



Guidelines for Interpreting the Achievement Test

Multiyear Reports

Provincial assessments are meant to complement day-to-day classroom assessment. As such, achievement test results provide only part of the overall picture of the province's, a school authority's, or a school's performance. Although provincial assessments are designed to assess the achievement of provincial standards, some learning outcomes cannot be measured by time-limited paper-and-pencil tests. In addition, the interpretation of achievement test results involves considering many factors that contribute to achievement. The local school and school authority are in the best position to accurately interpret, use, and communicate provincial assessment results for the school or school authority. For this reason, information about school or school authority results should be obtained from the school or school authority. To receive more detailed information on the calculation and use of these data please contact Nicole Lamarre, Director of Student Learning Assessments and Achievement Testing & Document Production and Design, Provincial Assessment, at (780) 427-0010, toll free at 310-0000 or by email at Nicole.Lamarre@gov.ab.ca

1. When reading this table, note the number of students who wrote the test. The fewer the students, the more carefully the information must be interpreted, as overall results for small groups can be greatly influenced by the scores of one or two individuals. Look at the percentage of students who wrote the test. If more than 10% of students did not write, these results may not be representative of the total school or school authority. The percentage of students in the "Absent" category includes students who were absent at the time of testing, or who wrote but whose results were withheld. For English Language Arts, this category also includes students who wrote only one part of the test. **Results on provincial assessments for individual students and for groups of fewer than six students are not publicly released.**
2. Because the difficulty of the test varies slightly from year to year and to facilitate the comparison of student performance over time, Alberta Education adjusts the cut-scores that define the Acceptable Standard and the Standard of Excellence each year. This makes it possible to identify trends in the percentage of students meeting standards across the five years of 2011-2012 to 2015-2016 for subjects where the curriculum and standards have remained the same.
3. For school authorities with new boundaries, the statistics have been recalculated based on those schools that were within the new boundaries at the time of testing.
4. The 2012-2013 results do not include students who were exempted from writing the test because of the flooding in Calgary and southern Alberta.
5. The 2015-2016 results do not include students who were exempted from writing the test because of the Fort McMurray wildfires.

6. Starting in 2014/2015, Grade 3 achievement tests are no longer administered. Alberta Education is currently in the third year of piloting the digital Grade 3 Student Learning Assessment. This new assessment will help to better identify student learning needs for teachers and parents at the beginning of the school year.