

# CAT-4 Match to the Alberta Curriculum

Level 20 - 22 to Grade 12

<b>Reading</b> Alberta Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Literary Reading	Vocabulary	Response to Text
<b>General Outcome 1 - Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</b>				
<b>1.1 Discover possibilities</b>				
<b>1.1.1 Form tentative understandings, interpretations and positions</b> a. draw from a repertoire of effective strategies to form tentative understandings, interpretations and positions b. modify tentative interpretations and tentative positions by weighing and assessing the validity of own and others' ideas, observations and opinions; and identify areas for further inquiry or research				
<b>1.1.2 Experiment with language, image and structure</b> a. explain how experiments with language, image and structure improve personal craft and increase effectiveness as a text creator b. experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions				
<b>1.2 Extend awareness</b>				
<b>1.2.1 Consider new perspectives</b> a. select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed b. recognize and assess the strengths and limitations of various perspectives on a theme, issue or topic, and identify aspects for further consideration when exploring and responding to texts c. analyze and evaluate how various topics and themes, text forms, text types and text creators influence own and others' understandings, attitudes and aspirations				
<b>1.2.2 Express preferences, and expand interests</b> a. reflect on personal text preferences, identify influences that have contributed to the formation of these preferences, and select strategies that may be used to expand interests in texts and text creators b. cultivate appreciation for a variety of genres, texts, text creators and texts in translation from other countries				
<b>1.2.3 Set personal goals for language growth</b> a. appraise own strengths and weaknesses as a language user and language learner; select appropriate strategies to increase strengths and address weaknesses; monitor the effectiveness of selected strategies; and modify selected strategies as needed to optimize growth b. set goals and draw from a repertoire of effective strategies for language growth in relation to aspirations for the future c. identify and access learning sources and opportunities; assess, weigh and manage risk; and demonstrate a willingness to continuously learn and grow				

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<b>General Outcome 2</b> - Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.				
<b>2.1 Construct meaning from text and context</b>				
<b>2.1.1 Discern and analyze context</b> a. explain the text creator's purpose, including implicit purpose when applicable; describe whether or not the purpose was achieved b. analyze elements or causes present in the communication situation surrounding a text that contribute to the creation of the text c. explain how understanding the interplay between text and context can influence an audience to appreciate a text from multiple perspectives d. identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text	20			
<b>2.1.2 Understand and interpret content</b> a. use a variety of strategies to comprehend literature and other texts and develop strategies for close reading of literature in order to understand contextual elements b. analyze the relationships among controlling ideas, supporting ideas and supporting details in a variety of texts c. assess the contributions of setting, plot, character and atmosphere to the development of theme when studying a narrative d. analyze the personality traits, roles, relationships, motivations, attitudes and values of characters developed/persons presented in literature and other texts; and explain how the use of archetypes can contribute to the development of other textual elements, such as theme e. relate a text creator's tone and register to the moral and ethical stance explicitly or implicitly communicated by a text f. assess the contributions of figurative language, symbol, imagery and allusion to the meaning and significance of texts; and appreciate the text creator's craft g. assess the contributions that visual and aural elements make to the meaning of texts h. assess the relationship between the content of a presentation and the performance of the presenter, and explain how the quality of the performance affects the credibility and audience acceptance of the content and message	1, 2, 4, 6, 7, 9, 11, 13, 16, 25, 26, 28, 33, 36, 38	2, 4, 6, 9, 13, 14, 15, 18, 19, 20, 26, 27, 29, 31, 32, 33, 35, 36, 37, 39	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	

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<b>2.1.3 Engage prior knowledge</b> a. reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed b. assess prior knowledge of contexts, content and text forms; and explain how it contributes to new understandings c. identify variations and departures from the conventional use of rhetorical devices, textual elements and structures in texts; and describe the purpose and effect of such variations and departures d. classify the genre/form of new texts according to attributes of genres/forms previously studied				
<b>2.1.4 Use reference strategies and reference technologies</b> a. use a variety of appropriate reference strategies and reference technologies to aid understanding b. create and use own reference materials to aid understanding				
<b>2.2 Understand and appreciate textual forms, elements and techniques</b>				
<b>2.2.1 Relate form, structure and medium to purpose, audience and content</b> a. analyze a variety of text forms, explain the relationships of form to purpose and content, and assess the effects of these relationships on audience b. assess the potential influence of various audience factors on a text creator's choice of form and medium c. apply knowledge of organizational patterns and structural features to understand purpose and content, and assess the effectiveness of a text's organizational structure d. assess the medium of a presentation in terms of its appropriateness to purpose and content and its effect on audience				

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Literary Reading	Vocabulary	Response to Text
<b>2.2.2 Relate elements, devices and techniques to created effects</b> a. assess the contributions of rhetorical devices and stylistic techniques to the clarity and coherence of print and nonprint texts, and assess the various means by which devices and techniques are used to emphasize aspects or portions of a text b. assess the contributions of textual elements and stylistic techniques to the creation of atmosphere, tone and voice c. analyze the use of irony and satire to create effects in print and nonprint texts d. assess the use of musical devices, figures of speech and sensory details to create effects in a variety of print and nonprint texts e. explain the contribution of motif and symbol to controlling idea and theme f. analyze the various elements of effective presentation, and assess the effects created g. assess the use of persuasive techniques and their effects on audience	3, 5, 12, 15, 19, 22, 24, 29, 31, 34, 35	1, 5, 7, 12, 21, 25, 28, 34, 40	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
<b>2.3 Respond to a variety of print and nonprint texts</b>				
<b>2.3.1 Connect self, text, culture and milieu</b> a. identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion b. respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives c. explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others d. identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts		3, 11, 16, 22, 23, 24, 30, 38		

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	Reading	Literary Reading	Vocabulary	Response to Text
<b>2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts</b> a. identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed b. assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence c. analyze and assess settings and plots in terms of created reality and plausibility d. analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme e. analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience f. assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples or illustrations, and content in general	8, 10, 17, 18, 27, 30, 39	8, 10, 17		
<b>2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts</b> a. use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms b. appreciate the craft of the text creator and the shape and substance of literature and other texts	14, 21, 23, 31, 32, 37, 40			

# CAT-4 Match to the Alberta Curriculum

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<b>Writing</b> Alberta Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>General Outcome 3</b> - <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
<b>3.1 Determine inquiry or research requirements</b>			
<b>3.1.1 Focus on purpose and presentation form</b> a. modify selected strategies as needed to refine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation b. describe the purpose of inquiry or research and the scope of the inquiry or research topic; identify the target audience; and identify the potential form for the presentation of inquiry or research findings, when applicable c. refine the purpose of inquiry or research by limiting or expanding the topic as appropriate			
<b>3.1.2 Plan inquiry or research, and identify information needs and sources</b> a. reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively b. select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements c. assess the breadth and depth of prior knowledge, and refine questions to further satisfy information needs and to guide the collection of new information d. identify and predict the usefulness of information sources intended to fill gaps between prior knowledge and required information e. develop and draw from a repertoire of effective strategies and technologies for gathering, generating and recording information			
<b>3.2 Follow a plan of inquiry</b>			
<b>3.2.1 Select, record and organize information</b> a. reflect on and describe strategies that may be used to select, record and organize information; select and monitor appropriate strategies; and modify selected strategies as needed b. select information and other material appropriate to purpose from a variety of print and nonprint sources c. record information accurately and completely; and document and reference sources, as appropriate d. organize information logically e. observe guidelines for Internet use			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>3.2.2 Evaluate sources, and assess information</b> a. reflect on and describe strategies to evaluate information sources for credibility and bias and for quality; and select, monitor and modify strategies as needed to evaluate sources and detect bias b. assess information sources for appropriateness to purpose, audience and presentation form c. assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information for purpose d. identify and describe possible biases and vested interests of sources; and explain how underlying assumptions, biases, and positive or negative spin affect the credibility of sources			
<b>3.2.3 Form generalizations and conclusions</b> a. form generalizations and synthesize new ideas by integrating new information with prior knowledge b. draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose and situation c. support generalizations and conclusions sufficiently with relevant and consistent detail			
<b>3.2.4 Review inquiry or research process and findings</b> a. reflect on and assess the effectiveness of strategies used to guide inquiry or research b. identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies c. review the appropriateness, accuracy and significance of findings, conclusions and generalizations drawn from gathered data and information; prepare a detailed record of references; determine how best to share the information; and determine next steps, if any d. seek feedback from others and use own reflections to evaluate the entire inquiry or research process, strive for craftsmanship and accuracy, and take pride in efforts and accomplishments			
<b>General Outcome 4 - Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.</b>			
<b>4.1 Develop and present a variety of print and nonprint texts</b>			
<b>4.1.1 Assess text creation context</b> a. reflect on the purposes for text creation and on own motives for selecting strategies to engage an audience; and consider potential consequences of choices regarding text creation b. assess the results of text creation in terms of the intended purpose and whether or not the target audience was engaged c. analyze audience factors that affect text creation, and explain how consideration of audience factors has affected choices made while creating a text d. assess whether or not the strategies used to deal with the expectations and constraints of a communication situation were effective			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>4.1.2 Consider and address form, structure and medium</b> a. select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text b. use a variety of complex structures consistent with form, content and purpose when creating texts; and explain reasons for choices c. select an effective medium appropriate to content and context; and explain the interplay of medium, context and content d. understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate e. depart from the conventions of oral, print, visual and multimedia texts, as appropriate to purpose, audience and situation; and assess the impact on text creation			
<b>4.1.3 Develop content</b> a. take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging b. recognize and assess personal variables and contextual variables that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation c. establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect d. develop supporting details, by using developmental aids appropriate to form and purpose e. develop appropriate, relevant and sufficient content to support a controlling idea or unifying effect f. develop content consistent with form and appropriate to context g. incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate			
<b>4.1.4 Use production, publication and presentation strategies and technologies consistent with context</b> a. meet particular production, publication and display requirements for print texts; and explain requirements in light of purpose, audience and situation b. adapt presentation strategies to suit changes in purpose, audience and situation c. develop and deliver oral, visual and multimedia presentations, using voice production factors, nonverbal factors and visual production factors appropriate to purpose, audience and situation d. create rapport with an audience, by selecting from a repertoire of effective strategies			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>4.2 Improve thoughtfulness, effectiveness and correctness of communication</b>			
<b>4.2.1 Enhance thought and understanding and support and detail</b> a. assess the effectiveness of the controlling idea or desired unifying effect of a text in progress, and refine the controlling idea or desired unifying effect as appropriate to meet the intended purpose b. review the accuracy, specificity, precision, vividness and relevance of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to, modify or delete details, events, images, facts or other data as needed to provide complete and effective support or development c. assess reasoning for logic and evidence for consistency, completeness and relevance; and strengthen reasoning as needed by adding to, modifying or deleting details to provide significant evidence and make effective and convincing arguments d. assess the plausibility and appropriateness of literary interpretations and the precision, completeness and relevance of evidence when reviewing and revising critical/analytical responses to literature			
<b>4.2.2 Enhance organization</b> a. make revisions as needed to ensure that the beginning of a text in progress establishes purpose and engages audience b. assess the organizational components of a text in progress, and revise them as needed to strengthen their effectiveness as units of thought or experience or to strengthen their contribution to other intended effects c. assess the closing of a text in progress; and revise it as needed to ensure that it is related to purpose, that it establishes a sense of developed understanding and that it will have an appropriate effect on audience d. apply the concepts of unity and coherence to ensure the effective organization of oral, print, visual and multimedia texts			
<b>4.2.3 Consider and address matters of choice</b> a. reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices b. assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects c. assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects d. explain how stylistic techniques and rhetorical devices are used to create intended effects e. develop a repertoire of stylistic choices that contribute to personal voice	17, 18, 19, 20, 21, 22		

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	Writing Conventions	Spelling	Writing
<b>4.2.4 Edit text for matters of correctness</b> a. use handbooks and other tools, including electronic tools, as resources to assist with text creation b. know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics c. know and be able to apply spelling conventions independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules d. know and be able to identify parts of speech in own and others' texts, including prepositions, definite and indefinite articles, and coordinating and subordinating conjunctions; and review and revise texts in progress to ensure correct use of parts of speech, including correctness of pronoun reference and pronoun-antecedent agreement e. review and revise texts in progress to ensure correct subject-verb agreement, correct pronoun case and appropriate consistency of verb tense f. detect and correct common sentence faults—run-on sentence and unintended sentence fragment g. review and revise texts in progress to ensure that parallel structure, prepositional phrases, and dependent and independent clauses are used correctly and appropriately h. pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices i. assess strengths and areas of need j. explain why certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 23, 24, 25, 26, 27, 28, 29, 30	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	

# CAT-4 Match to the Alberta Curriculum

Level 20 - 22 Correlation: Alberta Mathematics

Grade 12 Mathematics 30-2	Algebra	Pre-Algebra	Computation
<b>Foundational Algebra Skills taught in earlier grades</b>	1, 2, 4, 7, 11, 13, 14, 15, 21, 34	All pre-algebra items have been taught in prerequisite courses prior to 30-2	All computation items have been taught in prerequisite courses prior to 30-2
<b>A Logical Reasoning</b>			
1. Analyze puzzles and games that involve numerical and logical reasoning, using problem-solving strategies.	25, 33, 37		
2. Solve problems that involve the application of set theory.			
<b>B Probability</b>			
1. Interpret and assess the validity of odds and probability statements			
2. Solve problems that involve the probability			
3. Solve problems that involve the probability of two events.			
4. Solve problems that involve the fundamental counting principle			
5. Solve problems that involve permutations			
6. Solve problems that involve combinations.			
<b>C Relations and Functions</b>			
Relations and Functions			
1. Determine equivalent forms of rational expressions (limited to numerators and denominators that are monomials and binomials).			
2. Perform operations on rational expressions	12, 17  Prerequisite Skills previously learned: 3, 6, 16, 35		
3. Solve problems that involve rational equations	26  Prerequisite Skills previously learned:: 20, 22, 23		
4. Demonstrate an understanding of logarithms and the laws of logarithms			
5. Solve problems that involve exponential equations	5, 28  Prerequisite Skills previously learned:: 8, 9, 10		
6. Represent data, using exponential and logarithmic functions, to solve problems.	29, 40		

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Level 20 - 22 Correlation: Alberta Mathematics

Grade 12 Mathematics 30-2	Algebra	Pre-Algebra	Computation
7. Represent data, using polynomial functions (of degree $\leq 3$ ), to solve problems	18, 19, 24, 27, 31, 32, 39		
8. Represent data, using sinusoidal functions, to solve problems	Prerequisite Skills taught previously learned: 30, 36, 38		