de sa mère, cette pauvre femme qui avait élevé 12 enfants.

Un jour que Siméon se sentait particulièrement de bonne humeur, il alla faire une promenade au parc Saint-Joachim situé non loin de sa résidence. Assis sur un banc, il en profitait pour lancer le plus de compliments possibles à tous les passants :

- 10 — Comme votre robe est belle madame!
— Ah! que vos enfants sont polis et respectueux monsieur!
— Tu es tellement rapide en vélo mon ami!
— Comme votre fille est adorable madame Boivin!

- 15 Siméon était habitué à des sourires de la part des gens auxquels il faisait des compliments mais la réponse de madame Boivin le prit par surprise.

— Vous trouvez que ma fille est adorable? Vous la voulez pour le reste de la journée?

- Étant un peu étonné, Siméon accepta sans vraiment savoir pourquoi. C'est comme ça que Siméon Legrand se retrouva à passer l'après-midi avec la petite Joséphine Picard, tentant de prouver, surtout à lui-même, qu'il n'était certainement pas si difficile de
20 s'occuper d'un enfant de cet âge. La petite avait sept ans. Il devrait être capable de s'en occuper pour le reste de la journée sans problèmes, pensa-t-il. Il n'avait pas de petite sœur ou d'enfant mais s'occuper d'une fillette devait certainement être facile. D'ailleurs, si un élève de neuvième année pouvait légalement le faire, il pourrait le faire lui aussi. Il a donc décidé de commencer par une visite rapide au restaurant pour la faire
25 manger. Mais elle refusa tout ce qui était au menu. « Pas de problèmes » dit-il « nous mangerons plus tard ». Il se demanda ensuite « Qu'est-ce qu'une petite fille de sept ans voudrait faire en une si belle journée...? »

Il crut donc bon d'aller au centre d'achat où les enfants trouvent toujours quelque chose à faire. La petite refusa d'entrer dans tous les magasins qu'il voulait visiter.

- 30 Elle ne voulut même pas aller à l'arcade pour jouer aux plus récents jeux vidéo. Il se dit qu'elle aimerait peut-être une crème glacée; tout le monde aime la crème glacée. Encore une fois, elle refusa, disant que la crème glacée lui faisait mal aux dents. Hmmm, était-il temps de paniquer? Pas encore, se dit Siméon. Sa personnalité têtue faisait qu'il avait du mal à admettre un échec.

- 35 Prochain essai : le parc d'attraction. Tous les enfants aiment aller là, se dit-il. Cette idée fut refusée avec quelques larmes de la petite qui avait toujours eu une peur des manèges, donc elle évitait les parcs d'attraction.

— Ne pleure pas, tu es tellement plus belle quand tu souris! lui dit Siméon.

— Mais tu ne me comprends pas! lui dit-elle.

40 — Qu'est-ce que tu voudrais faire? Dis-le-moi s'il-te-plait.

— Je veux aller là où on peut trouver ce qui me rendra heureuse, lui dit-elle.

— Mais justement, dis-moi ce qui te rendra heureuse!

— C'est toi l'adulte, tu devrais le savoir...

45 Siméon commençait à en avoir assez. Regrettait-il d'avoir accepté de s'occuper de la fille de madame Boivin? Pas encore! Mais sa patience tirait à sa fin. Il décida donc d'essayer de se mettre dans la peau de la petite.

Autre essai : le zoo. « Je ne connais aucun enfant qui n'aime pas le zoo. Allons-y! »

50 Une fois arrivé au zoo, la petite semblait un peu plus heureuse. Mais après cinq minutes, la fillette commença à se gratter le bras gauche... puis la cuisse droite... puis le dos... et la tête. Bien sûr, elle était allergique aux animaux! Il en avait assez!

— J'en ai plein mon casque, dit-il, en bon québécois qu'il était! Il était temps de ramener la fillette à sa mère. Siméon devait bien se l'admettre : il avait failli à sa tâche!

55 De retour chez madame Boivin, Siméon frappa à la porte. « Déjà! » dit-elle, sur un ton mesquin, l'air peu surpris. « Désolé madame Boivin mais votre fille... ». À ce moment, la petite l'interrompu : « Maman, j'ai eu un après-midi magnifique avec monsieur Siméon! Il est le meilleur gardien! Nous avons fait tellement de belles activités ensemble! Ce fut vraiment amusant! Le meilleur après-midi de ma vie! » Siméon fut tellement surpris qu'il sursauta et ne savait plus quoi dire. Rêvait-il? Avait-il mal compris tout ce qui s'était passé? Faisait-elle une blague? Devait-il aller voir son docteur pour avoir de meilleurs médicaments? Madame Boivin le remercia de l'avoir aidé car elle avait vraiment besoin de cette petite pause sans sa petite.

60 Siméon retourna chez-lui, l'air un peu éberlué. Il ne comprenait pas ce qui venait tout juste de se passer. Pourquoi la petite avait-elle dit toutes ces belles choses à son sujet après une journée si misérable? C'était définitivement la dernière fois qu'il accepterait de garder une fillette de sept ans.

70 Trois jours plus tard, comme il faisait un temps magnifique, Siméon se rendit au parc Saint-Joachim où il s'assit à son banc habituel. Il vit une jolie dame avec une robe d'un rouge très vif. Il ouvrit la bouche, puis, décida de ne rien dire. Il vit une mère avec deux petits garçons qui écoutaient ses consignes. Il voulut dire quelque chose de gentil mais son instinct l'en empêcha. Puis il vit la fillette de madame Boivin courir vers lui; il se leva et décida de retourner à la maison. Fini les compliments! Le flatteur avait été flatté mais ne flatterait plus jamais!

1. Les questions 1 à 8 portent sur le texte *Le flatteur flatté*.

1. Les lignes 3 à 6 servent à
 - A. présenter le personnage principal
 - B. identifier le problème de l'histoire
 - C. établir la ligne du temps de l'histoire
 - D. définir le tempérament du personnage

2. À la ligne 15, Siméon est pris par surprise parce que
 - A. la fille de madame Boivin est étrange
 - B. la demande de madame Boivin est décevante
 - C. la réponse de madame Boivin est inhabituelle
 - D. la personnalité de madame Boivin est intéressante

3. Laquelle des citations suivantes laisse entendre que Siméon pourrait avoir des problèmes avec la fille?
 - A. « Siméon était habitué à des sourires de la part des gens » (ligne 14)
 - B. « C'est comme ça que Siméon Legrand se retrouva à passer l'après-midi avec la petite » (lignes 17-18)
 - C. « Il n'avait pas de petite sœur ou d'enfant mais s'occuper d'une fillette devait certainement être facile » (lignes 21-22)
 - D. « Il crut bon d'aller au centre d'achat » (ligne 28)

4. Selon le contexte, le mot « têtue » (ligne 33) indique que Siméon
 - A. n'aime pas la petite
 - B. n'accepte pas la défaite
 - C. n'offre pas ce qu'il voulait
 - D. ne comprend pas ce qui se passe

5. Les lignes 38 à 43 montrent que la fillette est
 - A. moqueuse
 - B. agressive
 - C. indécise
 - D. rêveuse

6. Un synonyme du mot « mesquin » (ligne 55) est

- A. triste
- B. étonné
- C. sérieux
- D. méchant

7. Les lignes 68 à 73 montrent que Siméon

- A. a appris sa leçon
- B. a changé de parc
- C. a compris son rôle
- D. a refait l'expérience

8. L'auteur a **probablement** écrit ce texte pour

- A. avertir son public
- B. divertir les lecteurs
- C. exprimer sa surprise
- D. informer les lecteurs

Mathematics / Mathématiques

Test descriptions

The *Grade 9 Mathematics Provincial Achievement Test* consists of two parts: *Part A* and *Part B*.

Part A contains 20 questions and represents 20% of the overall test score. *Part A* assesses students' foundational skills and fluency in mental math, estimation, algebra, square roots, exponent laws, and arithmetic operations on rational numbers, without the use of calculators. The official time for *Part A* is 30 minutes; however, each student may have up to 60 minutes to complete this part of the test should they need it.

Part B contains 40 questions and represents 80% of the overall test score. Manipulatives and a scientific calculator may be used; however a graphing calculator is not permitted. The official time for *Part B* is 80 minutes; however, each student may have up to 160 minutes to complete this part of the test should they need it.

The items are created from the specific outcomes contained within each of the following four strands of the Grade 9 Mathematics Program of Studies: Numbers, Patterns and Relations, Shape and Space, and Statistics and Probability. Test items are also categorized in terms of three levels of item complexity: low, moderate, and high.

For more information, see the [Grade 9 Mathematics Subject Bulletin](#).

Sample questions for *Part A*

1. What is $(-2) \times (-1) \times (-3)$?

Answer: _____

(Record your answer as an **integer** value on the answer sheet.)

2. Evaluate $(-1)^2 - (-1)^3 - 1^4$.

Answer: _____

(Record your answer as an **integer** value on the answer sheet.)

3. What is the value of $\frac{(-3)^2 \times (-3)^3 \times (-3)^4}{(-3)^6}$?

Answer: _____

(Record your answer as an **integer** value on the answer sheet.)

4. What is the value of $\frac{1}{5} + 0.2 \times \frac{2}{3}$? Express your answer as a fraction in **simplest** form.

Answer:

 (Record the **numerator** in the **first** column.)
(Record the **fraction bar** in the **second** column.)
(Record the **denominator** in the **third** column.)

(Record your answer as a **fraction** on the answer sheet.)

5. Solve for x in the equation $-2(3x - 4) = 2(x + 6)$. Express your answer to the nearest tenth.

Answer: $x =$ _____

(Record your answer as a **decimal** value on the answer sheet.)

6. If $x = -1$, evaluate $-4(7 - 2x)$.

Answer: _____

(Record your answer as an **integer** value on the answer sheet.)

7. Order the following rational numbers from **smallest** value to **greatest** value, using the numbers **1**, **2**, **3**, and **4**.

Use the number **1** to represent the **smallest** value.

Use the number **4** to represent the **greatest** value.

Answer: _____
 Rational Number: -0.75 $\frac{-3}{-5}$ $-0.\overline{6}$ $-\left(\frac{-5}{-2}\right)$

(Record all **four digits** of your answer on the answer sheet.)

8. What is the value of $0.4 \div 2 + \sqrt{\frac{9}{36}} \times 1\frac{1}{5}$? Express your answer as a fraction in simplest form.

Answer:

 (Record the **numerator** in the **first** column.)
 (Record the **fraction bar** in the **second** column.)
 (Record the **denominator** in the **third** column.)

(Record your answer as a **fraction** on the answer sheet.)

Use the following information to answer question 9.

Inequality Symbols			
Symbol 1	Symbol 2	Symbol 3	Symbol 4
$>$	\geq	$<$	\leq

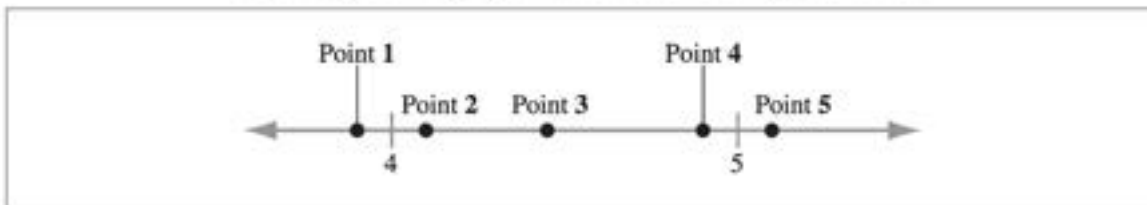
9. Solve the inequality $10 - 2x \geq -4$.

Answer: x _____

Symbol number	Value
(Record in the first column.)	(Record in the second column.)

(Record **both digits** of your answer on the answer sheet.)

Use the following information to answer question 10.



10. Which points **best** represent an approximate value for $\sqrt{17}$, $\sqrt{23}$, and $\sqrt{27}$?

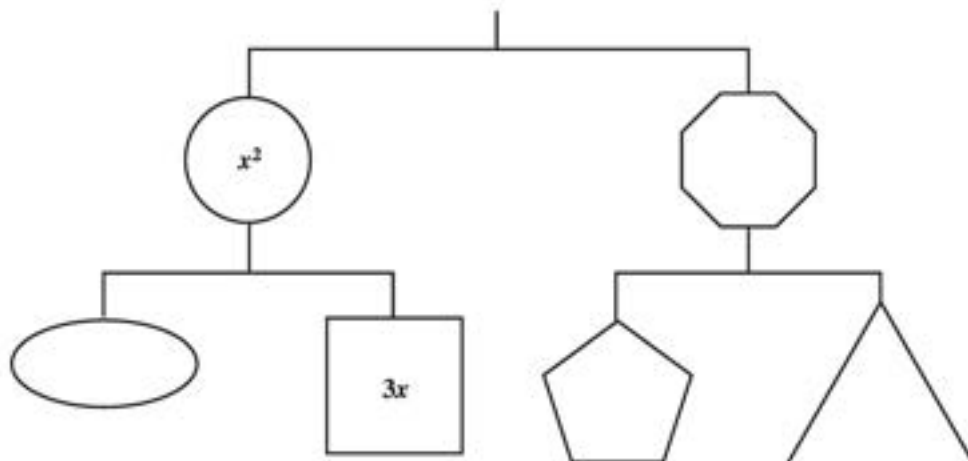
Answer: Point: _____
 Number: $\sqrt{17}$ $\sqrt{23}$ $\sqrt{27}$

(Record all **three digits** of your answer on the answer sheet.)

Sample questions for *Part B*

Use the following information to answer question 1.

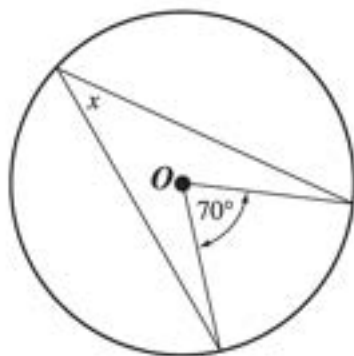
The following diagram represents a balanced mobile.



1. The sum of all parts of the mobile is

- A. $2x^2 + 12x$
- B. $2x^2 + 9x$
- C. $x^2 + 6x$
- D. $x^2 + 3x$

Use the following information to answer numerical-response question 1.



Numerical Response

1. If O is the centre of the circle, the measure of x is _____ $^\circ$.

(Record your answer in the numerical-response section on the answer sheet.)

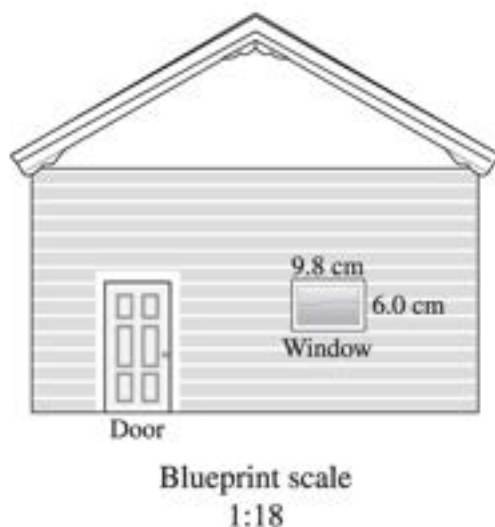
Use the following information to answer question 2.

Sandy has a budget of \$100 to spend on back-to-school clothes. The shirts she wants to buy are \$12 each, and the pants she wants to buy are \$25 each. All prices include tax.

2. Which of the following inequalities could be used to determine the maximum number of shirts, n , Sandy can buy if she also buys 2 pairs of pants?
- A. $12n - 2(25) \leq 100$
 - B. $12n + 2(25) \leq 100$
 - C. $2(25) - 12n \geq 100$
 - D. $2(25) + 12n \geq 100$

Use the following information to answer question 3.

The diagram below shows the front elevation of a building on a blueprint.



3. Based on the dimensions shown on the blueprint, the actual dimensions of the window, to the nearest tenth of a metre, will be
- A. 0.5 m \times 0.3 m
 - B. 1.0 m \times 0.6 m
 - C. 1.8 m \times 1.1 m
 - D. 1.8 m \times 3.0 m
- _____

Use the following information to answer numerical-response question 2.

Sam draws two polygons that are similar. The first polygon has a perimeter of 16 cm and the second polygon has a perimeter of 10 cm.

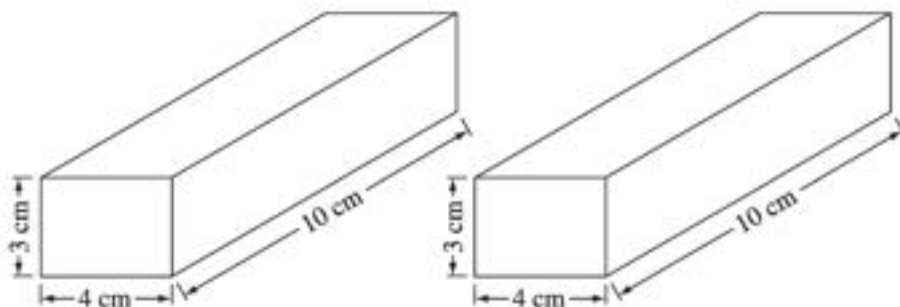
Numerical Response

2. If the shortest side of the first polygon has a length of 4 cm, then the corresponding side of the second polygon has a length of _____ cm.

(Record your answer in the numerical-response section on the answer sheet.)

Use the following information to answer numerical-response question 3.

Darren joins the rectangular prisms shown below to create a new rectangular prism that has the greatest possible surface area. He then paints all visible surfaces. After the paint dries, Darren separates the two prisms.



Numerical Response

3. The total area of both prisms that has **not** been painted is _____ cm^2 .

(Record your answer in the numerical-response section on the answer sheet.)



Science/Sciences

Test description

The *Grade 9 Science Provincial Achievement Test* consists of 55 questions. The official time for the test is 75 minutes; however, students have up to 150 minutes to complete the test should they need it. In addition to knowledge, the skills of initiating and planning, performing and recording, and analyzing and interpreting will be assessed within the five strands of the program of studies: Biological Diversity, Matter and Chemical Change, Environmental Chemistry, Electrical Principles and Technology, and Space Exploration.

For more information, see the [Grade 9 Science Subject Bulletin](#).

Sample questions

Use the following information to answer question 1.

As honeybees collect nectar from flowers, pollen sticks to the bees' hairy bodies. The pollen is then transferred from one flower to the next by the bees.



1. The dependence that exists between flowers and honeybees is called
 - A. a recessive characteristic
 - B. a symbiotic relationship
 - C. meiosis
 - D. mitosis

Use the following information to answer question 2.

A white crystalline substance is uncovered when a pit is dug. Water is added to a sample of the substance to determine what it is. When the water is added the substance disappears, but the crystals reappear when the water evaporates.

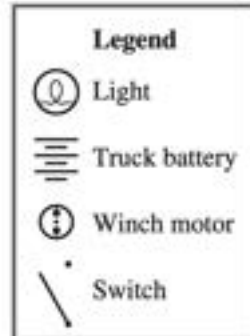
Properties of Some Pure Substances

Substance	Melting Point (°C)	Solubility in Water	Appearance
Copper(II) sulfate	110	dissolves easily	blue crystals
Calcium hydroxide	580	does not dissolve easily	white crystals
Sodium chloride	801	dissolves easily	white crystals
Calcium carbonate	825	does not dissolve easily	grey-white crystals

2. Given the information above, the crystalline substance from the pit could be
- A. copper(II) sulfate
 - B. calcium hydroxide
 - C. sodium chloride
 - D. calcium carbonate
- _____
3. Which of the following actions **most clearly** represents biological monitoring used to determine environmental quality?
- A. The number and diversity of invertebrate species in a pond near a wastewater treatment plant are measured over ten years.
 - B. The pH of a river is measured every two months for five years to track the impacts of a local industry.
 - C. The concentration of mercury in groundwater near a waste-disposal site is tracked over two years.
 - D. The number of sunny days is tracked through a summer and is compared to the number of sunny days ten years ago.

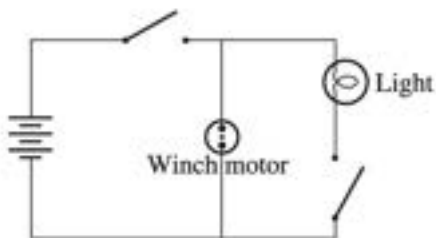
Use the following information to answer question 4.

A tow truck equipped with a motorized winch is wired with a night spotlight. The winch is controlled by a switch, and the spotlight is controlled by a different switch. There is a master switch that controls both the spotlight and the winch together.

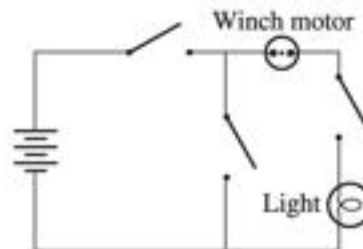


4. Which of the following circuit diagrams represents the circuit for the spotlight and the winch described above?

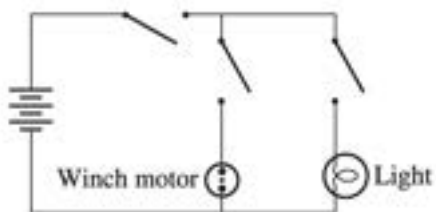
A.



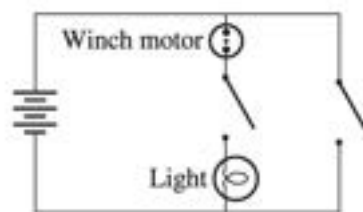
B.



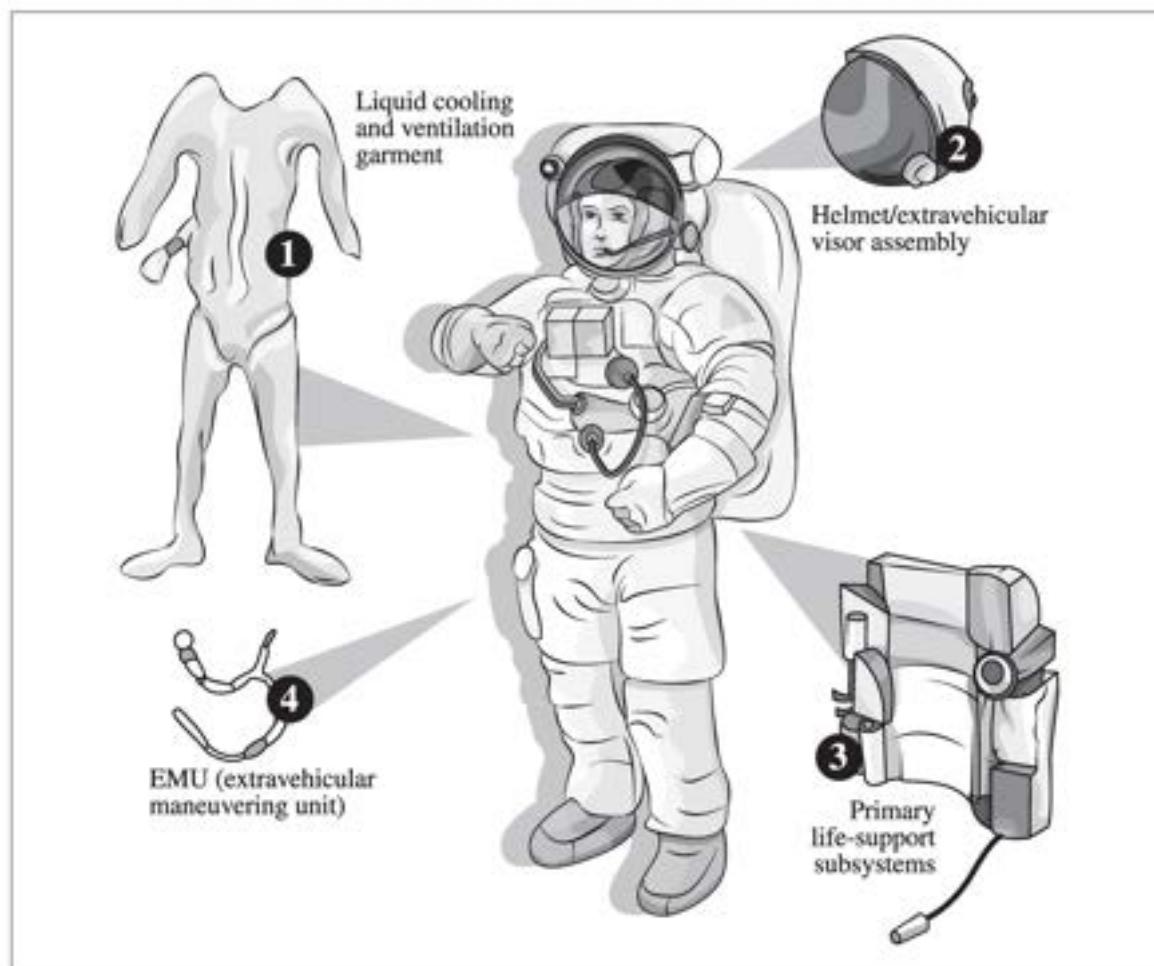
C.



D.



Use the following information to answer numerical-response question 1.



Numerical Response

1. Match the numbered space suit components shown above with the conditions below from which they protect an astronaut. (Use each number only once.)

Number:				
Space	Ultraviolet	Zero gravity	Extreme	No
Condition:	radiation		temperatures	atmosphere

(Record all **four digits** of your answer in the numerical-response section on the answer sheet.)

Social Studies/Études Sociales

Test description

The *Grade 9 Social Studies Provincial Achievement Test* consists of 50 multiple-choice questions based on the two general outcomes in the Grade 9 Social Studies Program of Studies: 9.1 Issues for Canadians: Governance and Rights and 9.2 Issues for Canadians: Economic Systems in Canada and the United States.

The printed version has two booklets—a Sources Booklet containing source materials and a Questions Booklet containing corresponding questions. The multiple-choice questions are divided into sections based on specific outcomes in the program of studies. Each specific outcome has either one or two sets of issue-centred sources in the Sources Booklet upon which three to four multiple-choice questions are based. Knowledge and understanding outcomes and skills and processes outcomes are integrated throughout the test. Values and attitudes outcomes are best assessed in the context of the classroom.

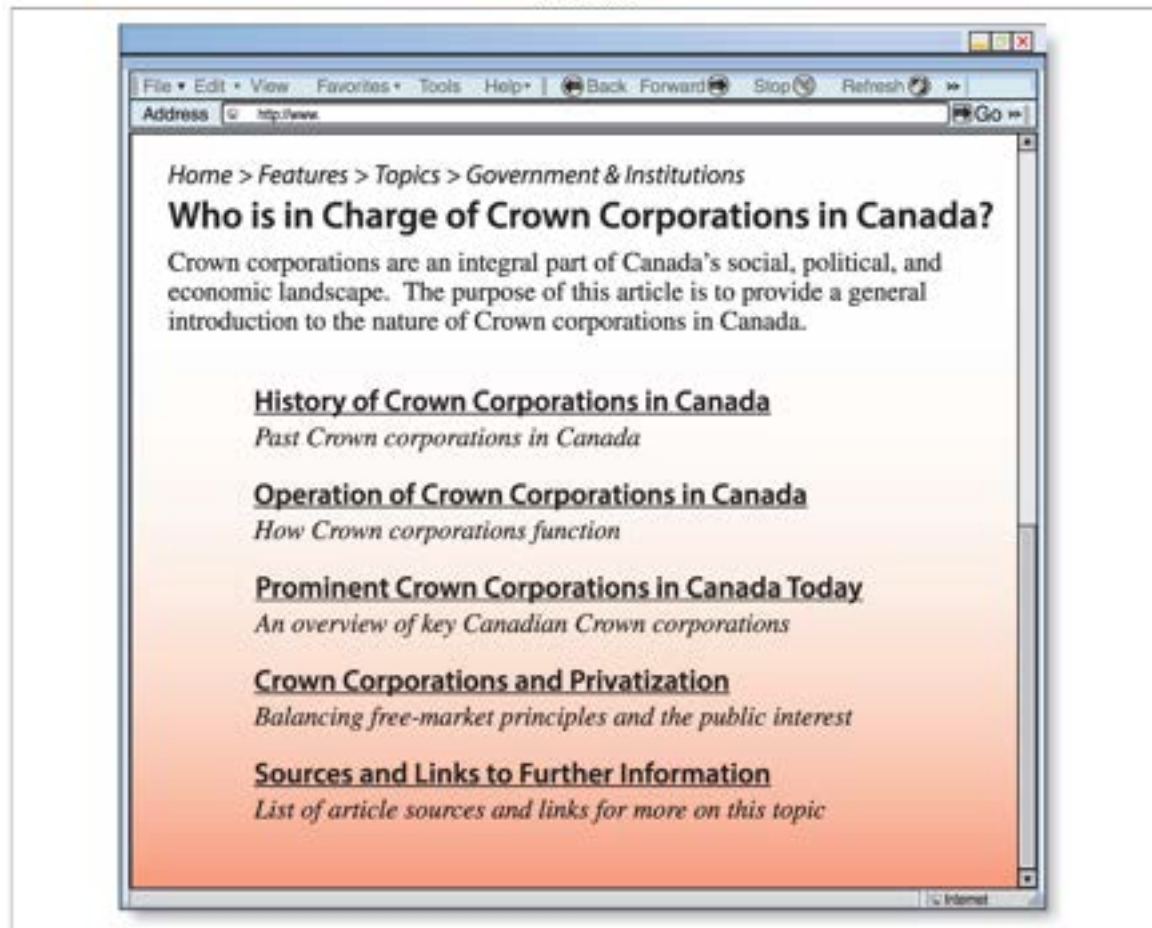
The official time for the test is 80 minutes; however, students have up to 160 minutes to complete the test should they need it. Students are not allowed to use a dictionary, a thesaurus, or other reference material.

For more information, see the [Grade 9 Social Studies Subject Bulletin](#).

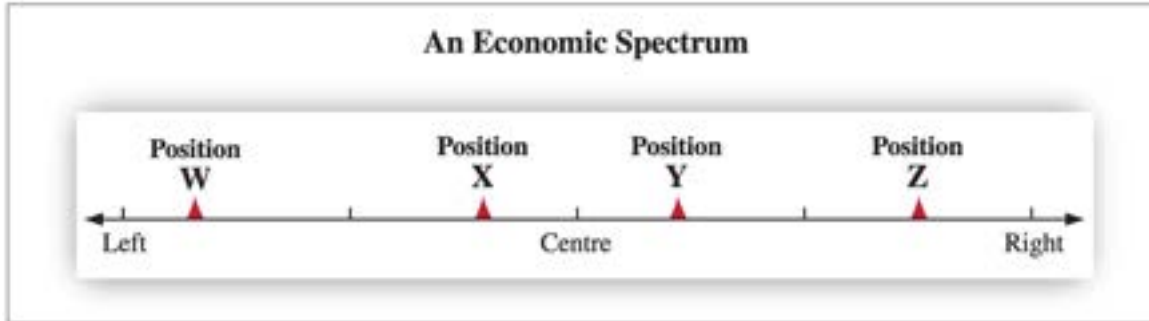
Sample questions

Questions 1 to 4 are based on the following sources.

Source 1



Source II



Source III



Multiple-choice Questions

Use the sources on pages 31 and 32 to answer questions 1 to 4.

1. The answer to the question that is presented on the Web page in Source I is
 - A. wealthy investors
 - B. individual citizens
 - C. corporate executives
 - D. government officials

2. A conclusion that can be drawn from Source I is that Canada's economic system would be **best** placed at either of which two positions on the economic spectrum in Source II?
 - A. Position W or Position X
 - B. Position W or Position Z
 - C. Position X or Position Y
 - D. Position Y or Position Z

3. The messages in Source III convey the idea that some Canadians believe Canada's economy should be **most closely** aligned with which position on the economic spectrum in Source II?
 - A. Position W
 - B. Position X
 - C. Position Y
 - D. Position Z

4. Which of the following questions identifies an issue **most clearly** evident in the information in all three sources?
 - A. Is government ownership of businesses beneficial to society?
 - B. Should foreign investors be allowed to own businesses in Canada?
 - C. What role do consumers play in determining political decisions in Canada?
 - D. Should government provide tax breaks to stimulate economic development?

Answers to Sample Questions

English Language Arts	Mathematics/ Mathématiques	Science/Sciences Multiple Choice
1 A	Part A	1 B
2 A	Numerical Response	2 C
3 D	1 -6 6 -36	3 A
4 C	2 1 7 2431	4 C
5 B	3 -27 8 4/5	Numerical Response
	4 1/3 9 47	1 2413
	5 -0.5 10 245	
French Language Arts	Part B Multiple Choice	Social Studies/ Études Sociales
1 A	1 A	1 D
2 C	2 B	2 C
3 C	3 C	3 D
4 B	Numerical Response	4 A
5 C	1 35	
6 D	2 2.5	
7 A	3 24	
8 B		

Contacts

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

Hours

8:15 a.m. to 4:30 p.m. (open Monday to Friday, closed statutory holidays)

Test format, content, confirming standards, marking, and results reporting

Email: edc.pats@gov.ab.ca

Test security, rules, scheduling, and policy issues

Email: exam.admin@gov.ab.ca

Address

Early Years Assessments and Provincial Achievement Tests

Alberta Education

6th Floor 44 Capital Boulevard

10044 108 Street

Edmonton, Alberta T5J 5E6

Appendix

New French spelling

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

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

The key new rules follow:

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