

CAT-4 Match to the British Columbia Curriculum

Level 17 to Grade 7

Reading British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<i>Purposes (Reading and Viewing)</i>			
B1 read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including <ul style="list-style-type: none"> • stories from Aboriginal and other cultures • literature reflecting a variety of ancient and modern cultures • short stories and novels exposing students to unfamiliar contexts • short plays that are straightforward in form and content • poetry in a variety of forms 			2, 5, 6
B2 read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including <ul style="list-style-type: none"> • non-fiction books • textbooks and other instructional materials • visual or graphic materials • reports and articles • reference materials • appropriate web sites • instructions and procedures • advertising and promotional materials 			1, 4
B3 read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension			
B4 demonstrate comprehension of visual texts with specialized features and complex ideas	21, 22, 25, 43, 44		3, 4
<i>Strategies (Reading and Viewing)</i>			
B5 select and use various strategies before reading and viewing to develop understanding of text, including <ul style="list-style-type: none"> • setting a purpose and considering personal reading goals • accessing prior knowledge to make and share connections • making predictions • asking questions • previewing texts 			
B6 select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> • predicting • making connections • visualizing • asking and answering questions • making inferences and drawing conclusions • using 'text features' • self-monitoring and self-correcting • figuring out unknown words • reading selectively • determining the importance of ideas/events • summarizing and synthesizing 	1, 4, 5, 15, 23, 31, 32, 35, 36, 37, 38, 47	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	2, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
B7 select and use various strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> • self-monitoring and self-correcting • generating and responding to questions • making inferences and drawing conclusions • reflecting and responding • visualizing • using 'text features' to locate information • using graphic organizers to record information • summarizing and synthesizing 	2, 5, 10, 16, 33		1, 3, 5, 6
<i>Thinking (Reading and Viewing)</i>			
B8 respond to selections they read or view, by <ul style="list-style-type: none"> • expressing opinions and making judgments supported by reasons, explanations, and evidence • explaining connections (text-to-self, text-to-text, and text-to-world) • identifying personally meaningful selections, passages, and images 	30		2, 3, 4, 6
B9 read and view to improve and extend thinking, by <ul style="list-style-type: none"> • analysing and evaluating ideas and information • comparing various viewpoints • summarizing and synthesizing to create new ideas 	8, 17, 18, 20, 26, 27, 29, 34		1, 2, 3, 6
B10 reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> • referring to class-generated criteria • setting goals and creating a plan for improvement • taking steps toward achieving goals 			
<i>Features (Reading and Viewing)</i>			
B11 explain how structures and features of text work to develop meaning, including <ul style="list-style-type: none"> • form, function, and genre of text • 'text features' • literary elements • non-fiction elements • literary devices • idiomatic expressions 	6, 9, 12, 13, 14, 19, 24, 39, 40, 41, 42, 45, 46, 48		1, 2, 3, 4, 5, 6

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Writing British Columbia Curriculum, 2006 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<i>Purposes (Writing and Representing)</i>			
C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring <ul style="list-style-type: none"> clearly developed ideas by using effective supporting details, explanations, analysis, and insights sentence fluency through sentence variety and patterns with increasingly natural rhythm and flow effective word choice through the use of precise nouns, and powerful verbs and modifiers an honest and engaging voice an organization that is meaningful, logical, and effective, and showcases a central idea or theme 			1, 2, 5
C2 write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring <ul style="list-style-type: none"> clearly developed ideas by using focussed and useful supporting details, analysis, and explanations sentence fluency through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style effective word choice by using content words, precise nouns, and powerful verbs and modifiers a voice demonstrating an appreciation and interest in the topic an organization that includes an inviting lead that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion 			3
C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring <ul style="list-style-type: none"> strategically developed ideas by using interesting sensory detail sentence fluency by using a variety of sentence lengths and patterns, with increasing fluidity effective word choice by using purposeful figurative and sensory language with some sophistication and risk-taking an engaging and authentic voice an organization that includes an enticing opening, followed by a purposeful sequence of well developed ideas that lead to an imaginative or interesting conclusion 			4
C4 create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring <ul style="list-style-type: none"> development of ideas by making connections to personal feelings, experiences, opinions, and information an expressive and individualistic voice an organization in which key ideas are evident 			

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	Writing Conventions	Spelling	Writing
<i>Strategies (Writing and Representing)</i>			
C5 select and use various strategies before writing and representing, including <ul style="list-style-type: none"> • setting a purpose • identifying an audience, genre, and form • analysing examples of successful writing and representing in different forms and genres to identify key criteria • developing class-generated criteria • generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research 			1, 2, 3, 4, 5
C6 select and use various strategies during writing and representing to express and refine thoughts, including <ul style="list-style-type: none"> • referring to class-generated criteria • analysing models of literature • accessing multiple sources of information • consulting reference materials • considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency • ongoing revising and editing 	17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28		1, 2, 3, 4, 5
C7 select and use various strategies after writing and representing to improve their work, including <ul style="list-style-type: none"> • checking their work against established criteria • reading aloud and listening for fluency • revising to enhance writing traits • editing for conventions 	29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		1, 2, 3, 4, 5
<i>Thinking (Writing and Representing)</i>			
C8 use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts			1, 2, 4, 5
C9 use writing and representing to extend thinking, by <ul style="list-style-type: none"> • developing explanations • analysing the relationships in ideas and information • exploring new ideas 			1, 3
C10 reflect on and assess their writing and representing, by <ul style="list-style-type: none"> • relating their work to criteria • setting goals and creating a plan for improvement • taking steps toward achieving goals 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<i>Features (Writing and Representing)</i>			
C11 use the features and conventions of language to express meaning in their writing and representing, including <ul style="list-style-type: none"> • complete simple, compound, and complex sentences • subordinate and independent clauses • correct subject-verb and pronoun agreement in sentences with compound subjects • correct and effective use of punctuation • conventional Canadian spelling for familiar and frequently used words • spelling unfamiliar words by applying strategies • information taken from secondary sources with source citation • legible writing appropriate to context and purpose 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	1, 2, 3, 4, 5

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Mathematics British Columbia Curriculum, 2009	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
<i>Number</i>			
A1 determine and explain why a number is divisible by 2, 3, 4, 5, 6, 8, 9, or 10 and why a number cannot be divided by 0			
A2 demonstrate an understanding of the addition, subtraction, multiplication, and division of decimals (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected) to solve problems	2	1, 12, 14, 20, 21, 23, 26, 30, 36	
A3 solve problems involving percents from 1% to 100%	1, 36, 55, 50	8, 22, 29, 32	
A4 demonstrate an understanding of the relationship between positive repeating decimals and positive fractions, and positive terminating decimals and positive fractions	1	22, 25, 27, 31	
A5 demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)			
A6 demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically	15	17, 18, 28, 34	
A7 compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using <ul style="list-style-type: none"> • benchmarks • place value • equivalent fractions and/or • decimals 	32, 46, 50		
Foundational Skills and Whole Numbers	13, 26, 34, 43, 44, 54	2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 15, 16, 19, 24, 33, 35	
<i>Patterns and Relations</i>			
B1 demonstrate an understanding of oral and written patterns and their equivalent linear relations	5, 8		
B2 create a table of values from a linear relation, graph the table of values, and analyze the graph to draw conclusions and solve problems			
B3 demonstrate an understanding of preservation of equality by modelling preservation of equality concretely, pictorially, and symbolically applying preservation of equality to solve equations			
B4 explain the difference between an expression and an equation			
B5 evaluate an expression given the value of the variable(s)	23, 25, 28		
B6 model and solve problems that can be represented by one-step linear equations of the form $\square + \square = \square$, concretely, pictorially, and symbolically, where a and b are integers			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
B7 model and solve problems that can be represented by linear equations of the form concretely, pictorially, and symbolically, whole numbers	22		
Foundational Patterning Skills	3, 6, 7		
<i>Shape and Space</i>			
C1 demonstrate an understanding of circles by describing the relationships among radius, diameter, and circumference of circles relating circumference to pi determining the sum of the central angles constructing circles with a given radius or diameter solving problems involving the radii, diameters, and circumferences of circles			
C2 develop and apply a formula for determining the area of triangles parallelograms circles [29, 30, 33, 35, 40, 41, 51, 57, 58, 59		
C3 perform geometric constructions, including perpendicular line segments parallel line segments perpendicular bisectors angle bisectors			
C4 identify and plot points in the four quadrants of a Cartesian plane using integral ordered pairs	4, 39		
C5 perform and describe transformations (translations, rotations or reflections) of a 2-D shape in all four quadrants of a Cartesian plane (limited to integral number vertices	20, 24, 56		
Foundational Shape and Space skills	11, 12, 16, 18, 19, 27, 31, 38, 42, 45, 52		
<i>Statistics and Probability</i>			
D1 demonstrate an understanding of central tendency and range by determining the measures of central tendency (mean, median, mode) and range determining the most appropriate measures of central tendency to report findings	9, 10, 37, 47, 53		
D2 determine the effect on the mean, median, and mode when an outlier is included in a data set			
D3 construct, label, and interpret circle graphs to solve problems	21, 49		
D4 express probabilities as ratios, fractions, and percents	21, 49		
D5 identify the sample space (where the combined sample space has 36 or fewer elements) for a probability experiment involving two independent events			
D6 conduct a probability experiment to compare the theoretical probability (determined using a tree diagram, table or another graphic organizer) and experimental probability of two independent events			
Foundational Data Skills	14, 17, 48, 60		