

CAT-4 Match to the Ontario Curriculum

Level 19 to Grade 9 Applied

Reading and Literature Studies Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning; 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. Reading With Fluency: use knowledge of words and cueing systems to read fluently; 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.			
1. Reading for Meaning			
Variety of Texts 1.1 read a few different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading			3, 6
Using Reading Comprehension Strategies 1.2 identify and use a few different reading comprehension strategies before, during, and after reading to understand simple texts and some teacher-selected complex texts			
Demonstrating Understanding of Content 1.3 identify the important ideas and supporting details in a few different types of texts	4, 13, 14, 15, 16, 20, 22, 28, 32, 34, 39, 42, 44,		1, 2, 3, 4, 5, 6
Making Inferences 1.4 make inferences about simple texts and some teacher-selected complex texts, using stated and implied ideas from the texts	3, 5, 6, 7, 8, 9, 11, 12, 18, 19, 25, 26, 30, 31, 34, 35, 38, 40, 41, 42, 45, 46, 47, 48		2, 3, 5, 6
Extending Understanding of Texts 1.5 extend understanding of simple texts and some teacher-selected complex texts by making basic connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	47		4, 6
Analysing Texts 1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements	1, 14, 15, 17, 18, 19, 21, 34, 37, 38, 39, 41		3
Evaluating Texts 1.7 evaluate the effectiveness of simple texts and some teacher-selected complex texts, using evidence from the text to support their opinions			
Critical Literacy 1.8 identify the perspectives and/or biases evident in simple texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity			

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2. Understanding Form and Style			
Text Forms 2.1 identify a few different characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning	18, 19, 29, 34, 36, 38, 39, 40, 41		3
Text Features 2.2 identify a few different text features and explain how they help communicate meaning	21, 22, 23, 24, 47		3
Elements of Style 2.3 identify a few different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text	2, 10, 19, 20, 33, 34, 35, 37, 38, 39, 40, 41, 42		3
3. Reading With Fluency			
Reading Familiar Words 3.1 automatically understand most words in classroom and everyday reading contexts	11, 12, 42	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6
Reading Unfamiliar Words 3.2 use a few different decoding strategies to read and understand unfamiliar words		19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	
Developing Vocabulary 3.3 identify and use a few different strategies to expand vocabulary		11, 12, 13, 14, 15, 16, 17, 18	
4. Reflecting on Skills and Strategies			
Metacognition 4.1 describe a few different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify steps they can take to improve as readers			
Interconnected Skills 4.2 identify a few different skills in listening, speaking, writing, viewing, and representing that help them read more effectively			

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Writing Ontario Curriculum, 2007 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Response to Text
<ol style="list-style-type: none"> Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience; Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process. 			
1. Development and Organizing Content			
Identifying Topic, Purpose, and Audience 1.1 identify the topic, purpose, and audience for a few different types of writing tasks			3, 4
Generating and Developing Ideas 1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate			
Research 1.3 locate and select information to support ideas for writing, using a few different strategies and print, electronic, and other resources, as appropriate			
Organizing Ideas 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a few different strategies and organizational patterns suited to the content and the purpose for writing	28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		
Reviewing Content 1.5 determine whether the ideas and information gathered are relevant to the topic and meet the requirements of the writing task			
2. Using Knowledge of Form and Style			
Form 2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms			1, 2, 3, 4, 5
Voice 2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing			1, 2, 3, 4, 5
Diction 2.3 use appropriate descriptive words, phrases, and expressions to make their writing clear for their intended audience			1, 2, 3, 4, 5
Sentence Craft and Fluency 2.4 write complete sentences that communicate their meaning accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas	20, 21, 22, 23, 24, 25, 26, 27		1, 2, 3, 4, 5

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	Writing Conventions	Spelling	Response to Text
Critical Literacy 2.5 explain how their own beliefs, values, and experiences are revealed in their writing			
Revision 2.6 revise drafts to improve the content, organization, and clarity of their written work, using a variety of teacher-modelled strategies			
Producing Draft 2.7 produce revised drafts of texts written to meet criteria identified by the teacher, based on the curriculum expectations			
3. Applying Knowledge of Conventions			
Spelling 3.1 use knowledge of basic spelling rules and patterns, a few different resources, and appropriate strategies to spell familiar and new words correctly		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	
Vocabulary 3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using a few different types of resources and strategies			
Punctuation 3.3 use punctuation correctly to communicate their intended meaning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15		
Grammar 3.4 use grammar conventions correctly to communicate their intended meaning clearly	16, 17, 18, 19		
Proofreading 3.5 proofread and correct their writing, using guidelines developed with the teacher and peers			
Publishing 3.6 use a few different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity of their written work			
Producing Finished Works 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations			

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	Writing Conventions	Spelling	Response to Text
4. Reflecting on Skills and Strategies			
Metacognition 4.1 describe a few different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify steps they can take to improve as writers			
Interconnected Skills 4.2 identify some of their skills in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively			
Portfolio 4.3 select several pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice			

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Media Ontario Curriculum, 2007 Specific Expectations		Canadian Achievement Tests, Fourth Edition (CAT-4)		
		Reading	Vocabulary	Response to Text
1. Understanding Media Texts: demonstrate an understanding of a variety of media texts; 2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; 3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.				
1. Understanding Media Texts				
Purpose and Audience 1.1 explain how simple media texts and some teacher-selected complex media texts are created to suit particular purposes and audiences	18, 19, 24, 25, 46		3, 4	
Interpreting Messages 1.2 interpret simple media texts and some teacher-selected complex media texts, identifying some of the overt and implied messages they convey	18, 19, 21, 22, 25, 26, 43		2, 3, 4, 5	
Evaluating Texts 1.3 evaluate how effectively information and ideas are communicated in simple media texts and some teacher-selected complex media texts, and decide whether the texts achieve their intended purpose			3	
Audience Responses 1.4 identify how different audiences might respond to selected media texts			3	
Critical Literacy 1.5 identify the perspectives and/or biases evident in a few simple media texts and teacher-selected complex media texts and comment on any questions they may raise about beliefs, values, and identity				
Production Perspectives 1.6 explain how a few different production, marketing, and distribution factors influence the media industry				
2. Understanding Media Forms, Conventions, and Techniques				
Form 2.1 identify general characteristics of a few different media forms and explain how they shape content and create meaning	25, 26		4	
Conventions and Techniques 2.2 identify a few different conventions and/or techniques used in familiar media forms and explain how they convey meaning			4	
3. Creating Media Texts				
3.1 describe the topic, purpose, and audience for media texts they plan to create				
Form 3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice				

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Media Ontario Curriculum, 2007 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Reading	Vocabulary	Response to Text
Conventions and Techniques 3.3 identify a few different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning			
Producing Media Texts 3.4 produce media texts for a few different purposes and audiences, using appropriate forms, conventions, and techniques			
4. Reflecting on Skills and Strategies			
Metacognition 4.1 describe a few different strategies they used in interpreting and creating media texts and explain how these and other strategies can help them improve as media interpreters and producers			
Interconnected Skills 4.2 identify a few different skills in listening, speaking, reading, and writing that help them interpret and produce media texts			

*Not included as the expectations for Oral Communication:

Overall Expectations

1. Listen to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflecting on skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvements, and the strategies they found most helpful in oral communication situation

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Mathematics Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Number Sense and Algebra</i>			
<ul style="list-style-type: none"> substitute into and evaluate algebraic expressions involving exponents (i.e., evaluate expressions involving natural-number exponents with rational-number bases) 	5, 14	32, 35, 36	
<ul style="list-style-type: none"> describe the relationship between the algebraic and geometric representations of a single-variable term up to degree three 			
<ul style="list-style-type: none"> derive, through the investigation and examination of patterns, the exponent rules for multiplying and dividing monomials, and apply these rules in expressions involving one and two variables with positive exponents; 		18, 19, 20, 26, 30, 31, 33	
<ul style="list-style-type: none"> extend the multiplication rule to derive and understand the power of a power rule, and apply it to simplify expressions involving one and two variables with positive exponents 	42, 43		
<ul style="list-style-type: none"> simplify numerical expressions involving integers and rational numbers, with and without the use of technology 		2, 4, 7, 8, 9, 11, 13, 23, 24, 27, 28, 29, 33	
<ul style="list-style-type: none"> solve problems requiring the manipulation of expressions arising from applications of percent, ratio, rate, and proportion 	11, 13, 20, 21, 36, 57, 60	1, 3, 12, 14, 15, 16, 21, 22, 25	
<ul style="list-style-type: none"> relate their understanding of inverse operations to squaring and taking the square root, and apply inverse operations to simplify expressions and solve equations 		10	
<ul style="list-style-type: none"> add and subtract polynomials with up to two variables 	44		
<ul style="list-style-type: none"> multiply a polynomial by a monomial involving the same variable 	49		
<ul style="list-style-type: none"> expand and simplify polynomial expressions involving one variable 	50, 52		
<ul style="list-style-type: none"> solve first-degree equations, including equations with fractional coefficients 	4, 5, 23, 34, 35	5, 6	
<ul style="list-style-type: none"> rearrange formulas involving variables in the first degree, with and without substitution 			
<ul style="list-style-type: none"> solve problems that can be modelled with first-degree equations 	29	17	
<i>Linear Relations</i>			
<ul style="list-style-type: none"> interpret the meanings of points on scatter plots or graphs that represent linear relations 	22, 24, 27, 40, 46, 58		
<ul style="list-style-type: none"> pose problems, identify variables, and formulate hypotheses associated with relationships between two variables 	18, 27, 37, 38		
<ul style="list-style-type: none"> design and carry out an investigation or experiment involving relationships between two variables 	56, 59		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<ul style="list-style-type: none"> describe trends and relationships observed in data, make inferences from data, compare the inferences with hypotheses about the data, and explain any differences between the inferences and the hypotheses 	17, 41, 53		
<ul style="list-style-type: none"> construct tables of values, graphs, and equations, using a variety of tools 	7, 12, 45		
<ul style="list-style-type: none"> construct tables of values, scatter plots, and lines or curves of best fit as appropriate, using a variety of tools 			
<ul style="list-style-type: none"> identify, through investigation, some properties of linear relations (i.e., numerically, the first difference is a constant, which represents a constant rate of change; graphically, a straight line represents the relation), and apply these properties to determine whether a relation is linear or non-linear; 	12		
<ul style="list-style-type: none"> compare the properties of direct variation and partial variation in applications, and identify the initial value 			
<ul style="list-style-type: none"> determine the equation of a line of best fit for a scatter plot, using an informal process 	15		
<ul style="list-style-type: none"> determine values of a linear relation by using a table of values, by using the equation of the relation, and by interpolating or extrapolating from the graph of the relation 	6, 47, 54		
<ul style="list-style-type: none"> describe a situation that would explain the events illustrated by a given graph of a relationship between two variables 	17		
<ul style="list-style-type: none"> determine other representations of a linear relation, given one representation 	8, 9, 25		
<ul style="list-style-type: none"> describe the effects on a linear graph and make the corresponding changes to the linear equation when the conditions of the situation they represent are varied 			
Analytic Geometry			
<ul style="list-style-type: none"> determine, through investigation, the characteristics that distinguish the equation of a straight line from the equations of nonlinear relations 			
<ul style="list-style-type: none"> identify, through investigation, the equation of a line in any of the forms $y = mx + b$, $Ax + By + C = 0$, $x = a$, $y = b$; 	3		
<ul style="list-style-type: none"> express the equation of a line in the form $y = mx + b$, given the form $Ax + By + C = 0$ 			
determine, through investigation, various formulas for the slope of a line segment or a line			
<ul style="list-style-type: none"> identify, through investigation with technology, the geometric significance of m and b in the equation $y = mx + b$; 			

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	Mathematics	Computation and Estimation	Math Processes
<ul style="list-style-type: none"> determine, through investigation, connections among the representations of a constant rate of change of a linear relation 			
<ul style="list-style-type: none"> identify, through investigation, properties of the slopes of lines and line segments 			
<ul style="list-style-type: none"> graph lines by hand, using a variety of techniques 			
<ul style="list-style-type: none"> determine the equation of a line from information about the line 	7		
<ul style="list-style-type: none"> describe the meaning of the slope and y-intercept for a linear relation 			
<ul style="list-style-type: none"> identify and explain any restrictions on the variables in a linear relation 			
<ul style="list-style-type: none"> determine graphically the point of intersection of two linear relations 			
Measurement and Geometry			
<ul style="list-style-type: none"> determine the maximum area of a rectangle with a given perimeter by constructing a variety of rectangles, using a variety of tools 			
<ul style="list-style-type: none"> determine the minimum perimeter of a rectangle with a given area by constructing a variety of rectangles, using a variety of tools 			
<ul style="list-style-type: none"> identify, through investigation with a variety of tools (e.g. concrete materials, computer software), the effect of varying the dimensions on the surface area [or volume] of square-based prisms and cylinders, given a fixed volume [or surface area] 			
<ul style="list-style-type: none"> explain the significance of optimal area, surface area, or volume in various applications 			
<ul style="list-style-type: none"> pose and solve problems involving maximization and minimization of measurements of geometric shapes and figures 			
<ul style="list-style-type: none"> relate the geometric representation of the Pythagorean theorem 			
<ul style="list-style-type: none"> solve problems using the Pythagorean theorem 	32, 34, 48		
<ul style="list-style-type: none"> solve problems involving the areas and perimeters of composite two-dimensional shapes 	1, 10, 32, 33, 51		
<ul style="list-style-type: none"> develop, through investigation (e.g., using concrete materials), the formulas for the volume of a pyramid, a cone, and a sphere 			
<ul style="list-style-type: none"> determine, through investigation, the relationship for calculating the surface area of a pyramid 			
<ul style="list-style-type: none"> solve problems involving the surface areas and volumes of prisms, pyramids, cylinders, cones, and spheres, including composite figures 	26, 55		

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	Mathematics	Computation and Estimation	Math Processes
<ul style="list-style-type: none"> determine, through investigation using a variety of tools (e.g., dynamic geometry software, concrete materials), and describe the properties and relationships of the interior and exterior angles of triangles, quadrilaterals, and other polygons, and apply the results to problems involving the angles of polygons 	2, 16, 19, 30, 31, 39		
<ul style="list-style-type: none"> determine, through investigation using a variety of tools (e.g., dynamic geometry software, paper folding), and describe some properties of polygons 			
<ul style="list-style-type: none"> pose questions about geometric relationships, investigate them, and present their findings, using a variety of mathematical forms 			
<ul style="list-style-type: none"> illustrate a statement about a geometric property by demonstrating the statement with multiple examples, or deny the statement on the basis of a counter-example, with or without the use of dynamic geometry software 			