

**Released Items**  
**2010**  
**Achievement Test**

Knowledge  
and Employability  
English Language Arts  
Part B: Reading

GRADE  
**9**

Government  
of Alberta ■

*Alberta* ■

Freedom To Create. Spirit To Achieve.

This document contains released items from the 2010 Grade 9 Knowledge and Employability English Language Arts Achievement Test, *Part B: Reading*.

A test blueprint and an answer key that includes the difficulty, reporting category, curricular content area, and item description for each test item are also included. These materials along with the *Program of Studies* and subject bulletin, provide information that can be used to inform instructional practice.

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**Part B: Reading—2010 Achievement Test Readings and Questions**

The readings and questions presented in this document are from the secured 2010 Grade 9 Knowledge and Employability English Language Arts Achievement Test, *Part B: Reading*. These readings and items are released by Alberta Education.

**Grade 9 Knowledge and Employability  
English Language Arts Achievement Test  
*Part B: Reading***

**Released Items 2010**

**I. Read the following poem and answer questions 1 to 6.**

**I Am...**

So there it was Friday afternoon again  
And I saw this girl standing by her locker.  
So what you doing this weekend? I asked.  
Not much, she said. Got a car?  
5   Yep. Got a VCR? So I went to the  
Video shop 'cause I like  
Cars and Videos and Friday nights.  
But the tape might as well have been  
Herbie Goes Into Outer Space –  
10   When I got home that night  
Sister Jessie had the family wheels  
On the road.  
I think I'm crossing girls off my  
Top ten list.

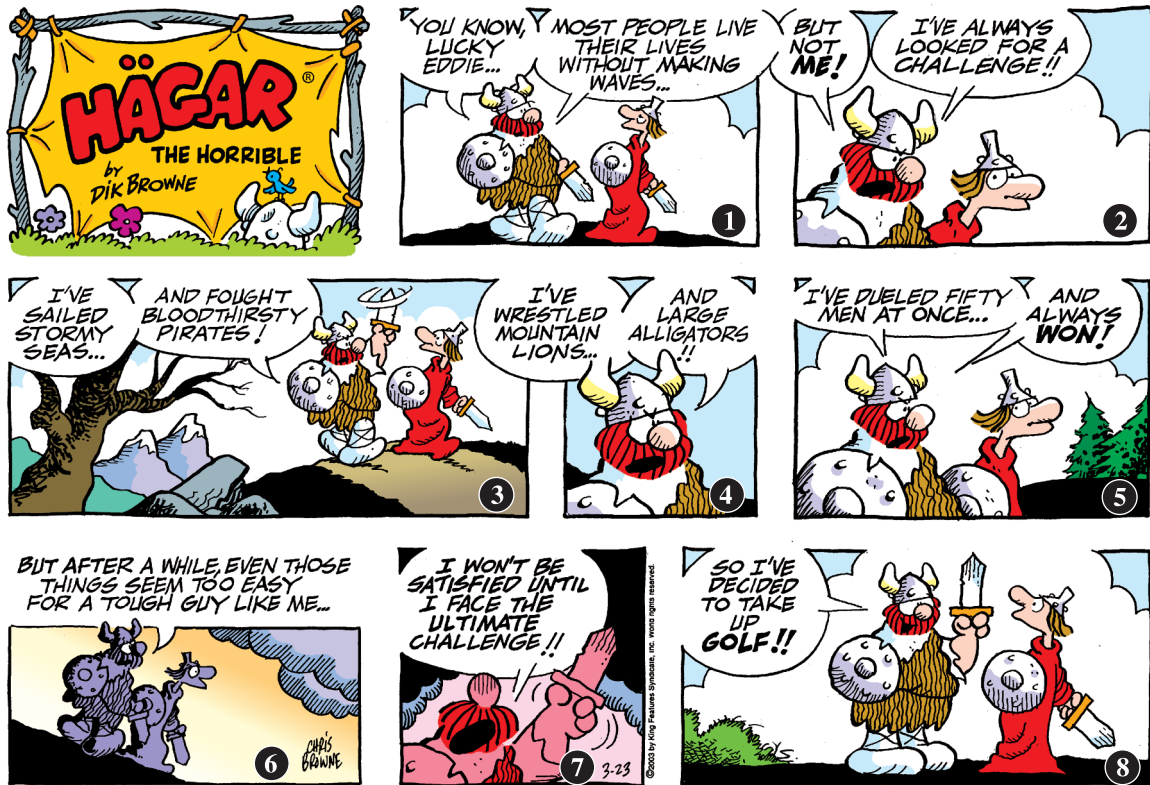
*Collette Lascombe*

Robinson, Sam, ed. "I Am..." In *Fast Forward*. Destinations. Scarborough: Prentice-Hall Canada, 1990.  
Reproduced with permission from Pearson Education Canada.

1. The quotation "So there it was Friday afternoon again" (line 1) is used to establish
  - A. suspense
  - B. the setting
  - C. point of view
  - D. the main idea
  
2. The speaker gets the girl's attention with
  - A. a joke
  - B. an insult
  - C. a question
  - D. a compliment

3. The words “Yep” (line 5) and “‘cause” (line 6) are examples of
- A. irony
  - B. slang
  - C. conflict
  - D. sarcasm
4. Which of the following words would **best** replace the dash (–) at the end of line 9?
- A. Because
  - B. Although
  - C. Otherwise
  - D. Furthermore
5. The quotation “I think I’m crossing girls off my / Top ten list” (lines 13 and 14) is **most likely** used to create
- A. conflict
  - B. humour
  - C. imagery
  - D. symbolism
6. The purpose of this poem is to
- A. amuse the reader
  - B. inform the reader
  - C. convince the reader
  - D. influence the reader

II. Examine the cartoon below and answer questions 7 to 10.



HAGAR © 2003 KING FEATURES SYNDICATE

7. The word “**ME**” (frame 2) is written in bold to suggest that Hagar is feeling
- A. embarrassed
  - B. determined
  - C. respectful
  - D. bored
8. The sentence “I’VE DUELED FIFTY MEN AT ONCE” (frame 5) is an example of
- A. metaphor
  - B. comparison
  - C. contradiction
  - D. exaggeration
9. According to the cartoon, Hagar **most likely** considers the game of golf to be
- A. relaxing
  - B. difficult
  - C. ridiculous
  - D. entertaining
10. In this cartoon, Hagar can **best** be described as
- A. timid
  - B. worried
  - C. realistic
  - D. dramatic

**III. Read the excerpt from a novel below and answer questions 11 to 15.**

**from Frozen Fire**

“*Attention! Attention!* Nordair flight number three to Baffin Island is now ready for boarding...”

“Hurry! We’re late!” his father called to him.

Matthew shivered inwardly with excitement at the thought of flying two  
5 thousand miles north into the Canadian Arctic. He remembered again a coloured photograph he had once seen of a polar bear crouching over its kill. In his mind’s eye he saw the terrifying image of the white bear. It was a frightening vision that had troubled Matthew since the day his father said they would go together to the Arctic. Matthew jumped when he heard his father exclaim.

10 “Can’t be that much!” Mr. Morgan looked and could scarcely believe the weight of their equipment on the scales.

“Put your two bags on gently,” said his father. “Our overweight is going to cost a fortune.”

Matthew eyed the three big aluminum trunks and waited as the agent, who  
15 spoke more French than English, hurriedly tallied up the cost. There was his father’s leather suitcase and fat duffle bag and the long metal case that held the transom level, claim stakes and their favourite fishing rods.

“Five hundred and seven pounds,” the agent said. “That’s...let me see...”  
He punched the numbers on the square black computer. “Eight hundred and...  
20 thirty-one dollars...and seventy-five cents.”

“...A poor geologist never gets off light.” His father groaned. He pulled his wallet out and paid with hundred dollar bills, rubbing each one to see that two were not stuck together. “It’s a lucky thing we’re going to a place where we won’t spend much money, because—”

25 “I know,” said Matthew. “Because we don’t have much money.”

“Right!” said his father. “You’ll see, a helicopter eats money like an elephant eats grass.”

Together they passed through security and hurried along the endless corridor until they came to gate sixteen.


*James Houston*

Houston, James. *Frozen Fire: A Tale of Courage*. New York: Margaret K. McElderry Books, 1977. Adapted and reproduced with permission from the Estate of James Houston.



11. The information in lines 1 to 3 is used by the author to create a sense of
- A. hope
  - B. relief
  - C. urgency
  - D. disappointment
12. The phrase “Matthew jumped” (line 9) is used to show that Matthew
- A. thought that he was late
  - B. was worried about security
  - C. was startled out of a daydream
  - D. thought that he saw a polar bear
13. The word “tallied” (line 15) means
- A. estimated
  - B. reviewed
  - C. reported
  - D. added
14. The statement “a helicopter eats money like an elephant eats grass” (lines 26 to 27) emphasizes the father’s belief that
- A. elephants are expensive to feed
  - B. helicopters are expensive to operate
  - C. both helicopters and elephants are large
  - D. both helicopters and elephants consume energy
15. The phrase “hurried along the endless corridor” (line 28) is used to show that Matthew and his father were feeling
- A. bored
  - B. angry
  - C. anxious
  - D. frightened

IV. Read the following information and answer questions 16 to 18.



**JOB DESCRIPTION  
OF A CARPENTER**

**Main duties**

- Read and interpret blueprints
- Use measuring tools
- Assemble and renovate structures
- Repair and renovate structures
- Prepare customer estimates

**Educational requirements**

- Completion of high school
- Completion of apprenticeship program
- Trade certification

**Personal traits**

- Trustworthy and reliable
- Must be able to work well with others

5

10

16. In order to meet the educational requirements of a carpenter, a job applicant must
- A. work well with others
  - B. be trustworthy and reliable
  - C. complete an apprenticeship program
  - D. be able to assemble, repair, and renovate structures
17. Which of the following criteria is **most** important for a new carpenter to meet?
- A. Owning a vehicle
  - B. Having a set of tools
  - C. Completing university
  - D. Being able to read blueprints
18. Which of the following groups of people would be **most** interested in this job?
- A. People needing renovations
  - B. Employers looking for carpenters
  - C. People wanting to become carpenters
  - D. Apprenticeship program representatives

**Knowledge and Employability English Language Arts**  
**Part B: Reading—2010 Test Blueprint and Item Descriptions**

The following table provides information on 18 of the test items that appeared on the 2010 Grade 9 Knowledge and Employability English Language Arts Achievement Test, *Part B: Reading*.

Reporting Category	Question Distribution by Language Function		Number and Proportion of Questions (on 2010 PAT)
	Informational	Narrative / Poetic	
<b>Identifying and Interpreting Ideas and Details</b>  Students recognize explicit or implicit ideas and details and make inferences about the relationships between ideas and details.	16	1	<b>16</b> <b>(32%)</b>
		2	
		11	
		12	
		14	
		15	
<b>Interpreting Text Organization</b>  Students identify and analyze the author's use of genre. Students identify and analyze the author's choice of form, organizational structure, style, literary techniques, text features, and conventions.		3	<b>8</b> <b>(16%)</b>
		4	
		7	
<b>Associating Meaning</b>  Students use contextual clues to determine the connotative and denotative meaning of words, phrases, and figurative language.		8	<b>8</b> <b>(16%)</b>
		13	
<b>Synthesizing Ideas</b>  Students make generalizations by integrating information from a selection in order to identify the purpose, theme, main message, point of view, or mood of the selection.	17	5	<b>18</b> <b>(36%)</b>
		6	
	18	9	
		10	
<b>Number and Proportion of Questions (on 2010 PAT)</b>	<b>25</b> <b>(50%)</b>	<b>25</b> <b>(50%)</b>	<b>50</b> <b>(100%)</b>

**\*Please Note:** 32 items have **not** been released from the 2010 Grade 9 Knowledge and Employability English Language Arts Achievement Test, *Part B: Reading*.

The table below provides information about each question: the keyed response, the difficulty of the item (the percentage of students who answered the question correctly), the reporting category, the language function, and the item description.

Question	Key	Diff. %	Reporting Category	Language Function	Item Description
1	B	51.9	Ideas and Details	Narrative/ Poetic	Recognize and identify the use of selected text in a poem to establish setting.
2	C	90.2	Ideas and Details	Narrative/ Poetic	Interpret details from a poem to make an inference related to a speaker's actions.
3	B	71.9	Interpreting Text Organization	Narrative/ Poetic	Identify an example of slang words used in a poem.
4	A	44.6	Interpreting Text Organization	Narrative/ Poetic	Analyze the author's use of a dash to identify a word that would best replace the dash used in a poem.
5	B	65.2	Synthesizing Meaning	Narrative/ Poetic	Integrate information from a poem to draw a conclusion related to the intent of specific text used.
6	A	62.1	Synthesizing Meaning	Narrative/ Poetic	Integrate information to make a generalization about the main purpose of a poem.
7	B	81.6	Interpreting Text Organization	Narrative/ Poetic	Recognize the purpose and use of bold text in a cartoon.
8	D	63.5	Associating Meaning	Narrative/ Poetic	Recognize an example of exaggeration expressed in a phrase used in a cartoon.
9	B	70.6	Synthesizing Meaning	Narrative/ Poetic	Integrate information from a cartoon to draw a conclusion about a character's point of view.
10	D	78.1	Synthesizing Meaning	Narrative/ Poetic	Synthesize information from a cartoon to make a judgment about a character.
11	C	75.3	Ideas and Details	Narrative/ Poetic	Recognize the use of selected text in a novel excerpt for a particular purpose.
12	C	61.1	Ideas and Details	Narrative/ Poetic	Recognize the use of implicit details from a novel excerpt to make an inference related to a character's actions.
13	D	57.7	Associating Meaning	Narrative/ Poetic	Recognize the meaning of a word from context in an excerpt from a novel.
14	B	64.1	Ideas and Details	Narrative/ Poetic	Infer the meaning of a phrase to identify a character's beliefs in an excerpt from a novel.

Question	Key	Diff. %	Reporting Category	Language Function	Item Description
15	C	78.1	Ideas and Details	Narrative/ Poetic	Infer the meaning of a phrase to identify characters feelings in an excerpt from a novel.
16	C	70.0	Ideas and Details	Informational	Locate key details from a job description to identify educational requirements.
17	D	64.0	Synthesizing Meaning	Informational	Integrate information from a job description to draw a conclusion about essential employment criteria.
18	C	72.3	Synthesizing Meaning	Informational	Integrate information from a job description to make a generalization about the interest of applicants in a particular job.