

CAT-4 Match to the British Columbia Curriculum

Level 19 to Grade 9

Reading British Columbia Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
Purposes (Reading and Viewing)			
B1 read, both collaboratively and independently, to comprehend a variety of literary texts, including <ul style="list-style-type: none"> • literature reflecting a variety of times, places, and perspectives • literature reflecting a variety of prose forms • poetry in a variety of narrative and lyric forms • significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels) • traditional forms from Aboriginal and other cultures • student-generated material 	10		
B2 read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with increasing complexity of ideas and form, such as <ul style="list-style-type: none"> • articles and reports • biographies and autobiographies • textbooks, magazines, and newspapers • print and electronic reference material • advertising and promotional material • opinion-based material • student-generated material 			
B3 view, both collaboratively and independently, to comprehend a variety of visual texts, such as <ul style="list-style-type: none"> • broadcast media • web sites • graphic novels • film and video • photographs • art • visual components of print media • student-generated material 			
B3 view, both collaboratively and independently, to comprehend a variety of visual texts, such as <ul style="list-style-type: none"> • broadcast media • web sites • graphic novels • film and video • photographs • art • visual components of print media • student-generated material 	22		
B4 independently select and read, for sustained periods of time, texts for enjoyment and to increase fluency			

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Strategies (Reading and Viewing)			
B5 before reading and viewing, select and use a range of strategies to anticipate content and construct meaning, including <ul style="list-style-type: none"> • interpreting a task • setting a purpose • accessing prior knowledge • making logical predictions • generating guiding questions 	18		
B6 during reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> • predicting, questioning, visualizing, and making connections • making inferences and drawing conclusions • differentiating main ideas and supporting details • summarizing • using text features • determining the meaning of unknown words and phrases • self-monitoring and self-correcting 	2, 4, 11, 13, 15, 20, 23, 28, 30, 48		
B7 after reading and viewing, select and use a range of strategies to extend and confirm meaning, including <ul style="list-style-type: none"> • responding to text • asking questions • reviewing text and purpose for reading • making inferences and drawing conclusions • summarizing, synthesizing, and applying ideas 	1, 3, 9, 14, 17, 21, 24, 27, 31, 35, 43		
Thinking (Reading and Viewing)			
B8 explain and support personal responses to texts, by <ul style="list-style-type: none"> • making connections with prior knowledge and experiences • describing reactions and emotions • generating thoughtful questions • offering and supporting opinions using evidence 	5, 8, 16, 19, 25, 34, 45		
B9 interpret, analyse, and evaluate ideas and information from texts, by <ul style="list-style-type: none"> • making and supporting judgments • examining and comparing ideas and elements within and among texts • beginning to identify diverse voices • identifying bias, contradictions, and non-represented perspectives 	6, 7, 26, 32, 40, 44, 46		
B10 synthesize and extend thinking about texts, by <ul style="list-style-type: none"> • personalizing ideas and information • explaining relationships among ideas and information • applying new ideas and information • transforming existing ideas and information 	41, 47		

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	Reading	Vocabulary	Response to Text
B11 use metacognitive strategies to reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> referring to criteria setting goals for improvement creating a plan for achieving goals evaluating progress and setting new goals 			
Features (Reading and Viewing)			
B12 recognize and explain how structures and features of text shape readers' and viewers' construction of meaning, including <ul style="list-style-type: none"> form and genre functions of text literary elements literary devices use of language non-fiction elements visual/artistic devices 	29, 33, 37, 39		
B13 demonstrate increasing word skills and vocabulary knowledge, by <ul style="list-style-type: none"> analysing the origins and roots of words determining meanings and uses of words based on context identifying, selecting, and using appropriate academic and technical language using vocabulary appropriate to audience and purpose 	12, 36, 38, 42	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	

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Writing British Columbia Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Response to Text
Purposes (Writing and Representing)			
C1 write meaningful personal texts that explore ideas and information to <ul style="list-style-type: none"> • experiment • express self • make connections • reflect and respond • remember and recall 			
C2 write purposeful information texts that express ideas and information to <ul style="list-style-type: none"> • explore and respond • record and describe • analyse and explain • persuade • engage 			
C3 write effective imaginative texts to explore ideas and information to <ul style="list-style-type: none"> • make connections and develop insights • explore literary forms and techniques • experiment with language and style • engage and entertain 			
C4 create thoughtful representations that communicate ideas and information to <ul style="list-style-type: none"> • explore and respond • record and describe • explain and persuade • engage 			
Strategies (Writing and Representing)			
C5 select and use a range of strategies to generate, develop, and organize ideas for writing and representing, including <ul style="list-style-type: none"> • making connections • setting a purpose and considering audience • gathering and summarizing ideas from personal interest, knowledge, and inquiry • analysing writing samples or models • setting class-generated criteria 			
C6 select and use a range of drafting and composing strategies while writing and representing, including <ul style="list-style-type: none"> • using a variety of sources to collect ideas and information • generating text • organizing ideas and information • analysing writing samples or models • creating and consulting criteria 			
C7 select and use a range of strategies to revise, edit, and publish writing and representing, including <ul style="list-style-type: none"> • checking work against established criteria • enhancing supporting details and examples • refining specific aspects and features of text • proofreading 	28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Response to Text
Thinking (Writing and Representing)			
C8 write and represent to explain and support personal responses to texts, by <ul style="list-style-type: none"> • making connections with prior knowledge and experiences • describing reactions and emotions • generating thoughtful questions • developing opinions using evidence 			
C9 write and represent to interpret, analyse, and evaluate ideas and information from texts, by <ul style="list-style-type: none"> • making and supporting judgments • examining and comparing ideas and elements within and among texts • identifying diverse points of view • identifying bias, contradictions, and non-represented perspectives 			
C10 write and represent to synthesize and extend thinking, by <ul style="list-style-type: none"> • personalizing ideas and information • explaining relationships among ideas and information • applying new ideas and information • transforming existing ideas and information 			
C11 use metacognitive strategies to reflect on and assess their writing and representing, by <ul style="list-style-type: none"> • relating their work to criteria • setting goals for improvement • creating a plan for achieving goals • evaluating progress and setting new goals 			
Features (Writing and Representing)			
C12 use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including <ul style="list-style-type: none"> • syntax and sentence fluency • diction • point of view • literary devices • visual/artistic devices 	20, 21, 22, 23, 24, 25, 26, 27		
C13 use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including <ul style="list-style-type: none"> • organization of ideas and information • text features and visual/artistic devices 			
C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including <ul style="list-style-type: none"> • grammar and usage • punctuation, capitalization, and Canadian spelling • copyright and citation of references • presentation/layout 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	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	

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Mathematics British Columbia Curriculum 2007	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes