

# CAT-4 Match to the Manitoba Curriculum

Level 17 to Grade 7

Reading Manitoba Curriculum, 2000 General and Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>General Outcome 1</b> — <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>			
<b>1.1 Discover and Explore</b>			
<b>1.1.1 Express Ideas</b> Use exploratory language to discuss and record a variety of predictions, opinions, and conclusions.	16		
<b>1.1.2 Consider Others' Ideas</b> Compare own and others' insights and viewpoints.	8		
<b>1.1.3 Experiment with Language and Form</b> Expand self-expression in oral, written, and visual forms.			
<b>1.1.4 Express Preferences</b> Explore oral, literary, and media texts recommended by peers.			
<b>1.1.5 Set Goals</b> Use appropriate terminology to discuss developing abilities in personal language learning and use.			
<b>1.2 Clarify and Extend</b>			
<b>1.2.1 Develop Understanding</b> Recognize and articulate the value of connecting prior and new knowledge and experiences to shape and extend understanding.			
<b>1.2.2 Explain Opinions</b> Summarize and represent personal viewpoints in clear and meaningful ways.			
<b>1.2.3 Combine Ideas</b> Identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding.			
<b>1.2.4 Extend Understanding</b> Ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding.			
<b>General Outcome 2</b> — <i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i>			
<b>2.1 Use Strategies and Cues</b>			
<b>2.1.1 Prior Knowledge</b> Explain connections between previous experiences, prior knowledge, and a variety of texts.	24, 30		
<b>2.1.2 Comprehension Strategies</b> Use comprehension strategies [including reflecting on and assessing meaning, skimming, scanning, close reading, and identifying and relating in own words the main and supporting ideas] appropriate to the type of text and purpose; use a variety of strategies to remember ideas.	2, 5, 7, 9, 10, 16, 20, 22, 23, 29, 31, 34		1, 2, 3
<b>2.1.3 Textual Cues</b> Use textual cues to construct and confirm meaning and interpret texts.	1, 18, 19, 21, 25, 32, 35		1, 4, 6

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<b>2.1.4 Cueing Systems</b> Use syntactic, semantic, and graphophonic cueing systems [including word order; context clues and multiple meanings of words; structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized vocabulary].	4, 36, 38		3, 4
<b>2.2 Respond to Texts</b>			
<b>2.2.1 Experience Various Texts</b> Experience texts from a variety of forms and genres and cultural traditions; discuss likes and dislikes.			3, 4, 5
<b>2.2.2 Connect Self, Texts, and Culture</b> Compare own with others' understanding of people, cultural traditions, and values portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].			2
<b>2.2.3 Appreciate the Artistry of Texts</b> Identify language and visual images that create mood and evoke emotion in oral, literary, and media texts.	37, 39, 40		3, 5
<b>2.3 Understand Forms and Techniques</b>			
<b>2.3.1 Forms and Genre</b> Explain preferences for particular forms and genres of oral, literary, and media texts			
<b>2.3.2 Techniques and Elements</b> Examine techniques of plot development and of persuasion in oral, literary, and media texts.			
<b>2.3.3 Vocabulary</b> Recognize uses and abuses of slang, colloquialism, and jargon.			
<b>2.3.4 Experiment with Language</b> Identify surprising and playful uses of language in oral, literary, and media texts; explain ways in which figures of speech convey meaning.	6, 12		3, 5
<b>2.3.5 Create Original Texts</b> Create original texts to communicate and demonstrate understanding of forms and techniques.			
<b>General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.</b>			
<b>3.1 Plan and Focus</b>			
<b>3.1.1 Use Personal Knowledge</b> Examine personal knowledge of and experiences related to a topic to determine information needs.			
<b>3.1.2 Ask Questions</b> Formulate a variety of relevant questions on a topic to establish a purpose for seeking information.			
<b>3.1.3 Contribute to Group Inquiry</b> Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes.			

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	Reading	Vocabulary	Response to Text
<b>3.1.4 Create and Follow a Plan</b> Prepare and use a plan to access information and ideas from a variety of sources.			
<b>3.2 Select and Process</b>			
<b>3.2.1 Identify Personal and Peer Knowledge</b> Select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research.			
<b>3.2.2 Identify Sources</b> Extend inquiry and research questions using a variety of information sources.			
<b>3.2.3 Assess Sources</b> Use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions.			
<b>3.2.4 Access Information</b> Expand and use a repertoire of skills [including visual and auditory] to access information and ideas from a variety of sources [including formal interviews, surveys, almanacs, documentaries, and broadcasts].			3, 4
<b>3.2.5 Make Sense of Information</b> Determine literal and implied meaning of oral, visual, and written texts using a variety of strategies and cues [including headings, subheadings, topic sentences, summaries, camera angle, staging and pacing, and screening out irrelevant information].	1, 3, 15, 17, 26		5, 6
<b>3.3 Organize, Record, and Assess</b>			
<b>3.3.1 Organize Information</b> Organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose.			1
<b>3.3.2 Record Information</b> Make notes using headings and sub-headings or graphic organizers appropriate to a topic; reference sources.			
<b>3.3.3 Evaluate Information</b> Assess the appropriateness of the amount and quality of information collected; recognize and address information gaps for particular forms, audiences, and purposes.	27		4
<b>3.3.4 Develop New Understanding</b> Organize new information and connect it to prior knowledge; reflect on the impact of new information on the inquiry or research process.			2, 3, 6
<b>General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</b>			
<b>4.1 Generate and Focus</b>			
<b>4.1.1 Generate Ideas</b> Consider form and audience when generating ideas and focusing a topic.			

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	Reading	Vocabulary	Response to Text
<b>4.1.2 Choose Forms</b> Select and compose using specific forms that serve various audiences and purposes.			
<b>4.1.3 Organize Ideas</b> Identify and use appropriate organizational patterns that serve various audiences and purposes.			
<b>4.2 Enhance and Improve</b>			
<b>4.2.1 Appraise Own and Others' Work</b> Appraise and suggest revisions for own and others' work and presentations using appropriate criteria and a variety of strategies.			
<b>4.2.2 Revise Content</b> Revise to create effective sentences that convey content clearly and generate reader interest.			
<b>4.2.3 Enhance Legibility</b> Determine the appropriateness of handwriting or word processing for a particular task when composing, formatting, and revising; combine print and visuals when desktop publishing.			
<b>4.2.4 Enhance Artistry</b> Experiment with figures of speech [including similes, metaphors, and personification], selecting appropriate words and sentence patterns during revision to enhance clarity and artistry.	14		
<b>4.2.5 Enhance Presentation</b> Prepare compositions, reports, and inquiry or research projects using a variety of organizers.			
<b>4.3 Attend to Conventions</b>			
<b>4.3.1 Grammar and Usage</b> Edit for consistent verb tense and to eliminate unnecessary repetition of words and ideas.			
<b>4.3.2 Spelling (see Strategies)</b> Know spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources when editing and proofreading.			
<b>4.3.3 Punctuation and Capitalization</b> Know and apply capitalization and punctuation conventions in simple, compound, and complex sentences when editing and proofreading.	3, 11, 28		
<b>4.4 Present and Share</b>			
<b>4.4.1 Share Ideas and Information</b> Facilitate small-group activities and short, whole-class sessions to share information on a topic using pre-established active learning strategies.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>4.4.2 Effective Oral Communication</b> Deliver short oral presentations and reports using verbal and non-verbal cues to focus audience attention; project emotion appropriate to the subject and point of view.			
<b>4.4.3 Attentive Listening and Viewing</b> Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s) through appropriate audience behaviours.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>General Outcome 2</b> — <i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i>			
<b>2.1 Use Strategies and Cues</b>			
<b>2.1.1 Prior Knowledge</b> Explain connections between previous experiences, prior knowledge, and a variety of texts.			
<b>2.1.2 Comprehension Strategies</b> Use comprehension strategies [including reflecting on and assessing meaning, skimming, scanning, close reading, and identifying and relating in own words the main and supporting ideas] appropriate to the type of text and purpose; use a variety of strategies to remember ideas.			
<b>2.1.3 Textual Cues</b> Use textual cues to construct and confirm meaning and interpret texts.			
<b>2.1.4 Cueing Systems</b> Use syntactic, semantic, and graphophonic cueing systems [including word order; context clues and multiple meanings of words; structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized vocabulary].	17, 18, 19, 20, 21, 22		
<b>2.2 Respond to Texts</b>			
<b>2.2.1 Experience Various Texts</b> Experience texts from a variety of forms and genres and cultural traditions; discuss likes and dislikes.			
<b>2.2.2 Connect Self, Texts, and Culture</b> Compare own with others' understanding of people, cultural traditions, and values portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].			
<b>2.2.3 Appreciate the Artistry of Texts</b> Identify language and visual images that create mood and evoke emotion in oral, literary, and media texts.			
<b>2.3 Understand forms and genres</b>			
<b>2.3.1 Forms and Genre</b> Explain preferences for particular forms and genres of oral, literary, and media texts			
<b>2.3.2 Techniques and Elements</b> Examine techniques of plot development and of persuasion in oral, literary, and media texts.			
<b>2.3.3 Vocabulary</b> Recognize uses and abuses of slang, colloquialism, and jargon.			
<b>2.3.4 Experiment with Language</b> Identify surprising and playful uses of language in oral, literary, and media texts; explain ways in which figures of speech convey meaning.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>2.3.5 Create Original Texts</b> Create original texts to communicate and demonstrate understanding of forms and techniques.			1, 2, 3, 4, 5
<b>General Outcome 3—</b> <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
<b>3.1 Plan and Focus</b>			
<b>3.1.1 Use Personal Knowledge</b> Examine personal knowledge of and experiences related to a topic to determine information needs.			
<b>3.1.2 Ask Questions</b> Formulate a variety of relevant questions on a topic to establish a purpose for seeking information.			
<b>3.1.3 Contribute to Group Inquiry</b> Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes.			
<b>3.1.4 Create and Follow a Plan</b> Prepare and use a plan to access information and ideas from a variety of sources.			
<b>3.2 Select and Process</b>			
<b>3.2.1 Identify Personal and Peer Knowledge</b> Select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research.			
<b>3.2.2 Identify Sources</b> Extend inquiry and research questions using a variety of information sources.			
<b>3.2.3 Assess Sources</b> Use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions.			
<b>3.2.4 Access Information</b> Expand and use a repertoire of skills [including visual and auditory] to access information and ideas from a variety of sources [including formal interviews, surveys, almanacs, documentaries, and broadcasts].			
<b>3.2.5 Make Sense of Information</b> Determine literal and implied meaning of oral, visual, and written texts using a variety of strategies and cues [including headings, subheadings, topic sentences, summaries, camera angle, staging and pacing, and screening out irrelevant information].			
<b>3.3 Organize, Record and Evaluate</b>			
<b>3.3.1 Organize Information</b> Organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose.			
<b>3.3.2 Record Information</b> Make notes using headings and sub-headings or graphic organizers appropriate to a topic; reference sources.			

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	Writing Conventions	Spelling	Writing
<b>3.3.3 Evaluate Information</b> Assess the appropriateness of the amount and quality of information collected; recognize and address information gaps for particular forms, audiences, and purposes.			
<b>3.3.4 Develop New Understanding</b> Organize new information and connect it to prior knowledge; reflect on the impact of new information on the inquiry or research process.			
<b>General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</b>			
<b>4.1 Generate and Focus</b>			
<b>4.1.1 Generate Ideas</b> Consider form and audience when generating ideas and focusing a topic.			2, 3, 5
<b>4.1.2 Choose Forms</b> Select and compose using specific forms that serve various audiences and purposes.			3, 5
<b>4.1.3 Organize Ideas</b> Identify and use appropriate organizational patterns that serve various audiences and purposes.	37, 38, 39, 40		1, 3, 5
<b>4.2 Enhance and Improve</b>			
<b>4.2.1 Appraise Own and Others' Work</b> Appraise and suggest revisions for own and others' work and presentations using appropriate criteria and a variety of strategies.	30, 31, 34, 35		
<b>4.2.2 Revise Content</b> Revise to create effective sentences that convey content clearly and generate reader interest.	23, 24, 25, 26, 27, 28		1, 2, 3, 4, 5
<b>4.2.3 Enhance Legibility</b> Determine the appropriateness of handwriting or word processing for a particular task when composing, formatting, and revising; combine print and visuals when desktop publishing.			
<b>4.2.4 Enhance Artistry</b> Experiment with figures of speech [including similes, metaphors, and personification], selecting appropriate words and sentence patterns during revision to enhance clarity and artistry.			4
<b>4.2.5 Enhance Presentation</b> Prepare compositions, reports, and inquiry or research projects using a variety of organizers.			3
<b>4.3 Attend to Conventions</b>			
<b>4.3.1 Grammar and Usage</b> Edit for consistent verb tense and to eliminate unnecessary repetition of words and ideas.	29, 32, 33, 36		1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>4.3.2 Spelling (see Strategies)</b> Know spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources when editing and proofreading.		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
<b>4.3.3 Punctuation and Capitalization</b> Know and apply capitalization and punctuation conventions in simple, compound, and complex sentences when editing and proofreading.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16		1, 2, 3, 4, 5
<b>4.4 Present and Share</b>			
<b>4.4.1 Share Ideas and Information</b> Share information on a topic with class members in a planned and focused group session using a variety of strategies.			
<b>4.4.2 Effective Oral Communication</b> Use appropriate volume, phrasing, intonation, non-verbal cues, and presentation space to enhance communication.			
<b>4.4.3 Attentive Listening and Viewing</b> Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s) through appropriate audience behaviours.			
<b>General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community.</b>			
<b>5.1 Develop and Celebrate Community</b>			
<b>5.1.1 Compare Responses</b> Demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings.			
<b>5.1.2 Relate Texts to Culture</b> Compare ways in which oral, literary, and media texts from a variety of cultures explore similar ideas.			
<b>5.1.3 Appreciate Diversity</b> Compare the choices and behaviours of individuals presented in oral, literary and media texts with personal choices, values, and behaviours; discuss personal participation in communities in relation to past, present and future.			
<b>5.1.4 Celebrate Special Occasions</b> Select and use the language form and style appropriate for specific audiences to celebrate special events and accomplishments.			
<b>5.2 Encourage, Support, and Work with Others</b>			
<b>5.2.1 Cooperate with Others</b> Contribute to group efforts to reach consensus or conclusions.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>5.2.2 Work in Groups</b> Present group conclusions or findings to classmates.			
<b>5.2.3 Use Language to Show Respect</b> Respect diverse languages, ideas, texts, and traditions, and recognize contributions of self, peers, and the wider community.			
<b>5.2.4 Evaluate Group Process</b> Evaluate group process and personal contributions according to pre-established criteria; set group and individual goals and record action plan.			

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Mathematics Manitoba Curriculum Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Number Sense</i>			
7.N.1. 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.			
7.N.2. Demonstrate an understanding of the addition, subtraction, multiplication, and division of decimals to solve problems (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected.)	2	1, 6, 12, 14, 20, 21, 23, 26, 30, 36	
7.N.3. Solve problems involving percents from 1% to 100%.	1, 36, 55, 60	8, 22, 29, 31, 32	
7.N.4. Demonstrate an understanding of the relationship between repeating decimals and fractions, and terminating decimals and fractions.	50	25, 27	
7.N.5. 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).			
7.N.6. Demonstrate an understanding of addition and subtraction of integers		17, 18, 28, 34	
7.N.7. Compare and order fractions	15, 32, 46		
Foundational Skills			
Operations and problem solving with whole numbers	13, 34, 43, 44	2, 3, 4, 5, 7, 9, 10, 11, 13, 15, 16, 19, 24, 33, 35	
<i>Strand: Patterns and Relations</i>			
7.PR.1. Demonstrate an understanding of oral and written patterns and their equivalent relations.	3, 6, 7, 17		
7.PR.2. Construct a table of values from a relation, graph the table of values, and analyze the graph to draw conclusions and solve problems.	4, 39		
7.PR.3. Demonstrate an understanding of preservation of equality by: <ul style="list-style-type: none"> <li>• modelling preservation of equality, concretely, pictorially, and symbolically</li> <li>• applying preservation of equality to solve equations.</li> </ul>			
7.PR.4. Explain the difference between an expression and an equation.			
7.PR.5. Evaluate an expression given the value of the variable(s).	5, 8, 23, 25, 28		
7.PR.6. Model and solve problems that can be represented by one-step linear equations of the form $x + a = b$ , concretely, pictorially, symbolically, where a and b are integers.			

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	Mathematics	Computation and Estimation	Math Processes
7.PR.7. Model and solve problems that can be represented by linear equations of the form: <ul style="list-style-type: none"> <li>• <math>ax + b = c</math></li> <li>• <math>ax = b</math></li> <li>• <math>ax = b</math>, <math>a \neq 0</math> concretely, pictorially, and symbolically, where <math>a</math>, <math>b</math>, and <math>c</math> are whole numbers.</li> </ul>	22		
<i>Strand: Shape and Space</i>			
7.SS.1. Demonstrate an understanding of circles by: <ul style="list-style-type: none"> <li>• describing the relationships among radius, diameter, and circumference of circles</li> <li>• relating circumference to pi</li> <li>• determining the sum of the central angles</li> <li>• constructing circles with a given Radius or diameter § solving problems involving the radii, diameters and /or circumferences of circles.</li> </ul>			
7.SS.2. Develop and apply a formula for determining the area of: <ul style="list-style-type: none"> <li>• triangles</li> <li>• parallelograms</li> <li>• circles.</li> </ul>	29, 30, 33, 35, 40, 51, 57, 58, 59		
7.SS.3. Perform geometric constructions, including <ul style="list-style-type: none"> <li>• perpendicular line segments</li> <li>• parallel line segments</li> <li>• perpendicular bisectors</li> <li>• angle bisectors.</li> </ul>	16, 42		
7.SS.4. Perform and describe transformations of a 2-D shape in all four quadrants of a Cartesian plane (limited to integral number vertices).	20, 24		
<i>Foundational Skills</i>			
Demonstrate an understanding of 2-D shapes	11, 41, 52, 56		
Demonstrate an understanding of 3-D figures	12, 18, 19, 27, 31, 38, 45		
<i>Strand: Statistics and Probability</i>			
7.SP.1. Demonstrate an understanding of central tendency and range by <ul style="list-style-type: none"> <li>• determining the measures of central tendency (mean, median, mode) and range</li> <li>• determining the most appropriate measures of central tendency to report findings.</li> </ul>	9, 37, 53		
7.SP.2. Determine the effect on the mean, median, and mode when an outlier is included in a data set.	10		
7.SP.3. Construct, label, and interpret circle graphs to solve problems.	21, 49		
7.SP.4. Express probabilities as ratios, fractions, and percents.	21, 49		
7.SP.5. Identify the sample space (where the combined sample space has 36 or fewer elements) for a probability experiment involving two independent events.			

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	Mathematics	Computation and Estimation	Math Processes
7.SP.6. 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 Skills			
Analyze and Interpret data presented in tables and graphs	14, 26, 47, 48, 54		