

CAT-4 Match to the Saskatchewan Curriculum

Level 18 to Grade 8

Reading Saskatchewan Curriculum, 2008 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
CR8.1 <i>View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</i>			
View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds			
Clearly, completely, and accurately summarize and explain the ideas and implicit and explicit messages (including setting, main characters, conflicts, events) in texts; cite details that support the main ideas; make logical inferences; interpret obvious themes or author's message logically.	21, 22, 23		2, 4
Use key text features; recognize organizational patterns and structural cues within texts; recognize rhetorical techniques and craft of texts; identify how texts were constructed, shaped, and produced.			5
Make, explain, and justify reactions and personal connections to texts; give opinions and make judgements supported by reasons, explanations, and evidence; make judgements and draw conclusions about ideas on the basis of evidence; make logical interpretations of the author's message; make and support inferences about characters' feelings, motivations, and point of view; organize response and interpretation around several clear ideas or premises.			1, 4, 6
Explain the motivation of the characters in literary texts, providing evidence from each text.	12, 14		6
Identify and describe techniques used to create mood in visual, oral, written, and multimedia (including digital) texts.			5
Explain preferences for various texts, genres, or specific authors.			
Identify and explain connections between new ideas and information and previous beliefs, values, and experiences.			
Identify stereotyping in what is seen, heard, and read and begin to recognize its negative impact on individuals and society.			
Identify techniques used to create particular effects or portray various people and cultures.			3, 5
Discuss how similar ideas, people, experiences, and traditions are conveyed in a variety of oral, print, and other texts.			
Consider how text has contributed to understanding of self and others			2, 6
Describe and give examples to explain personal criteria for assessing and responding to what is viewed, heard, or read.			

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Evaluate the content, quality, organization, and presentation of a text.			2, 3, 4
Produce response journals and use interactive websites such as web logs (“blogs” for short) that serve as journals.			
Describe the purpose of specific texts and explain how their key features aid understanding.			1, 3, 4
CR8.2 <i>Select and use appropriate strategies to construct meaning before, during, and after</i>			
tap, activate, and build prior knowledge			
ask questions			
preview text			1
anticipate message and author’s/presenter’s intent			
predict what text will be about			
Set purpose			
connect and construct meaning			
note key ideas and what supports them	19		
construct mental images			5
make, confirm, and adjust predictions			
make, confirm, and adjust inferences and draw conclusions	4, 5		2
ask questions			
CR8.3 <i>Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to confirm meaning.</i>			
Pragmatic: Recognize and explain function and purpose of texts including informing, persuading, narrating, describing; recognize intended audience and tone; recognize use of language and language register (i.e., formal, informal, colloquialism, jargon, slang, clichés); detect use of emotional appeal or persuasive language (e.g., testimonials, emotional appeals, bandwagon effects).	16, 24, 25, 26, 31		1, 4, 5
Textual: Recognize and explain how structures and features of texts can work to shape understanding including form/genre, artistic devices, elements, and text features; understand a range of standard forms for texts including paragraphs and multi-paragraph compositions; recognize common organization patterns within texts (chronological, enumerative, problem/solution, cause/effect, comparison/contrast); understand how author organized text to achieve unity and coherence.	1, 7, 15, 28, 29		3, 4, 5
Syntactical: Recognize and comprehend complete, interesting, and clear sentence structures that contain a verb and its subject; compound and complex sentences used for variety, interest, and effect; appropriate subordination and modification; effective use of qualifiers; effective punctuation and capitalization including periods, commas, semicolons, quotation marks, colons, dashes, and hyphens.	2, 3, 9		

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	Reading	Vocabulary	Response to Text
Semantic/Lexical/Morphological: Recognize and comprehend words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning; recognize synonyms used for variety; use context, prefixes, suffixes, root words, sounds, and reference tools including dictionaries, thesauri, and handbooks to determine meaning of words; recognize words used figuratively and for imagery.	8, 11, 17, 18		3, 5
Graphophonic: Recognize and comprehend word patterns, the stress, pitch, and juncture of a word, affixes, root words, onomatopoeia, and alliteration.			
Other Cues: Recognize and comprehend non-verbal cues (including gestures, physical movement, facial expressions, and body language), layout and accompanying graphics, and how sound effects, visuals, and multimedia aids are used to enhance presentations.			3
CR8.4 <i>View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.</i>			
Demonstrate the behaviours of an effective and active viewer including formulating questions before viewing; viewing attentively; relating text to self, text to other texts, and text to world; recognizing main ideas and underlying messages and values; recognizing how images and other elements are capturing and holding attention; identifying the impact the text is having on self; reflecting and reviewing in light of purpose.	13		
Demonstrate ability to navigate and process information when viewing websites, films, videos, and presentations.			
Identify the different techniques (including data displays) used in different media works (including digital) to impact viewers.	30		
Identify creative uses of language in visual and multimedia texts including those associated with popular culture	27		
Compare how various forms of media cover the same topic.			
Compare various styles of data displays for clarity and effectiveness.	20		
Evaluate the overall effectiveness and impact of a range of individual visual and multimedia texts (including digital texts).			3, 4
CR8.6 <i>Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.</i>			
CR8.7 <i>Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.</i>			
CR8.8 <i>Read Grade 8 appropriate texts to increase fluency and expression.</i>			

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Demonstrate the behaviours of an effective and active reader including previewing text, anticipating author's message, reading with purpose in mind, recognizing main ideas and relevant details for purpose, making jot notes to assist recall, considering author's reasoning for creating text, analyzing and evaluating ideas and craft as one reads, and recognizing underlying biases, stereotypes, or prejudices in text.			
Demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, and other oral, print, and electronic media.			2
Interpret and report on information obtained from more than one source to inform others.			
Use various forms of note making appropriate to purpose and situation.			
Demonstrate the ability to comprehend and use everyday texts and make judgements about purpose and importance.			1, 4
Utilize note making and outlining as learning tools.			
Show understanding that the author's experience, background, and culture influenced the treatment of theme			
Identify with and develop an understanding of the characters the author has created from what they say and do and from what other characters and the narrator say about them.	6, 10		5
Select, independently, texts that address learning needs and interests.			

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Writing Saskatchewan Curriculum, 2008 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
CC8.1 <i>Create various visual, oral, written, and multimedia (including digital) texts that explore identity, social responsibility, and efficacy.</i>			
Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.			
Message Content or Ideas (Meaning): Maintains focus around a clear purpose; shows awareness of audience; provides relevant details, examples, and explanations; is accurate, complete, and uses own words; shows some individuality or originality in literary texts; contains ideas and images that create an impact.			
Organization and Coherence (Form): Introduces the topic and purpose; provides some context; sticks to the topic; is easy to follow with related ideas grouped together and sequenced logically; uses appropriate connecting words; creates a logical ending; includes appropriate and required text features (e.g., titles, headings, diagrams, illustrations), correctly constructed.			
Language Conventions (Style and Language Choices): Uses clear purpose and language; shows a good sense of audience; contains description and variety in diction; contains a variety of sentence lengths and varied sentence beginnings; demonstrates the use of several different conjunctions; formulates complete, simple, compound, and complex sentences correctly (avoiding run-ons and fragments); applies the conventions of oral and written language, including correct spelling, correct punctuation (including use of colon, dash, and hyphen), uses legible cursive handwriting and clear representations which are visually accurate, legible, and neatly presented.			
Represent, articulate, and explain personal viewpoints clearly.			1, 4, 5
Summarize main ideas discussed and conclusions drawn, d. encourage others to contribute, disagree courteously/ sensitively, answer others' questions clearly and politely, and add to others' ideas			
Participate in group inquiry related to the themes and issues e. being studied in English language arts.			
CC8.3 <i>Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</i>			
Progress through stages/phases of the creating process (i.e., before [pre-], during [drafting], and after [revising] presenting) as needed.			
consider prompt or find a topic and activate prior knowledge			5
consider purpose and audience			2, 3, 4
consider and generate specific ideas and information that might be included			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
consider and choose/adapt a possible form			2, 3
collect and focus ideas and information			
plan and organize ideas for drafting (mapping and authoring)			
consider qualities of effective communication and the language to use			
create draft(s) and experiment with possible product(s)			
confer with others			1, 2, 3, 4, 5
use language and its conventions to construct message			
reflect, clarify, self-monitor, self-correct, and use a variety of “fix-up” strategies			
sources			
include sufficient detail			
experiment with communication features and techniques			
revise for content and meaning (adding, deleting, substituting, and rethinking)			1, 2, 3, 4, 5
revise for organization			1, 2, 3, 4, 5
revise for sentence structure and flow			1, 2, 3, 4, 5
revise for word choice, spelling, and usage			1, 2, 3, 4, 5
proofread for mechanics and appearance			1, 2, 3, 4, 5
confer with peers, teacher, or others			
polish, practise, and decide how work will be shared and published			
share final product, reflect, consider feedback, and celebrate learning			
CC8.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.			
Apply consistently the conventions of oral and written language and the conventions of visual and multimedia texts..			
Pragmatic: Use appropriate language to participate in public events, occasions, or traditions; explain function and purpose of texts including informing, persuading, narrating, and describing; use appropriate language register (i.e., for audience and purpose); use language that demonstrates respect for others (including people of different ages, abilities, genders, cultures); use standard Canadian English that follows accepted rules of usage; avoid the personal “I/you” in formal communication; use appropriate register, role, tone, and usage; ensure voice/tone is appropriate to audience and text type.			2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Textual: Use structures and features of texts to communicate understanding including form/genre, artistic devices, elements, and text features; use a range of standard forms for texts including paragraphs and multi-paragraph compositions; use appropriate point of view (including third person) for purpose; use common organizational patterns within texts; craft strong leads and effective conclusions; maintain focus and ensure unity and coherence in text from beginning to end; use transition words; include covering page and list of references.	28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		1, 2, 4, 5
Syntactical: Ensure that sentences are complete, interesting, and on topic; use clear sentence structures that contain a verb and its subject; combine sentences to form compound and complex sentences for variety, interest, and effect; use complete sentences with appropriate subordination and modification; use subordination to show more precisely the relationship between ideas and to avoid a string of compound sentences; make sentences more precise by reducing a main idea (clause) to a subordinate idea (clause); reduce, when appropriate, subordinate clause to a phrase or single word; vary sentence beginnings; ensure agreement of subject, verbs, and pronouns and use correct forms including pronouns acting as subjects and objects; correctly place qualifiers; employ effective capitalization and punctuation including periods, commas, semicolons, quotation marks, colons, dashes, and hyphens.	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		1, 2, 3, 4, 5
Semantic/Lexical/Morphological: Use words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning; use specific words and synonyms for variety; use common homonyms and often confused words correctly; use reference tools including dictionaries, thesauri, and handbooks to determine meaning of words, to check spelling, and to verify usage; recognize and use words figuratively and for imagery; spell most words correctly using Canadian spelling; use a variety of strategies and resources to learn the correct spelling of words; use knowledge of spelling generalizations.		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	1, 3, 4, 5
Graphophonic: Enunciate clearly and carefully, and correctly pronounce words with proper emphasis; use knowledge of a range of spelling patterns, including sound-symbol relationships and rules, to help identify, analyze, and correct spelling errors.			
Other Cues: Use volume and presentation techniques appropriate to audience and purpose; use appropriate non-verbal cues (including gestures, physical movements, facial expressions, and body language), sound effects, visuals, and multimedia aids to enhance presentation; combine print and visuals; use printing and cursive writing appropriate to purpose; write legibly with appropriate speed and control; arrange and balance words and visuals as well as fonts (typefaces/print) in order to send a coherent and clear message to specific audiences.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
CC8.8 <i>Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review.</i>			
CC8.9 <i>Experiment with a variety of text forms and techniques</i>			
Demonstrate the ability to write effective, coherent multi-paragraph narrative, descriptive, expository, and persuasive essays using appropriate before, during, and after strategies.			1, 2, 3, 4, 5
Create narrative texts as follows: <ul style="list-style-type: none"> • establish a context, plot, and point of view • use a range of narrative devices • make the narrative engaging • develop character • develop it systematically leading to a climax or conclusion 			2, 3
Create expository, informational, and procedural texts as follows: <ul style="list-style-type: none"> • pose relevant questions to limit scope of presentation • introduce the purpose, and define a thesis • develop topic with important facts, details, examples, and explanations from multiple authoritative sources • include several paragraphs or sections organized in logical sequences • use transitions • organize and display information on charts, maps, and graphs • offer conclusion(s) 			1
Create descriptive texts as follows: <ul style="list-style-type: none"> • present a clear and colourful picture of the place • include sensory details and vivid words • use a logical order 			
Create persuasive texts as follows: <ul style="list-style-type: none"> • include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgement) • provide support by reasons, explanations, and evidence • support opinion with examples from text • present a clear organization 			4, 5
<ul style="list-style-type: none"> • Compose original texts using a variety of different literary techniques 			4, 5

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Mathematics Saskatchewan Curriculum 2008	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
Number Sense			
N8.1 Demonstrate understanding of the square and principle square root of whole numbers concretely or pictorially and symbolically.	58	30	
N8.2 Expand and demonstrate understanding of percents greater than or equal to 0% (including fractional and decimal percents) concretely, pictorially, and symbolically.	9, 19, 31, 36	22, 33, 34, 36	
N8.3 Demonstrate understanding of rates, ratios, and proportional reasoning concretely, pictorially, and symbolically.	9, 39, 40, 48		
N8.4 Demonstrate understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially, and symbolically.	4, 25, 38	Add/subtract: 9, 15, 20, 21, 24, 25 Mult./Divide: 10, 29, 32	
N8.5 Demonstrate understanding of multiplication and division of integers concretely, pictorially, and symbolically.	26	Add/subtract: 19, 26 Mult./Divide: 14, 23, 31, 35	
Foundational Number Sense Skills	1, 53	Decimals: 1, 2, 3, 6, 8, 11, 12, 13, 16, 18 Powers: 4, 5, 27 Order of Operations: 7, 17, 28	
Patterns and Relations Strand			
P8.1 Demonstrate understanding of linear relations concretely, pictorially (including graphs), physically, and symbolically.	2, 22, 23, 24, 42, 54		
P8.2 Model and solve problems using linear equations concretely, pictorially, and symbolically.	14, 15, 16, 28, 35		
Foundational Patterning and Algebra Skills	14, 20, 27, 45, 56		
Shape and Space Strand			
SS8.1 Demonstrate understanding of the Pythagorean Theorem concretely or pictorially and symbolically and by solving problems.	29		
SS8.2 Demonstrate understanding of the surface area of 3-D objects limited to right prisms and cylinders (concretely, pictorially, and symbolically) by: analyzing views; sketching and constructing 3-D objects, nets, and top, side, and front views; generalizing strategies and formulae; analyzing the effect of orientation; solving problems.	8, 13, 21, 30, 34, 50		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
SS8.3 Demonstrate understanding of volume limited to right prisms and cylinders (concretely, pictorially, or symbolically) by: relating area to volume; generalizing strategies and formulae; analyzing the effect of orientation; solving problems	10, 50, 55		
SS8.4 Demonstrate an understanding of tessellation by: explaining the properties of shapes that make tessellating possible; creating tessellations; identifying tessellations in the environment.			
Foundational Spatial Sense Skills	6, 7, 11, 12, 18, 32, 33, 37, 41, 44, 46, 60		
Statistics and Probability Strand			
SP8.1 Analyze the modes of displaying data and the reasonableness of conclusions.	23, 24, 43, 49, 52		
SP8.2 Demonstrate understanding of the probability of independent events concretely, pictorially, orally, and symbolically.	3, 5, 47, 51		
Foundational Data Management Skills	17, 59		