

CAT-4 Match to the Ontario Curriculum

Level 18 to Grade 8

Reading Ontario Curriculum, 2006 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
1. Reading for Meaning			
1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts			
1.2 identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes			
1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts	12, 33		1, 2, 3, 4, 5, 6
1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea	13, 14, 16, 19, 22, 23, 26, 45		1, 2
1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations	1, 4, 5, 10, 21, 23, 24, 25, 33, 46, 47		1, 2, 4, 5, 6
1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them	5, 31, 34, 35, 44		1, 4, 5, 6
1.7 analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction	30, 36		3, 4
1.8 evaluate the effectiveness of a text based on evidence taken from that text	16, 42, 47		2, 3, 4
1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives	15		6
2. Understanding Form and Style			
2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a memoir, graphic texts such as a map, and informational texts such as a magazine article	1, 6, 36		1, 3, 4, 5, 6
2.2 analyse increasingly complex texts to identify different types of organizational patterns used in them and explain how the patterns help communicate meaning	48		3
2.3 identify a variety of text features and explain how they help communicate meaning	2, 3, 20, 28, 29, 37, 38		1, 3
2.4 identify a range of elements of style - including symbolism, irony, analogy, metaphor, and other rhetorical devices - and explain how they help communicate meaning and enhance the effectiveness of texts	7, 10, 32, 39, 41, 42, 44		5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
3. Reading with Fluency			
3.1 automatically read and understand most words in a wide range of reading contexts	17, 27, 40, 44	2, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 21, 22, 23, 25, 26, 27, 34, 35, 37, 38	
3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> • semantic (meaning) cues; • syntactic (language structure) cues; • graphophonic (phonological and graphic) cues 	7, 8, 9, 11, 18, 43	1, 3, 4, 5, 7, 13, 18, 19, 20, 24, 28, 29, 30, 31, 32, 33, 36, 39, 40	
3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose			

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Writing Ontario Curriculum, 2006 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
1. Developing and Organizing Content			
1.1 identify the topic, purpose, and audience for more complex writing forms	38, 39, 40		2, 3
1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose			1, 2, 3, 4
1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources			
1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data			1, 4
1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies and organizational patterns	28, 29, 30, 31, 32, 33, 34, 35, 36, 37		1, 2, 3, 4, 5, 6
2. Using Knowledge of Form and Style			
2.1 write complex texts of a variety of lengths using a wide range of forms			1, 3, 4, 5
2.2 establish a distinctive voice in their writing appropriate to the subject and audience			
2.3 regularly use vivid and/or figurative language and innovative expressions in their writing			
2.4 vary sentence types and structures for different purposes, with a focus on using a range of relative pronouns, subordinate conjunctions, and both the active and passive voice			1, 4, 5
2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate			2, 4
2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending			
2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies	22, 23, 24, 25, 26, 27		
2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations			

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Writing Ontario Curriculum, 2006 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively			
3.1 spell familiar words correctly		2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 25, 26, 27, 29	1, 2, 3, 4, 5, 6
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling		1, 3, 7, 20, 22, 23, 24, 28, 30	1, 2, 3, 4, 5, 6
3.3 confirm spellings and word meanings or word choice using a wide variety of resources appropriate for the purpose			
3.4 use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subjects across the curriculum, with a focus on the use of: commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; quotation marks to distinguish words being discussed as words and to indicate titles; ellipses (...) and dashes to indicate sentence breaks, ambiguities, or parenthetical statements	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18		1
3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions	19, 20, 21		2
3.6 proofread and correct their writing using guidelines developed with peers and the teacher			1, 3, 4, 5
3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout			
3.8 produce pieces of published work to meet identified criteria based on the expectations			

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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</i>			
<ul style="list-style-type: none"> express repeated multiplication using exponential notation 	53, 56	4, 5, 27	
<ul style="list-style-type: none"> represent whole numbers in expanded form using powers of ten 	53		
<ul style="list-style-type: none"> represent, compare, and order rational numbers (i.e., positive and negative fractions and decimals to thousandths); 	4, 38		
<ul style="list-style-type: none"> translate between equivalent forms of a number (i.e., decimals, fractions, percents) (e.g., $3/4 = 0.75$); 		3	
<ul style="list-style-type: none"> determine common factors and common multiples using the prime factorization of numbers 			
<ul style="list-style-type: none"> solve multi-step problems arising from real-life contexts and involving whole numbers and decimals, using a variety of tools 	1,	1, 2, 6, 13, 16	
<ul style="list-style-type: none"> solve problems involving percents expressed to one decimal place and whole-number percents greater than 100 		22, 33, 34	
<ul style="list-style-type: none"> use estimation when solving problems involving operations with whole numbers, decimals, percents, integers, and fractions, to help judge the reasonableness of a solution 	9, 48	12	
<ul style="list-style-type: none"> represent the multiplication and division of fractions, using a variety of tools and strategies 	25	10, 29, 35	
<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication, and division with simple fractions 		9, 15, 20, 21, 24, 25, 32	
<ul style="list-style-type: none"> represent the multiplication and division of integers, using a variety of tools 		14, 31	
<ul style="list-style-type: none"> solve problems involving operations with integers, using a variety of tools 	26	19, 23, 26	
<ul style="list-style-type: none"> evaluate expressions that involve integers, including expressions that contain brackets and exponents, using order of operations 		7, 17, 28	
<ul style="list-style-type: none"> multiply and divide decimal numbers by various powers of ten 		11, 18	
<ul style="list-style-type: none"> estimate, and verify using a calculator, the positive square roots of whole numbers, and distinguish between whole numbers that have whole-number square roots 	58	30	
<ul style="list-style-type: none"> identify and describe real-life situations involving two quantities that are directly proportions 			
<ul style="list-style-type: none"> solve problems involving proportions, using concrete materials, drawings, and variables 	39, 40, 48	8	
<ul style="list-style-type: none"> solve problems involving percent that arise from real-life contexts 	9, 19, 31, 36	36	
<ul style="list-style-type: none"> solve problems involving rates 			

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	Mathematics	Computation and Estimation	Math Processes
<i>Measurement</i>			
<ul style="list-style-type: none"> • solve problems that require conversions involving metric units of area, volume, and capacity 	10, 11, 33, 41, 55		
<ul style="list-style-type: none"> • measure the circumference, radius, and diameter of circular objects, using concrete materials 			
<ul style="list-style-type: none"> • determine the relationships for calculating the circumference and the area of a circle, and generalize to develop the formulas 			
<ul style="list-style-type: none"> • solve problems involving the estimation and calculation of the circumference and the area of a circle 	6, 57		
<ul style="list-style-type: none"> • determine the relationship between the area of the base and height and the volume of a cylinder, and generalize to develop the formula 	7, 50		
<ul style="list-style-type: none"> • determine, through investigation using concrete materials, the surface area of a cylinder 			
<ul style="list-style-type: none"> • solve problems involving the surface area and the volume of cylinders 			
<i>Geometry</i>			
<ul style="list-style-type: none"> • sort and classify quadrilaterals by geometric properties 	8		
<ul style="list-style-type: none"> • construct a circle, given its centre and radius, or its centre and a point on the circle, or three points on the circle; 			
<ul style="list-style-type: none"> • investigate and describe applications of geometric properties (e.g., properties of triangles, quadrilaterals, and circles) 	21, 32, 34		
<ul style="list-style-type: none"> • determine relationships among area, perimeter, corresponding side lengths, and corresponding angles of similar shapes 			
<ul style="list-style-type: none"> • determine the angle relationships for intersecting lines and for parallel lines and transversals, and the sum of the angles of a triangle 			
<ul style="list-style-type: none"> • solve angle-relationship problems involving triangles 	29, 37, 44, 46, 60		
<ul style="list-style-type: none"> • determine the Pythagorean relationship 			
<ul style="list-style-type: none"> • solve problems involving right triangles geometrically, using the Pythagorean theorem 			
<ul style="list-style-type: none"> • determine the relationship between the numbers of faces, edges, and vertices of a polyhedron 	13, 30		
<ul style="list-style-type: none"> • graph the image of a point, or set of points, on the Cartesian coordinate plane after applying a transformation to the original point(s) 			
<ul style="list-style-type: none"> • identify, through investigation, real-world movements that are translations, reflections, and rotations 	12		

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	Mathematics	Computation and Estimation	Math Processes
<i>Patterns</i>			
<ul style="list-style-type: none"> represent, through investigation with concrete materials, the general term of a linear pattern, using one or more algebraic expressions 	2		
<ul style="list-style-type: none"> represent linear patterns graphically 			
<ul style="list-style-type: none"> determine a term, given its term number, in a linear pattern that is represented by a graph or an algebraic equation 			
<ul style="list-style-type: none"> describe different ways in which algebra can be used in real-life situations 			
<ul style="list-style-type: none"> model linear relationships using tables of values, graphs, and equations 	22, 42, 54		
<ul style="list-style-type: none"> translate statements describing mathematical relationships into algebraic expressions and equations 	18, 20, 35		
<ul style="list-style-type: none"> evaluate algebraic expressions with up to three terms, by substituting fractions, decimals, and integers for the variables 	14, 16, 27		
<ul style="list-style-type: none"> make connections between solving equations and determining the term number in a pattern, using the general term 			
<ul style="list-style-type: none"> solve and verify linear equations involving a one-variable term and having solutions that are integers 	15, 16, 28, 45		
<i>Data Management</i>			
<ul style="list-style-type: none"> collect data by conducting a survey or an experiment 			
<ul style="list-style-type: none"> organize into intervals a set of data that is spread over a broad range 			
<ul style="list-style-type: none"> collect and organize categorical, discrete, or continuous primary data and secondary data 			
<ul style="list-style-type: none"> select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph 			
<ul style="list-style-type: none"> explain the relationship between a census, a representative sample, sample size, and a population 			
<ul style="list-style-type: none"> read, interpret, and draw conclusions from primary data and from secondary data presented in charts, tables, and graphs 	23, 24, 43, 49, 52		
<ul style="list-style-type: none"> determine, through investigation, the appropriate measure of central tendency 	17, 59		
<ul style="list-style-type: none"> demonstrate an understanding of the appropriate uses of bar graphs and histograms 			
<ul style="list-style-type: none"> compare two attributes or characteristics (e.g., height versus arm span), using a scatter plot 			
<ul style="list-style-type: none"> identify and describe trends, based on the rate of change of data from tables and graphs 			

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	Mathematics	Computation and Estimation	Math Processes
<ul style="list-style-type: none"> make inferences and convincing arguments that are based on the analysis of charts, tables, and graphs 			
<ul style="list-style-type: none"> compare two attributes or characteristics, using a variety of data management tools and strategies 			
<ul style="list-style-type: none"> compare, through investigation, the theoretical probability of an event with experimental probability 	3, 47, 51		
<ul style="list-style-type: none"> determine, through investigation, the tendency of experimental probability to 			
<ul style="list-style-type: none"> approach theoretical probability as the number of trials in an experiment increases 	5		
<ul style="list-style-type: none"> identify the complementary event for a given event, and calculate the theoretical probability that a given event will not occur 			