

CAT-4 Match to the Alberta Curriculum

Level 17 to Grade 7

Reading Alberta Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
General Outcome 1 — <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>			
1.1 Discover and Explore			
Express ideas and develop understanding <ul style="list-style-type: none"> extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts reflect on own observations and experiences to understand and develop oral, print and other media texts 	22, 27 13, 37		1, 2, 3, 4, 5 2, 3, 4
Experiment with language and forms <ul style="list-style-type: none"> discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding 			3, 4
Express preferences <ul style="list-style-type: none"> explore and assess oral, print and other media texts recommended by others 			
Set goals <ul style="list-style-type: none"> use appropriate terminology to discuss developing abilities in personal language learning and use 			
1.2 Clarify and Extend			
Consider the ideas of others <ul style="list-style-type: none"> listen and respond constructively to alternative ideas or opinions 			
Combine ideas <ul style="list-style-type: none"> use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences 			2, 3, 4
Extend understanding <ul style="list-style-type: none"> talk with others to elaborate ideas, and ask specific questions to seek helpful feedback 			
General Outcome 2 — <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>			
2.1 Use Strategies and Cues			
Use prior knowledge <ul style="list-style-type: none"> select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information use expectations and preferences developed during previous reading experiences to select and read new texts with purpose 	7, 15, 29, 30, 39, 42		2, 3, 4

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Use comprehension strategies <ul style="list-style-type: none"> • identify, connect and summarize in own words the main ideas from two or more sources on the same topic • use concept mapping and mental rehearsal to remember main ideas and relevant details • adjust reading rate and strategies to account for changes in structural features of texts and complexity of content 	34 33, 41		5
Use textual cues <ul style="list-style-type: none"> • identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information • identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose 	1, 3, 19, 35 21, 24, 26		
Use phonics and structural analysis <ul style="list-style-type: none"> • apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading 	11, 28, 47	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	
Use references <ul style="list-style-type: none"> • skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words 	4, 6, 32, 36	13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23	
2.2 Respond to Texts			
Experience various texts <ul style="list-style-type: none"> • experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints • justify own point of view about oral, print and other media texts, using evidence from texts • organize interpretations of oral, print and other media texts around two or three key ideas • express interpretations of oral, print and other media texts in another form or genre • predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts 	31 2, 16		1, 2, 3, 4, 5 1, 2, 3, 4, 5 3, 4

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Construct meaning from texts <ul style="list-style-type: none"> compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters identify and explain conflict, and discuss how it develops and may be resolved develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences 	45 23		2, 3, 4, 5 3 1, 3, 4, 5
Appreciate the artistry of texts <ul style="list-style-type: none"> discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities 			5
2.3 Understand Forms, Elements and Techniques			
Understand forms and genres <ul style="list-style-type: none"> identify various forms and genres of oral, print and other media texts, and describe key characteristics of each identify the characteristics of different types of media texts 	25		
Understand techniques and elements <ul style="list-style-type: none"> discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts identify the narrator's perspective, and explain how it affects the overall meaning of a text identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development explain how sound and image work together to create effects in media texts 	8, 17, 18, 46 9, 38 43, 44		1, 2, 3, 4, 5 5
Experiment with language <ul style="list-style-type: none"> explore surprising and playful uses of language and visuals in popular culture, such as cartoons, animated films and limericks; explain ways in which imagery and figurative language, such as simile, convey meaning 	12, 14, 40, 42, 45, 47		5
2.4 Create Original Text			
Generate ideas <ul style="list-style-type: none"> choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts 			

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	Reading	Vocabulary	Response to Text
Elaborate on the expression of ideas <ul style="list-style-type: none"> use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict 			
Structure texts <ul style="list-style-type: none"> create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events create a variety of oral, print and other media texts to explore ideas related to particular topics or themes 			
General Outcome 3—<i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
3.1 Plan and Focus			
Focus attention <ul style="list-style-type: none"> consider audience, purpose, point of view and form when focusing topics for investigation use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts 			2, 4
Determine information needs <ul style="list-style-type: none"> discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view 			
Plan to gather information <ul style="list-style-type: none"> plan and organize data collection based on instructions, explanations and pre-established parameters 			
3.2 Select and Process			
Use a variety of processes <ul style="list-style-type: none"> obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions 			
Access information <ul style="list-style-type: none"> use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information distinguish between fact and opinion, and follow the development of argument and opinion scan to locate specific information quickly; summarize and record information useful for research purposes 	19 5, 10, 23, 29, 30, 31, 32, 34,		1, 2, 3, 4
Evaluate sources <ul style="list-style-type: none"> use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose 			

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	Reading	Vocabulary	Response to Text
3.3 Organize, Record and Evaluate			
Organize information <ul style="list-style-type: none"> organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose produce oral, print and other media texts with well-developed and well-linked ideas and sections 			2, 3, 4, 5
Record information <ul style="list-style-type: none"> make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources reflect on ideas and information to form own opinions with evidence to support them compare, contrast and combine ideas and information from several sources 			1, 2, 3, 4, 5
Evaluate information <ul style="list-style-type: none"> assess if the amount and quality of gathered information is appropriate to purpose and audience; address information gaps connect new information with prior knowledge to build new understanding 	20		2, 4
3.4 Share and Review			
Share ideas and information <ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations use appropriate visual, print and/or other media effectively to inform and engage the audience 			
Review research process <ul style="list-style-type: none"> identify strengths and areas for improvement in personal research skills 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
General Outcome 2 — <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>			
2.4 Create Original Text			
Generate ideas <ul style="list-style-type: none"> choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts 			4
Elaborate on the expression of ideas <ul style="list-style-type: none"> use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict 			4
Structure texts <ul style="list-style-type: none"> create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events create a variety of oral, print and other media texts to explore ideas related to particular topics or themes 			1, 2, 4, 5
General Outcome 3 — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
3.1 Plan and Focus			
Focus attention <ul style="list-style-type: none"> consider audience, purpose, point of view and form when focusing topics for investigation use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts 			2, 3, 4, 5
Determine information needs <ul style="list-style-type: none"> discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view 			
Plan to gather information <ul style="list-style-type: none"> plan and organize data collection based on instructions, explanations and pre-established parameters 			
3.2 Select and Process			
Use a variety of sources <ul style="list-style-type: none"> obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions 			
Access information <ul style="list-style-type: none"> use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information distinguish between fact and opinion, and follow the development of argument and opinion scan to locate specific information quickly; summarize and record information useful for research purposes 			
Evaluate sources <ul style="list-style-type: none"> use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
3.3 Organize, Record and Evaluate			
Organize information <ul style="list-style-type: none"> organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose produce oral, print and other media texts with well-developed and well-linked ideas and sections 			1, 4, 5
Record information <ul style="list-style-type: none"> make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources reflect on ideas and information to form own opinions with evidence to support them compare, contrast and combine ideas and information from several sources 			
Evaluate information <ul style="list-style-type: none"> evaluate the appropriateness of information for a particular audience and purpose recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose 			
3.4 Share and Review			
Share ideas and information <ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations use appropriate visual, print and/or other media effectively to inform and engage the audience 			3, 5
Review research process <ul style="list-style-type: none"> identify strengths and areas for improvement in personal research skills 			
General Outcome 4—Students will listen to enhance the clarity and artistry of communication			
4.1 Enhance and Improve			
Appraise own and others' work <ul style="list-style-type: none"> identify particular content features that enhance the effectiveness of published oral, print and other media texts incorporate particular content features of effective texts into own oral, print and other media texts 			
Revise and edit <ul style="list-style-type: none"> revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning revise to eliminate unnecessary repetition of words and ideas use paragraphs, appropriately, to organize narrative and expository texts 	29, 30, 31, 32, 33, 34, 35, 36 17, 18, 20, 23, 24, 25, 26, 27, 28 37, 38, 39, 40		1 1, 2, 3, 4, 5 1, 2, 5
Enhance legibility <ul style="list-style-type: none"> choose and use printing, cursive writing or word processing, depending on the task, audience and purpose identify how the format of documents enhances the presentation of content 			2, 3, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Expand knowledge of language <ul style="list-style-type: none"> identify differences between standard English and slang, colloquialism or jargon, and explain how these differences affect meaning identify and explain figurative and metaphorical use of language in context 			
Enhance artistry <ul style="list-style-type: none"> experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion 			4
4.2 Attend to Conventions			
Attend to grammar and usage <ul style="list-style-type: none"> use a variety of subordinate clauses, correctly and appropriately in own writing use correct subject-verb agreement in sentences with compound subjects distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose 	19 1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15		5
Attend to spelling <ul style="list-style-type: none"> use reference materials to confirm spellings and to solve spelling problems when editing and proofreading extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts apply specific and effective strategies for learning and remembering the correct spelling of words in own writing 	21	1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	1, 2, 3, 4, 5 1, 2, 3, 4, 5
Attend to capitalization and punctuation <ul style="list-style-type: none"> use periods and commas with quotation marks that indicate direct speech in own writing use commas to separate phrases and clauses in own writing use quotation marks to identify information taken from secondary sources in own writing 	5 11, 16		1, 2, 3, 4, 5
General Outcome 5—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.			
5.1 Respect others and strengthen community			
Appreciate diversity <ul style="list-style-type: none"> discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts explain how differing perspectives and unique reactions expand understanding 			
Relate texts to culture <ul style="list-style-type: none"> identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Celebrate accomplishments and events <ul style="list-style-type: none"> select and use appropriate form and tone for specific audiences to celebrate special events and accomplishments 			
Use language to show respect <ul style="list-style-type: none"> demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts 			
5.2 Work within a group			
Cooperate with others <ul style="list-style-type: none"> contribute collaboratively in group situations, by asking questions and building on the ideas of others take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs 			
Work in groups <ul style="list-style-type: none"> contribute ideas, knowledge and questions to establish an information base for research or investigations assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view 			
Evaluate group process <ul style="list-style-type: none"> group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement 			

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Mathematics Alberta Curriculum, 2008 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Strand: Number Specific Outcome: It is expected that students will:			
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.			
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	
3. Solve problems involving percents from 1% to 100%.	1, 55, 60	8, 22, 29, 31, 32	
4. Demonstrate an understanding of the relationship between positive terminating decimals and positive fractions and between positive repeating decimals and positive fractions.	36, 50	25, 27	
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).	15		
6. Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially and symbolically.		17, 18, 28, 34	
7. Compare and order positive fractions, positive decimals (to thousandths) and whole numbers	32, 46		
Foundational Skills Operations and problem solving with whole numbers	13, 34, 43, 44, 54	2, 3, 4, 5, 7, 9, 10, 11, 13, 15, 16, 19, 24, 33, 35	

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Mathematics Alberta Curriculum, 2008 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Strand: Patterns and Relations (Patterns) Specific Outcome: It is expected that students will:			
1. Demonstrate an understanding of oral and written patterns and their equivalent linear relations.	3, 6, 7, 17		
2. Create a table of values from a linear relation, graph the table of values, and analyze the graph to draw conclusions and solve problems.	5, 8, 25		
3. Demonstrate an understanding of preservation of equality by: <ul style="list-style-type: none"> • modelling preservation of equality, Concretely, pictorially and symbolically • applying preservation of equality to solve equations. 			
4. Explain the difference between an expression and an equation.			
5. Evaluate an expression, given the value of the variable(s).	23, 28		
6. Model and solve, concretely, pictorially and symbolically, problems that can be represented by one-step linear equations of the form $x + a = b$, where a and b are integers.			
7. Model and solve, concretely, pictorially and symbolically, problems that can be represented by linear equations of the form: <ul style="list-style-type: none"> • $ax + b = c$ • $ax = b$ • $ax = b, a \neq 0$ where a, b and c are whole numbers.	22		
Strand: Shape and Space (Measurement) Specific Outcomes: It is expected that students will:			
1. Demonstrate an understanding of circles by: <ul style="list-style-type: none"> • describing the relationships among radius, diameter and circumference • 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. 			
2. Develop and apply a formula for determining the area of: <ul style="list-style-type: none"> • triangles • parallelograms • circles. 	40, 51, 57, 58 29, 30, 33, 35, 41		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
3. Perform geometric constructions, including: <ul style="list-style-type: none"> • perpendicular line segments • parallel line segments • perpendicular bisectors • angle bisectors. 	16, 42		
4. Identify and plot points in the four quadrants of a Cartesian plane, using integral ordered pairs.	4, 39		
5. 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).	11, 20, 24, 52, 56		
Foundational Skills Solve problems with 3-D figures	12, 18, 19, 27, 31, 38, 45, 59		
Strand: Statistics and Probability Specific Outcomes: <i>It is expected that students will:</i>			
1. Demonstrate an understanding of central tendency and range by: <ul style="list-style-type: none"> • determining the measures of central tendency (mean, median, mode) and range • determining the most appropriate measures of central tendency to report findings. 	9, 47, 48, 53		
2. Determine the effect on the mean, median and mode when an outlier is included in a data set.	10, 37		
3. Construct, label and interpret circle graphs to solve problems.	21		
4. Express probabilities as ratios, fractions and percents.			
5. Identify the sample space (where the combined sample space has 36 or fewer elements) for a probability experiment involving two independent events.	49		
6. Conduct a probability experiment to compare the theoretical probability (determined using a tree diagram, table or other graphic organizer) and experimental probability of two independent events.			
Foundational Skills Analyze data presented in various forms	14, 26, 60		