

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
COMPETENCY 2: Reads and listens to written, spoken and media texts				
Reader's Stance: Constructing a Reading of a Text				
<ul style="list-style-type: none"> focuses on the world of the text to construct an aesthetic reading, e.g. makes sense of the text by relating personally to characters and events, by fully entering the world of the text, by comparing own feelings or actions or decisions with those of the character(s)/subject(s) 				
<ul style="list-style-type: none"> focuses on making sense of information in a text to construct an efferent reading, e.g. makes sense of the text by coming to terms with the ways in which a topic has been developed by a writer/producer; by reading with the intention of remembering details and/or examples, by noting organizational devices, such as the use of classification and sources. 	6, 14			
<ul style="list-style-type: none"> focuses on the relationship between own world and world of the text to construct an interpretive reading, e.g. makes sense of the text by concentrating on relationships: between self as reader and her/his response to the argument that is developed or the action that is proposed; between self as reader and her/his response to the choices an author makes in telling a story 				
Essential Reading Strategies				
<ul style="list-style-type: none"> draws on teacher modeling of proficient reading strategies to enhance and develop own strategies 				
<ul style="list-style-type: none"> activates relevant prior textual knowledge before, during and after reading text(s) to monitor the meaning(s) s/he is making, e.g. uses what is known about a writer/producer and her/his style to make predictions, draws on knowledge of structures and features of a specific genre, applies knowledge of codes and conventions particular to specific texts 	21	30		
<ul style="list-style-type: none"> activates relevant prior personal knowledge and experience to make sense of a text which is frequently expressed in text-to-self connections, text-to-world connections, text-to-text connections, e.g. situates and stores newly acquired information in relation to what s/he already knows, compares writer's/producer's view of the world with own 				
<ul style="list-style-type: none"> asks questions of self, writers(s) and text(s) as s/he reads to clarify and focus reading 				
<ul style="list-style-type: none"> determines the most important ideas/messages/themes in a text, e.g. uses own conclusions about important ideas to focus reading and exclude peripheral or unimportant details 		15		

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> creates visual and other sensory images from text during and after reading, to deepen understanding, e.g. may include visual, auditory and other connections to text 				
<ul style="list-style-type: none"> draws inferences from a text, e.g. draws conclusions, makes critical judgments, constructs unique interpretations, predicts, forms new ideas 	2, 3, 4, 5, 10, 12	2, 3, 6, 23, 25, 31, 32		
<ul style="list-style-type: none"> retells or synthesizes what s/he has read, e.g. attends to the most important information and the quality of the synthesis itself to better understand the text 	13, 18, 25	8, 21, 22, 33, 34, 35, 37, 38		
<ul style="list-style-type: none"> uses a variety of fix-up strategies to repair comprehension when it breaks down, e.g. selects fix-up strategies from one of the six language systems (pragmatic, schematic, semantic, syntactic, lexical or graphophonic) to best solve a given reading problem in a given situation, such as reading on, rereading, using the context and syntax, sounding out 				
Working with Information: Research Strategies				
<ul style="list-style-type: none"> uses controlling idea/research question(s)/thesis statement to guide reading and research 				
<ul style="list-style-type: none"> systematizes the information-gathering process in light of controlling idea/research question(s)/thesis statement. 				
<ul style="list-style-type: none"> consults primary and secondary sources. 				
<ul style="list-style-type: none"> adapts or adjusts controlling idea/research question(s) / thesis statement and research outline in light of findings 				
<ul style="list-style-type: none"> applies a variety of exploration and analytical strategies. 				
<ul style="list-style-type: none"> uses the following features of information-based texts to locate specific information: headings, chapter divisions, table of contents, footnotes, index, bibliography, and visual information such as timelines, graphs, maps, tables, diagrams, illustrations, video excerpts 	26, 27, 28, 29			
Working with Information: Organizational and Production Strategies				
<ul style="list-style-type: none"> uses controlling idea/research question(s)/thesis statement as a guide when classifying, sequencing, summarizing, citing sources 				
<ul style="list-style-type: none"> synthesizes information gathered from multiple sources, using controlling idea/research question(s)/thesis statement as a guide 				
<ul style="list-style-type: none"> makes accurate generalizations, i.e. based on findings 				
<ul style="list-style-type: none"> draws conclusions that are coherent with the information presented and/or controlling idea/thesis statement/ research question(s) 	7, 9, 11, 19, 24			
<ul style="list-style-type: none"> produces a text within a specific context 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
Exchanges with Other Readers: Response Processes in the Classroom				
<ul style="list-style-type: none"> interrelates reading stance, reading profile and the structural organization of the text (i.e. its features, codes and conventions, and affordances) to make sense of themes and/or ideas and/or information for self 				
<ul style="list-style-type: none"> keeps, maintains and uses a written record in order to keep track of ideas, questions during reading and in discussion groups, e.g. notes, reading response log 				
<ul style="list-style-type: none"> accommodates responses of peers as part of the discussion process, e.g. acknowledges and supports different impressions, ideas and points of view 				
Exchanges with Other Readers: Develops profile of self as a reader				
<ul style="list-style-type: none"> expresses own characteristics as a reader to account for the meanings in the text, e.g. shares connections between own world and the world of the text, compares own values with those presented in the text, draws on personal bias, experience with other texts, attitudes, opinions, personal expertise 				
<ul style="list-style-type: none"> calls upon intertextual knowledge to draw associations between a text and other texts read, viewed or listened to 				
<ul style="list-style-type: none"> works with the constructed nature of the text in order to account for its impact on self and others, e.g. sees that a television commercial has more impact on teens than adults and provides substantiation from the text; notices some of the affordances and impact on readers 				
<ul style="list-style-type: none"> demonstrates increasing control over the structures and features of texts and context upon own response(s), e.g. identifies how juxtaposed images in a magazine ad cue her/him to its target audience, chooses elements of a text that shape own view of the protagonist, recognizes the features in a multimodal text such as a feature story in a newspaper that lead her/him to draw particular conclusions and to predict the bias of its producers 		13		
<ul style="list-style-type: none"> steps back in order to reflect on the significance the text holds for her/him 				
<ul style="list-style-type: none"> draws on resources to evaluate own progress, e.g. monitors own development by reviewing contents of Integrated Profile on a regular basis 				
Reader, Text, Context: Draws inferences about the view of the world presented in a text				
<ul style="list-style-type: none"> identifies dominant elements and interprets their use, e.g. point of view, specific literary conventions, structure and sequence of argument, patterns of cause and effect 		7		
<ul style="list-style-type: none"> identifies the characteristics of the writer/producer and evaluates how these influence meaning 	18	14		

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> explores how power relationships are constructed in the text, e.g. role of newscaster as credible authority, conflict between the teen hero in a novel and parents, use of register 	16, 20			
<ul style="list-style-type: none"> examines how language (word, sound and image) is shaped to present ideas and information, e.g. looks at how news is reported as objective and true 				
<ul style="list-style-type: none"> makes connections between the depiction of different groups in texts and the context or setting of a text, e.g. a contemporary short story that takes place during the time of the Salem witch trials and is told from the perspective of a young woman who is accused of being a witch; a letter to the editor written by a commuter during a transit strike 	15, 17			
<ul style="list-style-type: none"> distinguishes between “open” and “closed” texts: <ul style="list-style-type: none"> - analyzes the degree to which the text may be considered “open” to multiple perspectives / interpretations and interprets how these influence the view of the world presented - analyzes the degree to which the text may be considered “closed” to multiple perspectives and interprets how this influences the view of the world 				
Reader, Text, Context: Justifies her/his interpretation(s) of texts on the basis of own fluency as a reader				
Evaluates the way specific codes and conventions of a spoken/written/media text are employed to have an impact upon the assumptions, actions, values and beliefs of readers: <ul style="list-style-type: none"> codes and conventions of a specific genre that are employed to have an impact on readers in general or on a target audience in particular 	32, 40			
<ul style="list-style-type: none"> mode(s) of representation (sound, word and image) that influence the message(s)/meaning(s) of a text and how these reveal the intention(s) of the writer/producer(s) 	22, 28, 31, 34, 39	1, 12, 28		
<ul style="list-style-type: none"> linguistic and textual features that situate or position the reader, e.g. connotations and denotations, stereotypes and bias, aspects of characterization and setting that evoke a specific emotion or response, appeals to mainstream values and beliefs 	30, 36, 37	1, 4, 5, 27		
<ul style="list-style-type: none"> issues and topics that present alternative values, beliefs, lifestyles in order to evaluate meanings for self as part of a process of interpreting a text 				
<ul style="list-style-type: none"> features and conventions of favourite genres and how these are used to special effect e.g. in a mystery or a romance novel, in a magazine article 	33			
<ul style="list-style-type: none"> impact of context on meaning(s) s/he considers significant, e.g. analyzes and resituates the main conflict in a novel written about the Great Depression by placing it in a modern-day context 	23, 29	16, 18, 19, 40		

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
Interrelates characteristics of the writer/producer(s) of a text and self as a reader: <ul style="list-style-type: none"> identifies characteristics of the writer/producer(s) of a text and applies this knowledge to determine how the text is designed to appeal to self as a reader, e.g. writer's style, producer's values or intent 				
<ul style="list-style-type: none"> evaluates a perspective or point of view and its impact on self as reader, e.g. degree to which it represents a particular world-view and whether or not the world-view is disclosed openly; reliability of source(s) 	35	10, 39		
<ul style="list-style-type: none"> recognizes the use of rhetorical strategies, e.g. use of first person to convey attitudes and feelings about an issue/topic, appeals to common beliefs or values in a culture, appeals designed to evoke a certain age group 		17, 36		
<ul style="list-style-type: none"> recognizes how authors and producers of written persuasion and argument, whose views are accorded great respect in our society and culture, influence her/his interpretation(s), i.e. in particular, of what can be considered factual, objective 				
<ul style="list-style-type: none"> analyzes the representation of different groups, including interest groups, in the press in relation to controlling ideas, opinions, main ideas 				
Makes intertextual connections between texts read in and out of class: <ul style="list-style-type: none"> compares and contrasts alternative and mainstream values, mores, lifestyles within a range of literary and popular narratives 				
<ul style="list-style-type: none"> compares and contrasts the sociocultural, literary or historical contexts and conventions in texts, e.g. gender relations in different societies/cultures/historical periods 		11, 20, 24, 26		
<ul style="list-style-type: none"> Assumes an individual voice in the interpretation of texts 				
<ul style="list-style-type: none"> Follows a process to produce own interpretations 				
COMPETENCY 3: Produces text for personal and social purposes				
Researching as a Writer/Producer				
<ul style="list-style-type: none"> draws on repertoire of texts to make intertextual connections, e.g. a comic book featuring sports icons or own friends 				
<ul style="list-style-type: none"> looks at multiple perspectives on the topic, e.g. pros and cons of an argument, how different people perceive the issue 				
<ul style="list-style-type: none"> considers open-ended question(s) to facilitate topic development 				
<ul style="list-style-type: none"> broadens and/or narrows the scope of the topic 				
<ul style="list-style-type: none"> makes abstractions, e.g. from a more literal interpretation to a more figurative one; or from a more egocentric view to one that can be generalized 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> draws on the methodologies of a variety of disciplines to collect information, e.g. ethnography, historical method, scientific method 				
<ul style="list-style-type: none"> draws on own experiences to create authentic contexts, e.g. revisits childhood journals or toys to recreate the period 				
<ul style="list-style-type: none"> consults a variety of sources (primary and secondary), e.g. art, history books, news clippings, interviews, author biographies 				
<ul style="list-style-type: none"> investigates how texts are produced and under what conditions 				
<ul style="list-style-type: none"> examines how a text is vetted, marketed and distributed by a producer to its target audience, e.g. how a book gets published, how a trend is created 				
<ul style="list-style-type: none"> analyzes the impact of media ownership and convergence, e.g. monopoly of news agencies and impact of chain bookstores in terms of what gets produced and what is censored 				
<ul style="list-style-type: none"> examines how fans are cultivated and how they organize and communicate among themselves, e.g. fan Web sites for movies and music, bookstores hosting author readings and signings 				
<ul style="list-style-type: none"> respects rules related to copyright and intellectual property, e.g. gets permission from publisher to use a song in a video, cites sources properly in an essay 				
Constructing a Stance: Assuming Roles as a Writer/Producer				
<ul style="list-style-type: none"> adopts a stance to a topic and audience appropriate to the genre, e.g. when in the role of a politician giving a speech, knows to convey sincerity to persuade the public to vote for her/him 				
<ul style="list-style-type: none"> assumes a variety of roles, e.g. takes on persona of a newscaster or scientist 				
<ul style="list-style-type: none"> considers who s/he represents, e.g. the beliefs and values of a company and/or an organization 				
<ul style="list-style-type: none"> adopts different points of view, e.g. first person, third person omniscient, second person and third person observer 				
<ul style="list-style-type: none"> experiments with active and passive voice, e.g. uses active voice to project a sense of reality or immediacy in recounting experiences 				
<ul style="list-style-type: none"> explores different dimensions of a character, issue, event, e.g. multiple voices in a narrative, bias in news writing. 				
<ul style="list-style-type: none"> applies language conventions to establish relationships, e.g. using gestures to elicit sympathy; using statements, conditions and commands to imply control and power; tilting the camera up to show authority 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
Experiments with register: <ul style="list-style-type: none"> adjusts register to the formality/informality of the context, e.g. uses academic language in an essay, jargon or slang in an advertisement 				
<ul style="list-style-type: none"> establishes the tone, e.g. uses dispassionate tone of anchor on news report, intimate tone when writing in a journal 				
<ul style="list-style-type: none"> exploits generic conventions, e.g. in a formal speech, takes advantage of appropriate dress code, body language and proximity; in a short story, creates a memorable character by having her/him speak directly to the audience in a regional dialect and sentence fragments 				
<ul style="list-style-type: none"> plays against audience expectations for specific effect, e.g. uses humorous tone in essay on a serious topic, using an analytical tone in a personal reflection about being a teenager 				
Characterizes an Audience				
Investigates how different target audiences use and respond to particular texts: <ul style="list-style-type: none"> identifies factors that constitute a target audience and evaluates how media texts are shaped to suit them 				
<ul style="list-style-type: none"> collects data about audience's text preferences by engaging in interviews, polls, surveys, peer feedback. 				
<ul style="list-style-type: none"> compares and contrasts own responses, reactions and use of texts with those of peers, family, other households and more distant audiences 				
<ul style="list-style-type: none"> analyzes characteristics of audience for own productions: chooses an audience depending on context for production, e.g. topic, text, purpose 				
<ul style="list-style-type: none"> draws on previous experience with audience 				
<ul style="list-style-type: none"> generalizes factors such as age, gender, cultural background, race, location, level of education 				
<ul style="list-style-type: none"> identifies potential barriers to communication, e.g. audiences' level of knowledge of topic 				
<ul style="list-style-type: none"> considers the relative status of producer and audience, e.g. same, higher, or lower 				
<ul style="list-style-type: none"> analyzes the expectations of audience, e.g. the uses the audience will make of the text (for entertainment, for information, for escape), generic conventions 				
<ul style="list-style-type: none"> Draws on audience reactions to shape own texts: explains possible reasons for the audience's varying interpretations of a text, e.g. preferred readings vs. oppositional readings. 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> reinvests what s/he learns about audience in new productions, including experiences both responding to peer texts and listening to peer reactions to own productions 				
<ul style="list-style-type: none"> redesigns a text intended for one audience to suit another, e.g. redesigns a film review aimed at young adults for their grandparents 				
Public and Private Space				
Examines the difference between producing texts for private and public audiences: <ul style="list-style-type: none"> considers the uses of particular texts and whether they stay private or are published, e.g. journal, diary, letters 				
<ul style="list-style-type: none"> questions issues of ownership, intellectual property, creative freedom, boundaries of genres, e.g. reality TV, memoir 				
<ul style="list-style-type: none"> makes changes when producing texts for different audiences, e.g. what to reveal/omit, what stance to take, what language to use 				
<ul style="list-style-type: none"> considers effect the medium has on a genre, e.g. reality TV's pretence of intimacy, journalism as the arbiter of truth 				
<ul style="list-style-type: none"> analyzes competing social discourses such as family, peers, culture(s) and the media, e.g. writes a humorous essay on the irony of trying to be yourself and fit in at the same time; reporting on why certain books have been banned 				
<ul style="list-style-type: none"> exploits the boundaries of public and private spaces for effect, e.g. writes a fictionalized memoir, includes gossip in news report 				
<ul style="list-style-type: none"> reflects on the differences between producing texts for a private versus public audience, e.g. weighs "the public's right to know" in journalism against a person's right to privacy 				
Immersion into Texts				
<ul style="list-style-type: none"> reads and rereads more than one sample of the genre, individually or as a group 				
<ul style="list-style-type: none"> draws on prior literacy experiences with familiar texts to deconstruct them. 				
<ul style="list-style-type: none"> conducts a genre analysis: compares and contrasts texts within a social function 				
<ul style="list-style-type: none"> evaluates the structures, features, codes and conventions used 				
<ul style="list-style-type: none"> evaluates the affordances of genre and mode, e.g. why a news article works better in a certain situation than a memoir 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> examines how language (sound, word and image) is shaped; to represent and/or exclude people, events, ideas and information, e.g. constructing bias, creating characters 				
<ul style="list-style-type: none"> to organize and develop ideas, e.g. using complex sentences and opening with the most important point in an essay 				
<ul style="list-style-type: none"> for special effect, e.g., using sepia tones and melodramatic music to recreate another era 				
<ul style="list-style-type: none"> uses texts as models to guide production: refers to model text(s) throughout the production process 				
<ul style="list-style-type: none"> creates criteria for guiding production, e.g. uses a list, rubric or chart to show features of an effective advertisement or debate 				
<ul style="list-style-type: none"> identifies specific structures and features to reproduce own interests, purpose and audience 				
Applying Codes and Conventions				
<ul style="list-style-type: none"> chooses textual structures and features, 				
<ul style="list-style-type: none"> chooses linguistic codes and conventions 				
<ul style="list-style-type: none"> combines and/or manipulates codes and conventions of specific genres for special effects (multigenre texts), e.g. using script conventions to develop an argument 				
<ul style="list-style-type: none"> combines and/or manipulates codes and conventions of different modes (multimodal texts), 				
<ul style="list-style-type: none"> transforms one genre to another 				
<ul style="list-style-type: none"> transforms texts s/he has already produced and/or uses own texts in a new way 				
<ul style="list-style-type: none"> explores the representation of gender, race, appearance, culture, social class 				
<ul style="list-style-type: none"> adopts ethical standards in own productions 				
Written Codes and Conventions				
Makes effective word choices to represent ideas, people, things, events, experiences; <ul style="list-style-type: none"> using words that are genre appropriate, e.g. experimenting with the conventions of idiom and dialect in a short story; using modals such as should in persuasion; using technical vocabulary in an explanation 			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	
<ul style="list-style-type: none"> expands vocabulary through own productions 				
<ul style="list-style-type: none"> develops a metalanguage or uses the vocabulary of this discipline 				
<ul style="list-style-type: none"> uses other discourses (scientific statistics, historical facts, philosophical theories) 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
Selects appropriate strategies to structure and organize a text; <ul style="list-style-type: none"> establishes the inner logic of how ideas are organized, e.g. showing relationships between ideas, ordering and prioritizing details, establishing chronology, cause and effect, classification 				
<ul style="list-style-type: none"> ordering words to construct meaning, e.g. using sentence variety, clauses to extend thinking 				
<ul style="list-style-type: none"> coordinating parts to the whole, e.g. using transitions, conjunctions, punctuation, paragraphing 				
<ul style="list-style-type: none"> using print codes to visually cue the reader's attention, e.g. in a monologue, using italics and ellipses points to indicate inner thoughts; or using subheadings, title page, glossary, table of contents, bibliography in an essay 				
Uses a variety of strategies to develop ideas in the text; <ul style="list-style-type: none"> uses strategies to engage the audience, e.g. asking a question, telling a personal anecdote, setting up suspenseful action 				
<ul style="list-style-type: none"> uses features to add depth and detail, e.g. character description, definitions, dialogue, contextualizing the setting and giving background information 				
<ul style="list-style-type: none"> uses a variety of features to substantiate ideas, e.g. paraphrasing, visuals and statistics, expert opinion, case study, reasoning and logic 				
Develops Style				
<ul style="list-style-type: none"> Integrates new and familiar codes and conventions into own productions in a variety of ways 				
<ul style="list-style-type: none"> Extends repertoire of stylistic techniques 				
<ul style="list-style-type: none"> Transfers knowledge gained from previous work into new productions 				
<ul style="list-style-type: none"> Accepts and gives recommendations from/to peers and teacher, e.g. about style, voice, texts, topics 				
Recognizes elements of own, peers' and others' styles: <ul style="list-style-type: none"> identifies differences between own stylistic choices and those of peers and others 				
<ul style="list-style-type: none"> evaluates impact of own and peers' stylistic choices to revise own texts 				
<ul style="list-style-type: none"> develops preferences as a writer/producer of texts 				
Develops an appreciation of the uniqueness of own style: <ul style="list-style-type: none"> compares own style to that of other writers/producers, including peers and teacher 				
<ul style="list-style-type: none"> recognizes strong points of peers' style, praises and supports them 				
<ul style="list-style-type: none"> identifies and reflects on own uses of style when sharing Integrated Profile 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
Production Process: Media Practices				
<ul style="list-style-type: none"> examines issues of media ownership and control, e.g. convergence, censorship 				
<ul style="list-style-type: none"> manages resources, e.g. financial constraints, available technologies 				
<ul style="list-style-type: none"> manages production constraints, e.g. time line, deadline, group roles and responsibilities 				
<ul style="list-style-type: none"> respects legal constraints, e.g. language laws, copyright 				
<ul style="list-style-type: none"> respects genre constraints, e.g. format, layout, target audience's expectations, industry standards such as time allotment 				
<ul style="list-style-type: none"> examines impact of production roles on final text, e.g. editor's decisions 				
Production Process: Writerly Practices				
<ul style="list-style-type: none"> writes for sustained periods of class time 				
<ul style="list-style-type: none"> develops work habits such as keeping a writer's notebook/journal, 				
<ul style="list-style-type: none"> recording observations and ideas for writing 				
<ul style="list-style-type: none"> creates own rituals, e.g. idiosyncrasies such as favourite pencils or types of journals; listens to music when writing 				
<ul style="list-style-type: none"> reflects on the conditions under which s/he works best and how these affect her/his writing, e.g. noise level, environment, being alone 				
<ul style="list-style-type: none"> reads other writers' thoughts on writing and the creative process 				
<ul style="list-style-type: none"> discusses writerly practices regularly, e.g. how s/he adapts them to suit different contexts 				
Production Process: Planning and Drafting				
<ul style="list-style-type: none"> brainstorms ideas, clarifies and extends thinking by talking with peers and teacher 				
<ul style="list-style-type: none"> uses strategies to work out ideas, plan and draft, e.g. concept map, freewriting, storyboard 				
<ul style="list-style-type: none"> develops expertise in manipulating resources, e.g. different ways to arrange images or add sound to video, degrees of specificity in using an outline 				
<ul style="list-style-type: none"> develops self- and group-monitoring strategies, such as creating rubrics/checklists, managing time and workload and meeting deadlines. 				
<ul style="list-style-type: none"> makes preparations prior to production, e.g. practises using technical resources, rehearses with group members 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
<ul style="list-style-type: none"> uses different available ICT in order to draft own texts, e.g. shoots video footage, takes photographs 				
<ul style="list-style-type: none"> evaluates material gathered and decides on its use, e.g. reviews video footage for best shots 				
Production Process: Revision of Written Texts/Editing of Media Texts				
<ul style="list-style-type: none"> uses editing strategies, e.g. creating editing checklists; with multimedia texts, lays out visual elements first, adds sound and narration afterward 				
<ul style="list-style-type: none"> uses techniques to indicate changes for drafts, e.g. cutting and pasting, crossing out, using symbols or arrows 				
<ul style="list-style-type: none"> previews text with sample audience—self, peers and/or teacher, e.g. rereads often, reads aloud to self or others, makes informal presentations 				
<ul style="list-style-type: none"> adjusts texts to meet audience’s expectations 				
<ul style="list-style-type: none"> develops a metalanguage based on feedback, e.g. self-questioning: Does the text say what I want it to? Is it clear? Am I missing anything? 				
<ul style="list-style-type: none"> uses revision strategies to clarify intended meaning(s)/ message(s), e.g. adding details, experimenting with techniques, changing points of view 				
<ul style="list-style-type: none"> makes ready use of resources, e.g. rereads text models, uses group expertise, style manual or thesaurus, ICT, text models 				
<ul style="list-style-type: none"> attends to clarity and presentation style when finalizing draft(s) 				
Production Process: Feedback				
<ul style="list-style-type: none"> confers regularly and throughout the production process with teacher and peers about works in progress 				
<ul style="list-style-type: none"> collaborates in group and individual feedback sessions, e.g. peer-response groups, student editorial boards 				
<ul style="list-style-type: none"> uses strategies for giving feedback, e.g. asks questions, gives suggestions, praises strong elements 				
<ul style="list-style-type: none"> understands that feedback focuses on intended meaning 				
<ul style="list-style-type: none"> seeks specific feedback, e.g. identifies specific needs, shares drafts with peers and teacher who serve as target audience to overcome barriers to communication, welcomes constructive feedback 				
<ul style="list-style-type: none"> uses selective feedback to improve text 				
<ul style="list-style-type: none"> evaluates the texts of others using agreed-upon criteria 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
Production Process: Reflection				
<ul style="list-style-type: none"> evaluates production process and texts produced, with group and individually 				
<ul style="list-style-type: none"> develops a metalanguage for talking about self as a writer/producer 				
Participates in teacher-student and peer conferences with an explicit focus: <ul style="list-style-type: none"> discusses development of her/his writing/production profile, e.g. traces history of own productions and preferences over time, how s/he learned to write, own attitudes toward writing, role of writing/producing in own life 				
<ul style="list-style-type: none"> reflects on common issues/themes in own productions over time 				
<ul style="list-style-type: none"> discusses techniques and strategies used and decisions made to produce texts 				
<ul style="list-style-type: none"> discusses techniques and strategies used and decisions made to produce texts 				
<ul style="list-style-type: none"> talks about own revision/media editing strategies, e.g. dealing with constraints, trial and error, strategies to engage audience 				
<ul style="list-style-type: none"> makes reading/production connections between texts in own integrated profile, e.g. talks about how own productions reflect understanding of other texts 				
<ul style="list-style-type: none"> sets attainable individual and collaborative goals for future projects 				
<ul style="list-style-type: none"> maintains, organizes and shares an integrated profile that includes representations of her/his development as a producer of written and media texts, e.g. media and written texts produced, media log / writer's notebook, audience profiles 				
Reflects on the differences between working collaboratively and alone: <ul style="list-style-type: none"> examines the impact on creativity, e.g. choice of topic and text, use of individual talents, value of "group think," innovation in the ways that ideas and techniques are combined 				
<ul style="list-style-type: none"> considers issues of ownership, e.g. compromising, recognizing that one's contribution is part of the whole and that credit is shared, learning to let go of one particular vision 				
<ul style="list-style-type: none"> discusses issues of freedom, e.g. being responsible to the group by following assigned roles, deadlines and a negotiated plan, making time to attend meetings, accepting the rejection of one's ideas 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Reading Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational Reading	Literary Reading	Vocabulary	Response to Text
Going Public				
<ul style="list-style-type: none"> chooses most suitable ICT to present production, e.g. PPT® presentation, CD-ROM, etc. 				
<ul style="list-style-type: none"> makes final adjustments before presentation, e.g. adjusts volume, doublechecks that links work on Web page, equipment is cued, written texts are proofread, speech notes are in order, visual aids are clear and accessible 				
Presents text to intended audience: <ul style="list-style-type: none"> class, e.g. a class magazine, wall displays, class presentations school, e.g. yearbook, other classes, school newsletter, student literary festival community, e.g. youth publications, contests, public officials, Webauthoring programs, community news station 				
<ul style="list-style-type: none"> represents text to a different audience, e.g. reformulates texts to present at occasions such as parent-teacher conferences, school assemblies, presentations to younger students at another school 				

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Writing Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
COMPETENCY 3: Produces text for personal and social purposes			
Researching as a Writer/Producer			
<ul style="list-style-type: none"> draws on repertoire of texts to make intertextual connections, e.g. a comic book featuring sports icons or own friends 			
<ul style="list-style-type: none"> looks at multiple perspectives on the topic, e.g. pros and cons of an argument, how different people perceive the issue 			
<ul style="list-style-type: none"> considers open-ended question(s) to facilitate topic development 			
<ul style="list-style-type: none"> broadens and/or narrows the scope of the topic 			
<ul style="list-style-type: none"> makes abstractions, e.g. from a more literal interpretation to a more figurative one; or from a more egocentric view to one that can be generalized 			
<ul style="list-style-type: none"> draws on the methodologies of a variety of disciplines to collect information, e.g. ethnography, historical method, scientific method 			
<ul style="list-style-type: none"> draws on own experiences to create authentic contexts, e.g. revisits childhood journals or toys to recreate the period 			
<ul style="list-style-type: none"> consults a variety of sources (primary and secondary), e.g. art, history books, news clippings, interviews, author biographies 			
<ul style="list-style-type: none"> investigates how texts are produced and under what conditions 			
<ul style="list-style-type: none"> examines how a text is vetted, marketed and distributed by a producer to its target audience, e.g. how a book gets published, how a trend is created 			
<ul style="list-style-type: none"> analyzes the impact of media ownership and convergence, e.g. monopoly of news agencies and impact of chain bookstores in terms of what gets produced and what is censored 			
<ul style="list-style-type: none"> examines how fans are cultivated and how they organize and communicate among themselves, e.g. fan Web sites for movies and music, bookstores hosting author readings and signings 			
<ul style="list-style-type: none"> respects rules related to copyright and intellectual property, e.g. gets permission from publisher to use a song in a video, cites sources properly in an essay 			
Constructing a Stance: Assuming Roles as a Writer/Producer			
<ul style="list-style-type: none"> adopts a stance to a topic and audience appropriate to the genre, e.g. when in the role of a politician giving a speech, knows to convey sincerity to persuade the public to vote for her/him 			
<ul style="list-style-type: none"> assumes a variety of roles, e.g. takes on persona of a newscaster or scientist 			

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Writing Quebec Curriculum, 2007 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> considers who s/he represents, e.g. the beliefs and values of a company and/or an organization 			
<ul style="list-style-type: none"> adopts different points of view, e.g. first person, third person omniscient, second person and third person observer 			
<ul style="list-style-type: none"> experiments with active and passive voice, e.g. uses active voice to project a sense of reality or immediacy in recounting experiences 			
<ul style="list-style-type: none"> explores different dimensions of a character, issue, event, e.g. multiple voices in a narrative, bias in news writing. 			
<ul style="list-style-type: none"> applies language conventions to establish relationships, e.g. using gestures to elicit sympathy; using statements, conditions and commands to imply control and power; tilting the camera up to show authority 			
Experiments with register: <ul style="list-style-type: none"> adjusts register to the formality/informality of the context, e.g. uses academic language in an essay, jargon or slang in an advertisement 			
<ul style="list-style-type: none"> establishes the tone, e.g. uses dispassionate tone of anchor on news report, intimate tone when writing in a journal 			
<ul style="list-style-type: none"> exploits generic conventions, e.g. in a formal speech, takes advantage of appropriate dress code, body language and proximity; in a short story, creates a memorable character by having her/him speak directly to the audience in a regional dialect and sentence fragments 			
<ul style="list-style-type: none"> plays against audience expectations for specific effect, e.g. uses humorous tone in essay on a serious topic, using an analytical tone in a personal reflection about being a teenager 			
Characterizes an Audience			
Investigates how different target audiences use and respond to particular texts: <ul style="list-style-type: none"> identifies factors that constitute a target audience and evaluates how media texts are shaped to suit them 			
<ul style="list-style-type: none"> collects data about audience's text preferences by engaging in interviews, polls, surveys, peer feedback. 			
<ul style="list-style-type: none"> compares and contrasts own responses, reactions and use of texts with those of peers, family, other households and more distant audiences 			
<ul style="list-style-type: none"> analyzes characteristics of audience for own productions: chooses an audience depending on context for production, e.g. topic, text, purpose 			
<ul style="list-style-type: none"> draws on previous experience with audience 			
<ul style="list-style-type: none"> generalizes factors such as age, gender, cultural background, race, location, level of education 			

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Writing Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> identifies potential barriers to communication, e.g. audiences' level of knowledge of topic 			
<ul style="list-style-type: none"> considers the relative status of producer and audience, e.g. same, higher, or lower 			
<ul style="list-style-type: none"> analyzes the expectations of audience, e.g. the uses the audience will make of the text (for entertainment, for information, for escape), generic conventions 			
<ul style="list-style-type: none"> Draws on audience reactions to shape own texts: explains possible reasons for the audience's varying interpretations of a text, e.g. preferred readings vs. oppositional readings. 			
<ul style="list-style-type: none"> reinvests what s/he learns about audience in new productions, including experiences both responding to peer texts and listening to peer reactions to own productions 			
<ul style="list-style-type: none"> redesigns a text intended for one audience to suit another, e.g. redesigns a film review aimed at young adults for their grandparents 			
Public and Private Space			
<ul style="list-style-type: none"> Examines the difference between producing texts for private and public audiences: 			
<ul style="list-style-type: none"> considers the uses of particular texts and whether they stay private or are published, e.g. journal, diary, letters 			
<ul style="list-style-type: none"> questions issues of ownership, intellectual property, creative freedom, boundaries of genres, e.g. reality TV, memoir 			
<ul style="list-style-type: none"> makes changes when producing texts for different audiences, e.g. what to reveal/omit, what stance to take, what language to use 			
<ul style="list-style-type: none"> considers effect the medium has on a genre, e.g. reality TV's pretence of intimacy, journalism as the arbiter of truth 			
<ul style="list-style-type: none"> analyzes competing social discourses such as family, peers, culture(s) and the media, e.g. writes a humorous essay on the irony of trying to be yourself and fit in at the same time; reporting on why certain books have been banned 			
<ul style="list-style-type: none"> exploits the boundaries of public and private spaces for effect, e.g. writes a fictionalized memoir, includes gossip in news report 			
<ul style="list-style-type: none"> reflects on the differences between producing texts for a private versus public audience, e.g. weighs "the public's right to know" in journalism against a person's right to privacy 			
Immersion into Texts			
<ul style="list-style-type: none"> reads and rereads more than one sample of the genre, individually or as a group 			

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Writing Quebec Curriculum, 2007 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> draws on prior literacy experiences with familiar texts to deconstruct them. 			
<ul style="list-style-type: none"> conducts a genre analysis: compares and contrasts texts within a social function 			
<ul style="list-style-type: none"> evaluates the structures, features, codes and conventions used 			
<ul style="list-style-type: none"> evaluates the affordances of genre and mode, e.g. why a news article works better in a certain situation than a memoir 			
<ul style="list-style-type: none"> examines how language (sound, word and image) is shaped; to represent and/or exclude people, events, ideas and information, e.g. constructing bias, creating characters 			
<ul style="list-style-type: none"> to organize and develop ideas, e.g. using complex sentences and opening with the most important point in an essay 			
<ul style="list-style-type: none"> for special effect, e.g., using sepia tones and melodramatic music to recreate another era 			
<ul style="list-style-type: none"> uses texts as models to guide production: refers to model text(s) throughout the production process 			
<ul style="list-style-type: none"> creates criteria for guiding production, e.g. uses a list, rubric or chart to show features of an effective advertisement or debate 			
<ul style="list-style-type: none"> identifies specific structures and features to reproduce own interests, purpose and audience 			
Applying Codes and Conventions			
<ul style="list-style-type: none"> chooses textual structures and features, 			
<ul style="list-style-type: none"> chooses linguistic codes and conventions 		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	
<ul style="list-style-type: none"> combines and/or manipulates codes and conventions of specific genres for special effects (multigenre texts), e.g. using script conventions to develop an argument 			
<ul style="list-style-type: none"> combines and/or manipulates codes and conventions of different modes (multimodal texts), 			
<ul style="list-style-type: none"> transforms one genre to another 			
<ul style="list-style-type: none"> transforms texts s/he has already produced and/or uses own texts in a new way 			
<ul style="list-style-type: none"> explores the representation of gender, race, appearance, culture, social class 			
<ul style="list-style-type: none"> adopts ethical standards in own productions 			

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Writing Quebec Curriculum, 2007 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Written Codes and Conventions			
Makes effective word choices to represent ideas, people, things, events, experiences; <ul style="list-style-type: none"> using words that are genre appropriate, e.g. experimenting with the conventions of idiom and dialect in a short story; using modals such as should in persuasion; using technical vocabulary in an explanation 			
<ul style="list-style-type: none"> expands vocabulary through own productions 			
<ul style="list-style-type: none"> develops a metalanguage or uses the vocabulary of this discipline 			
<ul style="list-style-type: none"> uses other discourses (scientific statistics, historical facts, philosophical theories) 			
Selects appropriate strategies to structure and organize a text; <ul style="list-style-type: none"> establishes the inner logic of how ideas are organized, e.g. showing relationships between ideas, ordering and prioritizing details, establishing chronology, cause and effect, classification 	29, 30		
<ul style="list-style-type: none"> ordering words to construct meaning, e.g. using sentence variety, clauses to extend thinking 	23, 24, 25, 26, 27, 28		
<ul style="list-style-type: none"> coordinating parts to the whole, e.g. using transitions, conjunctions, punctuation, paragraphing 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22		
<ul style="list-style-type: none"> using print codes to visually cue the reader's attention, e.g. in a monologue, using italics and ellipses points to indicate inner thoughts; or using subheadings, title page, glossary, table of contents, bibliography in an essay 			
Uses a variety of strategies to develop ideas in the text; <ul style="list-style-type: none"> uses strategies to engage the audience, e.g. asking a question, telling a personal anecdote, setting up suspenseful action 			
<ul style="list-style-type: none"> uses features to add depth and detail, e.g. character description, definitions, dialogue, contextualizing the setting and giving background information 			
<ul style="list-style-type: none"> uses a variety of features to substantiate ideas, e.g. paraphrasing, visuals and statistics, expert opinion, case study, reasoning and logic 			
Develops Style			
<ul style="list-style-type: none"> Integrates new and familiar codes and conventions into own productions in a variety of ways 			
<ul style="list-style-type: none"> Extends repertoire of stylistic techniques 			
<ul style="list-style-type: none"> Transfers knowledge gained from previous work into new productions 			
<ul style="list-style-type: none"> Accepts and gives recommendations from/to peers and teacher, e.g. about style, voice, texts, topics 			

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Writing Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Recognizes elements of own, peers' and others' styles:			
<ul style="list-style-type: none"> identifies differences between own stylistic choices and those of peers and others 			
<ul style="list-style-type: none"> evaluates impact of own and peers' stylistic choices to revise own texts 			
<ul style="list-style-type: none"> develops preferences as a writer/producer of texts 			
Develops an appreciation of the uniqueness of own style:			
<ul style="list-style-type: none"> compares own style to that of other writers/producers, including peers and teacher 			
<ul style="list-style-type: none"> recognizes strong points of peers' style, praises and supports them 			
<ul style="list-style-type: none"> identifies and reflects on own uses of style when sharing Integrated Profile 			
Production Process: Media Practices			
<ul style="list-style-type: none"> examines issues of media ownership and control, e.g. convergence, censorship 			
<ul style="list-style-type: none"> manages resources, e.g. financial constraints, available technologies 			
<ul style="list-style-type: none"> manages production constraints, e.g. time line, deadline, group roles and responsibilities 			
<ul style="list-style-type: none"> respects legal constraints, e.g. language laws, copyright 			
<ul style="list-style-type: none"> respects genre constraints, e.g. format, layout, target audience's expectations, industry standards such as time allotment 			
<ul style="list-style-type: none"> examines impact of production roles on final text, e.g. editor's decisions 			
Production Process: Writerly Practices			
<ul style="list-style-type: none"> writes for sustained periods of class time 			
<ul style="list-style-type: none"> develops work habits such as keeping a writer's notebook/journal, recording observations and ideas for writing 			
<ul style="list-style-type: none"> creates own rituals, e.g. idiosyncrasies such as favourite pencils or types of journals; listens to music when writing 			
<ul style="list-style-type: none"> reflects on the conditions under which s/he works best and how these affect her/his writing, e.g. noise level, environment, being alone 			
<ul style="list-style-type: none"> reads other writers' thoughts on writing and the creative process 			
<ul style="list-style-type: none"> discusses writerly practices regularly, e.g. how s/he adapts them to suit different contexts 			

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Writing Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Production Process: Planning and Drafting			
<ul style="list-style-type: none"> brainstorms ideas, clarifies and extends thinking by talking with peers and teacher 			
<ul style="list-style-type: none"> uses strategies to work out ideas, plan and draft, e.g. concept map, freewriting, storyboard 			
<ul style="list-style-type: none"> develops expertise in manipulating resources, e.g. different ways to arrange images or add sound to video, degrees of specificity in using an outline 			
<ul style="list-style-type: none"> develops self- and group-monitoring strategies, such as creating rubrics/checklists, managing time and workload and meeting deadlines. 			
<ul style="list-style-type: none"> makes preparations prior to production, e.g. practises using technical resources, rehearses with group members 			
<ul style="list-style-type: none"> uses different available ICT in order to draft own texts, e.g. shoots video footage, takes photographs 			
<ul style="list-style-type: none"> evaluates material gathered and decides on its use, e.g. reviews video footage for best shots 			
Production Process: Revision of Written Texts/Editing of Media Texts			
<ul style="list-style-type: none"> uses editing strategies, e.g. creating editing checklists; with multimedia texts, lays out visual elements first, adds sound and narration afterward 			
<ul style="list-style-type: none"> uses techniques to indicate changes for drafts, e.g. cutting and pasting, crossing out, using symbols or arrows 			
<ul style="list-style-type: none"> previews text with sample audience—self, peers and/or teacher, e.g. rereads often, reads aloud to self or others, makes informal presentations 			
<ul style="list-style-type: none"> adjusts texts to meet audience's expectations 			
<ul style="list-style-type: none"> develops a metalanguage based on feedback, e.g. self-questioning: Does the text say what I want it to? Is it clear? Am I missing anything? 			
<ul style="list-style-type: none"> uses revision strategies to clarify intended meaning(s)/ message(s), e.g. adding details, experimenting with techniques, changing points of view 			
<ul style="list-style-type: none"> makes ready use of resources, e.g. rereads text models, uses group expertise, style manual or thesaurus, ICT, text models 			
<ul style="list-style-type: none"> attends to clarity and presentation style when finalizing draft(s) 			
Production Process: Feedback			
<ul style="list-style-type: none"> confers regularly and throughout the production process with teacher and peers about works in progress 			
<ul style="list-style-type: none"> collaborates in group and individual feedback sessions, e.g. peer-response groups, student editorial boards 			

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Writing Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> uses strategies for giving feedback, e.g. asks questions, gives suggestions, praises strong elements 			
<ul style="list-style-type: none"> understands that feedback focuses on intended meaning 			
<ul style="list-style-type: none"> seeks specific feedback, e.g. identifies specific needs, shares drafts with peers and teacher who serve as target audience to overcome barriers to communication, welcomes constructive feedback 			
<ul style="list-style-type: none"> uses selective feedback to improve text 			
<ul style="list-style-type: none"> evaluates the texts of others using agreed-upon criteria 			
Production Process: Reflection			
<ul style="list-style-type: none"> evaluates production process and texts produced, with group and individually 			
<ul style="list-style-type: none"> develops a metalanguage for talking about self as a writer/producer 			
Participates in teacher-student and peer conferences with an explicit focus: <ul style="list-style-type: none"> discusses development of her/his writing/production profile, e.g. traces history of own productions and preferences over time, how s/he learned to write, own attitudes toward writing, role of writing/producing in own life 			
<ul style="list-style-type: none"> reflects on common issues/themes in own productions over time, i.e. why they are recurrent and how they have changed or become more complex 			
<ul style="list-style-type: none"> discusses techniques and strategies used and decisions made to produce texts 			
<ul style="list-style-type: none"> discusses techniques and strategies used and decisions made to produce texts 			
<ul style="list-style-type: none"> talks about own revision/media editing strategies, e.g. dealing with constraints, trial and error, strategies to engage audience 			
<ul style="list-style-type: none"> makes reading/production connections between texts in own integrated profile, e.g. talks about how own productions reflect understanding of other texts 			
<ul style="list-style-type: none"> sets attainable individual and collaborative goals for future projects 			
<ul style="list-style-type: none"> maintains, organizes and shares an integrated profile that includes representations of her/his development as a producer of written and media texts, e.g. media and written texts produced, media log / writer's notebook, audience profiles 			
Reflects on the differences between working collaboratively and alone: <ul style="list-style-type: none"> examines the impact on creativity, e.g. choice of topic and text, use of individual talents, value of "group think," innovation in the ways that ideas and techniques are combined 			

CAT-4 Match to the Quebec Curriculum

Level 20-22 to Secondary Cycle 2

Writing Quebec Curriculum, 2007 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<ul style="list-style-type: none"> considers issues of ownership, e.g. compromising, recognizing that one's contribution is part of the whole and that credit is shared, learning to let go of one particular vision 			
<ul style="list-style-type: none"> discusses issues of freedom, e.g. being responsible to the group by following assigned roles, deadlines and a negotiated plan, making time to attend meetings, accepting the rejection of one's ideas 			
Going Public			
<ul style="list-style-type: none"> chooses most suitable ICT to present production, e.g. PPT® presentation, CD-ROM, etc. 			
<ul style="list-style-type: none"> makes final adjustments before presentation, e.g. adjusts volume, doublechecks that links work on Web page, equipment is cued, written texts are proofread, speech notes are in order, visual aids are clear and accessible 			
Presents text to intended audience: <ul style="list-style-type: none"> class, e.g. a class magazine, wall displays, class presentations school, e.g. yearbook, other classes, school newsletter, student literary festival community, e.g. youth publications, contests, public officials, Webauthoring programs, community news station 			
<ul style="list-style-type: none"> represents text to a different audience, e.g. reformulates texts to present at occasions such as parent-teacher conferences, school assemblies, presentations to younger students at another school 			

CAT-4 Match to the Québec Curriculum

Level 20 - 22 Correlation: Québec MATHEMATICS

Grade 10 Mathematics 436	Algebra	Pre-Algebra	Computation
Foundational Skills taught in earlier grades	9, 10, 11, 22, 26, 28	All pre-algebra items (except #40) have been taught in prerequisite courses prior to Math 436	All computation items have been taught in prerequisite courses prior to Math 436
Algebra			
<ul style="list-style-type: none"> To use symbols to represent a situation involving a function, indicating a source set, a target set and a rule of correspondence 	1, 2, 7, 22		
<ul style="list-style-type: none"> To draw the Cartesian coordinate graph representing a situation involving a function, given an equivalent verbal description, table of values or rule of correspondence. 	29		
<ul style="list-style-type: none"> To prepare the table of values for a situation involving a function, given an equivalent verbal description, rule of correspondence or Cartesian coordinate graph. 			
<ul style="list-style-type: none"> To describe the properties of a Cartesian coordinate graph representing a function (these properties are listed below). - increasing or decreasing function <ul style="list-style-type: none"> - sign - rate of change - axes of symmetry, if any - maxima or minima, if any - x-intercept(s) (zeros) - y-intercept - domain and range 	24		
<ul style="list-style-type: none"> To determine the relationships between changes in the parameters of the rule of correspondence of a function and changes in the equivalent Cartesian coordinate graph. 	24		
<ul style="list-style-type: none"> To apply the theory of exponents in transforming algebraic expressions. 	4, 8, 21		
<ul style="list-style-type: none"> To perform operations (addition, subtraction, multiplication division and exponentiation) on algebraic expressions and on polynomials in particular 	3, 12, 16, 17, 33, 35, 37		
<ul style="list-style-type: none"> To factor a given polynomial. 	6, 19		
<ul style="list-style-type: none"> To transform rational algebraic expressions by dividing or factoring them. 			
<ul style="list-style-type: none"> To draw the Cartesian coordinate graph (a straight line) of a real polynomial function of degree 0 or 1 			
<ul style="list-style-type: none"> To determine, from its rule of correspondence, the following information about a real polynomial function of degree 0 or 1 			
<ul style="list-style-type: none"> To draw the Cartesian coordinate graph (a parabola) of a real polynomial function of degree 2 			
<ul style="list-style-type: none"> To determine, from its rule of correspondence, the following information about a real polynomial function of degree 2: its extreme (vertex of the parabola), its zeros (if any), the sum and product of the zeros, its y-intercept, its domain and range, the intervals within which it is increasing and decreasing, its sign, and the member(s) of its domain associated with a given image. 	18, 27, 39		

CAT-4 Match to the Québec Curriculum

Level 20 - 22 Correlation: Québec MATHEMATICS

Grade 10 Mathematics 436	Algebra	Pre-Algebra	Computation
• To use algebra to convert the rule of correspondence for a real polynomial function of degree 2 from the general form			
• $f(x) = ax^2 + bx + c, a \neq 0$			
• into the standard form $f(x) = a(x - h)^2 + k, a \neq 0$			
• To determine the relationships between changes in the parameters of the rule of correspondence for a real polynomial function of a degree less than 3 and changes in the equivalent Cartesian coordinate graph.			
• To determine the rule of correspondence of a real polynomial function of degree 0 or 1 represented by a straight line, given the slope of that line and a point on that line or given two points on that line.			
• To determine the rule of correspondence of a real polynomial function of degree 2 represented by a parabola, given the vertex of that parabola and another point on that parabola or given its zeros and another point.			
• To graph the sum, difference and product of two real polynomial functions, given the graph or the rule of correspondence of each of these functions			
• To represent a situation by a system of two first-degree equations in two variables			
• To solve a system of two first-degree equations in two variables by graphing it			
• To solve a system of two first-degree equations in two variables algebraically	13, 15, 34		
• To represent a situation by a system of two equations, one being of the first degree in two variables and the other being of the second degree in two variables			
• To use a graph to solve a system of two equations, one being of the first degree in two variables and the other being of the second degree in two variables			
• To use algebra to solve a system of two equations, one being of the first degree in two variables and the other being of the second degree in two variables			
• To determine the slope of a straight line that passes through two given points			
• To determine the slope, x-intercept and y-intercept of a straight line from a given equation	32		
• To draw a straight line in a Cartesian plane, given the slope of the line and a point on the line.	31		
• To determine the equation of a straight line,			
• To transform the equation of a straight line algebraically	14		
• To determine if two straight lines intersect, or if they are perpendicular, parallel and distinct, or parallel and coincident by comparing their parameters and equations			
• To determine the distance between two points or between a point and a straight line			
• To determine the coordinates of the point of division of a segment			

CAT-4 Match to the Québec Curriculum

Level 20 - 22 Correlation: Québec MATHEMATICS

Grade 10 Mathematics 436	Algebra	Pre-Algebra	Computation
<ul style="list-style-type: none"> To determine the area and the perimeter of polygons, given the coordinates of the vertices. 			
<ul style="list-style-type: none"> To prove propositions using analytic geometry 			
Geometry			
<ul style="list-style-type: none"> To characterize isometric, similar or equivalent plane figures 			
<ul style="list-style-type: none"> To determine the properties (e.g. measures of angles and sides, perimeters, areas) of isometric, similar or equivalent plane figures. 			
<ul style="list-style-type: none"> To state the minimum conditions required for two triangles to be isometric or similar. 			
<ul style="list-style-type: none"> To characterize solids that are isometric, similar, equivalent or equal in total surface area 			
<ul style="list-style-type: none"> To determine the properties (e.g. measures of angles and sides, perimeters, areas, volumes) of solids that are isometric, similar, equivalent, or equal in surface area 	25, 38		
<ul style="list-style-type: none"> To determine certain measurements of similar right solids or spheres, given other measurements of these figures, a ratio (of lengths, of surface areas or of volumes), or data that can be used to find this ratio 			
<ul style="list-style-type: none"> To calculate the measure of a side or an angle in a right triangle, given relevant data and using a trigonometric ratio 	36		
<ul style="list-style-type: none"> To calculate the measure of a side or an angle in a triangle, given relevant data and using the law of sines or the law of cosines 	30		
Data			

CAT-4 Match to the Québec Curriculum

Level 20 - 22 Correlation: Québec MATHEMATICS

Grade 10 Mathematics 426	Algebra	Pre-Algebra	Computation
Foundational Skills taught in earlier grades	9, 10, 11, 14, 22, 25, 26, 28	All pre-algebra items (except #40) have been taught in prerequisite courses prior to Math 426	All computation items have been taught in prerequisite courses prior to Math 426
Algebra			
<ul style="list-style-type: none"> To use symbols to represent a situation involving a function, indicating a source set, a target set and a rule of correspondence. 	1, 2, 7, 22		
<ul style="list-style-type: none"> To draw the Cartesian coordinate graph representing a situation involving a function, given an equivalent verbal description, table of values or rule of correspondence 	29		
<ul style="list-style-type: none"> To prepare the table of values for a situation involving a function, given an equivalent verbal description, rule of correspondence or Cartesian coordinate graph 			
<ul style="list-style-type: none"> To describe the properties of a Cartesian coordinate graph representing a function: <ul style="list-style-type: none"> - increasing or decreasing function - sign - rate of change - axes of symmetry, if any - maxima or minima, if any - x-intercept(s) (zeros) - y-intercept - domain and range 			
<ul style="list-style-type: none"> To perform operations (addition, subtraction, multiplication, division, exponentiation) involving algebraic expressions, especially polynomials 	3, 4, 8, 12, 16, 17, 21, 33, 35, 37		
<ul style="list-style-type: none"> To factor a given polynomial 	6, 19		
<ul style="list-style-type: none"> To draw the Cartesian coordinate graph (a straight line) of a real polynomial function of degree 0 or 1, given the equivalent rule of correspondence. 			
<ul style="list-style-type: none"> To determine, from its rule of correspondence, the following information about a real polynomial function of degree 0 or 1: its rate of change; its x-intercept (zero); its y-intercept; its domain and range; its sign; whether it is constant, increasing or decreasing; and the member of its domain associated with a given image. 	24		
<ul style="list-style-type: none"> To draw the Cartesian coordinate graph (a parabola) of a real polynomial function of degree 2, given the equivalent rule of correspondence. 			
<ul style="list-style-type: none"> To determine, from its rule of correspondence, the following information about a real polynomial function of degree 2: its extreme (vertex of the parabola), its zeros (if any), its y-intercept, its domain and range, the intervals within which it is increasing and decreasing, its sign, and the member(s) of its domain associated with a given image. 	18, 27		

CAT-4 Match to the Québec Curriculum

Level 20 - 22 Correlation: Québec MATHEMATICS

Grade 10 Mathematics 436	Algebra	Pre-Algebra	Computation
<ul style="list-style-type: none"> To use algebra to convert the rule of correspondence for a real polynomial function of degree 2 from the general form $f(x) = ax^2 + bx + c, a \neq 0$ into the standard form $f(x) = a(x - h) + k, a \neq 0$, and vice-versa. 			
<ul style="list-style-type: none"> To determine the relationships between changes in the parameters of the rule of correspondence for a real polynomial function of a degree less than 3 and changes in the equivalent Cartesian coordinate graph 			
<ul style="list-style-type: none"> To determine the rule of correspondence of a real polynomial function of degree 0 or 1 represented by a straight line, given the slope of that line and a point on that line or given two points on that line. 			
<ul style="list-style-type: none"> To determine the rule of correspondence of a real polynomial function of degree 2 represented by a parabola, given the vertex of that parabola and another point on that parabola or given its zeros and another point. 			
<ul style="list-style-type: none"> To represent a situation by a system of two first-degree equations in two variables 			
<ul style="list-style-type: none"> To solve a system of two first-degree equations in two variables by graphing it. 			
<ul style="list-style-type: none"> To solve a system of two first-degree equations in two variables algebraically 	13, 15, 34		
<ul style="list-style-type: none"> To determine the slope of a straight line that passes through two given points. 			
<ul style="list-style-type: none"> To determine the slope, x-intercept and y-intercept of a straight line from a given equation 	32		
<ul style="list-style-type: none"> To draw a straight line in a Cartesian coordinate system, given the slope of the line and a point on the line 			
<ul style="list-style-type: none"> To determine the equation of a straight line, given any of the following combinations: its slope and a point on the line, two points on the line, or a point on the line and the equation of a parallel or perpendicular line 	31		
<ul style="list-style-type: none"> To determine the distance between two points. 			
Geometry			
<ul style="list-style-type: none"> To define isometries and similarity transformations by means of geometric transformations and their composites 			
<ul style="list-style-type: none"> To accurately describe the geometric transformation or the simplest composite of geometric transformations that maps one isometric or similar plane figure onto another, given two isometric or similar plane figures 			
<ul style="list-style-type: none"> To characterize isometric or similar plane figures 			
<ul style="list-style-type: none"> To determine the properties (e.g. measures of angles and sides, perimeters, areas) of isometric or similar plane figures 			
<ul style="list-style-type: none"> To calculate the measure of a side or an angle in a right triangle, given relevant data and using a trigonometric ratio 			
<ul style="list-style-type: none"> To calculate the measure of a side or an angle in a triangle, given relevant data and using the law of sines or the law of cosines. 			
Data			