

# CAT-4 Match to the Alberta Curriculum

Level 15 to Grade 5

Reading Alberta Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>General Outcome 1</b> — <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>			
<b>1.1 Discover and Explore</b>			
<b>Express ideas and develop understanding</b> <ul style="list-style-type: none"> <li>use appropriate prior knowledge and experiences to make sense of new ideas and information</li> <li>read, write, represent and talk to explore personal understandings of new ideas and information</li> <li>use own experiences as a basis for exploring and expressing opinions and understanding</li> </ul>			3, 4, 6
<b>Experiment with language and forms</b> <ul style="list-style-type: none"> <li>select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics</li> </ul>			
<b>Express preferences</b> <ul style="list-style-type: none"> <li>select and explain preferences for particular forms of oral, print and other media texts</li> </ul>			
<b>Set goals</b> <ul style="list-style-type: none"> <li>reflect on areas of personal accomplishment, and set personal goals to improve language learning and use</li> </ul>			
<b>1.2 Clarify and Extend</b>			
<b>Consider the ideas of others</b> <ul style="list-style-type: none"> <li>seek the viewpoints of others to build on personal responses and understanding</li> </ul>			
<b>Combine ideas</b> <ul style="list-style-type: none"> <li>use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts</li> </ul>			
<b>Extend understanding</b> <ul style="list-style-type: none"> <li>search for further ideas and information from others and from oral, print and other media texts to extend understanding</li> </ul>			
<b>General Outcome 2</b> — <i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i>			
<b>2.1 Use Strategies and Cues</b>			
<b>Use prior knowledge</b> <ul style="list-style-type: none"> <li>describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information</li> <li>use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning</li> </ul>	34, 38, 41		1, 2, 3, 6

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	Reading	Vocabulary	Response to Text
<b>Use comprehension strategies</b> <ul style="list-style-type: none"> <li>• preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts</li> <li>• comprehend new ideas and information by responding personally, taking notes and discussing ideas with others</li> <li>• use the meanings of familiar words to predict the meanings of unfamiliar words in context</li> <li>• monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources</li> </ul>	1, 2, 8, 9, 18, 23, 25, 26, 28, 39, 42, 43, 48		4, 5
<b>Use textual cues</b> <ul style="list-style-type: none"> <li>• use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information</li> <li>• distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information</li> </ul>	11, 22, 44, 45, 46		1, 3, 4
<b>Use phonics and structural analysis</b> <ul style="list-style-type: none"> <li>• identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multi-syllable words in context</li> <li>• integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context</li> </ul>	7, 10, 12, 17, 19, 27, 33, 35, 37	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, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	
<b>Use references</b> <ul style="list-style-type: none"> <li>• find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words</li> </ul>			
<b>2.2 Respond to Texts</b>			
<b>Experience various texts</b> <ul style="list-style-type: none"> <li>• experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers</li> <li>• express points of view about oral, print and other media texts</li> <li>• make connections between fictional texts and historical events</li> <li>• describe and discuss new places, times, characters and events encountered in oral, print and other media texts</li> <li>• write or represent the meaning of texts in different forms</li> </ul>	14, 15, 16		1, 2, 4, 5, 6

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	Reading	Vocabulary	Response to Text
<b>Construct meaning from texts</b> <ul style="list-style-type: none"> <li>compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community</li> <li>describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts</li> <li>describe and discuss the influence of setting on the characters and events</li> <li>support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts</li> <li>retell or represent stories from the points of view of different characters</li> </ul>	4, 5		3
<b>Appreciate the artistry of texts</b> <ul style="list-style-type: none"> <li>explain how simile and hyperbole are used to create mood and mental images</li> <li>alter sentences and word choices to enhance meaning and to create mood and special effects</li> </ul>	40		
<b>2.3 Understand Forms, Elements and Techniques</b>			
<b>Understand forms and genres</b> <ul style="list-style-type: none"> <li>identify and discuss similarities and differences among a variety of forms of oral, print and other media texts</li> <li>identify the main characteristics of familiar media and media texts</li> </ul>	6, 30		
<b>Understand techniques and elements</b> <ul style="list-style-type: none"> <li>identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved</li> <li>identify and discuss the main character's point of view and motivation</li> <li>identify examples of apt word choice and imagery that create particular effects</li> <li>identify sections or elements in print or other media texts, such as shots in films or sections in magazines</li> </ul>	3, 13, 20, 21, 24, 29, 31, 32, 36, 47		
<b>Experiment with language</b> <ul style="list-style-type: none"> <li>experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning</li> </ul>			
<b>2.4 Create Original Text</b>			
<b>Generate ideas</b> <ul style="list-style-type: none"> <li>use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts</li> </ul>			
<b>Elaborate on the expression of ideas</b> <ul style="list-style-type: none"> <li>experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes</li> </ul>			

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	Reading	Vocabulary	Response to Text
<b>Structure texts</b> <ul style="list-style-type: none"> <li>• use structures encountered in texts to organize and present ideas in own oral, print and other media texts</li> <li>• use own experience as a starting point and source of information for fictional oral, print and other media texts</li> </ul>			1, 3, 4, 6
<b>General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.</b>			
<b>3.1 Plan and Focus</b>			
<b>Focus attention</b> <ul style="list-style-type: none"> <li>• summarize important ideas in oral, print and other media texts and express opinions about them</li> <li>• combine personal knowledge of topics with understanding of audience needs to focus topics for investigation</li> </ul>			1, 2, 3, 4, 5, 6
<b>Determine information needs</b> <ul style="list-style-type: none"> <li>• identify categories of information related to particular topics, and ask questions related to each category</li> </ul>			
<b>Plan to gather information</b> <ul style="list-style-type: none"> <li>• develop and follow own plan for gathering and recording ideas and information</li> </ul>			
<b>3.2 Select and Process</b>			
<b>Use a variety of sources</b> <ul style="list-style-type: none"> <li>• locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions</li> </ul>			
<b>Access information</b> <ul style="list-style-type: none"> <li>• use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information</li> <li>• skim, scan and listen for key words and phrases</li> </ul>			
<b>Evaluate sources</b> <ul style="list-style-type: none"> <li>• determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria</li> </ul>			
<b>3.3 Organize, Record and Evaluate</b>			
<b>Organize information</b> <ul style="list-style-type: none"> <li>• use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding</li> <li>• organize ideas and information to emphasize key points for the audience</li> <li>• add, delete or combine ideas to communicate more effectively</li> </ul>			
<b>Record information</b> <ul style="list-style-type: none"> <li>• record information in own words; cite titles and authors alphabetically, and provide publication dates of sources</li> <li>• combine ideas and information from several sources</li> <li>• record ideas and information in relevant categories, according to a research plan</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>Evaluate information</b> <ul style="list-style-type: none"> <li>connect gathered information to prior knowledge to reach new conclusions</li> </ul>			
<b>3.4 Share and Review</b>			
<b>Share ideas and information</b> <ul style="list-style-type: none"> <li>communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues</li> <li>select visuals, print and/or other media to inform and engage the audience</li> </ul>			
<b>Review research process</b> <ul style="list-style-type: none"> <li>assess personal research skills, using pre-established criteria</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>General Outcome 3</b> — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
<b>3.1 Plan and Focus</b>			
<b>Focus attention</b> <ul style="list-style-type: none"> <li>summarize important ideas in oral, print and other media texts and express opinions about them</li> <li>combine personal knowledge of topics with understanding of audience needs to focus topics for investigation</li> </ul>			2, 3, 5
<b>Determine information needs</b> <ul style="list-style-type: none"> <li>identify categories of information related to particular topics, and ask questions related to each category</li> </ul>			
<b>Plan to gather information</b> <ul style="list-style-type: none"> <li>develop and follow own plan for gathering and recording ideas and information</li> </ul>			1, 2, 3, 4, 5
<b>3.2 Select and Process</b>			
<b>Use a variety of sources</b> <ul style="list-style-type: none"> <li>locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions</li> </ul>			
<b>Access information</b> <ul style="list-style-type: none"> <li>use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information</li> <li>skim, scan and listen for key words and phrases</li> </ul>			
<b>Evaluate sources</b> <ul style="list-style-type: none"> <li>determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria</li> </ul>			
<b>3.3 Organize, Record and Evaluate</b>			
<b>Organize information</b> <ul style="list-style-type: none"> <li>use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding</li> <li>organize ideas and information to emphasize key points for the audience</li> <li>add, delete or combine ideas to communicate more effectively</li> </ul>	29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		1, 2, 3, 4, 5
<b>Record information</b> <ul style="list-style-type: none"> <li>record information in own words; cite titles and authors alphabetically, and provide publication dates of sources</li> <li>combine ideas and information from several sources</li> <li>record ideas and information in relevant categories, according to a research plan</li> </ul>			
<b>Evaluate information</b> <ul style="list-style-type: none"> <li>connect gathered information to prior knowledge to reach new conclusions</li> </ul>			2

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	Writing Conventions	Spelling	Writing
<b>3.4 Share and Review</b>			
<b>Share ideas and information</b> <ul style="list-style-type: none"> <li>communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues</li> <li>select visuals, print and/or other media to inform and engage the audience</li> </ul>			1, 4
<b>Review research process</b> <ul style="list-style-type: none"> <li>assess personal research skills, using pre-established criteria</li> </ul>			
<b>General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</b>			
<b>4.1 Enhance and Improve</b>			
<b>Appraise own and others' work</b> <ul style="list-style-type: none"> <li>develop criteria for evaluating the effectiveness of oral, print and other media texts</li> <li>use developed criteria to provide feedback to others and to revise own work</li> </ul>			
<b>Revise and edit</b> <ul style="list-style-type: none"> <li>revise to add and organize details that support and clarify intended meaning</li> <li>edit for appropriate use of statements, questions and exclamations</li> </ul>			1, 2, 3, 4, 5
<b>Enhance legibility</b> <ul style="list-style-type: none"> <li>write legibly, using a style that is consistent in alignment, shape and slant</li> <li>apply word processing skills, and use publishing programs to organize information</li> </ul>			
<b>Expand knowledge of language</b> <ul style="list-style-type: none"> <li>extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus</li> <li>distinguish different meanings for the same word, depending on the context in which it is used</li> </ul>			1, 2, 3, 4, 5
<b>Enhance artistry</b> <ul style="list-style-type: none"> <li>experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis</li> </ul>			1, 2, 3, 4, 5
<b>4.2 Attend to Conventions</b>			
<b>Attend to grammar and usage</b> <ul style="list-style-type: none"> <li>use words and phrases to modify and clarify ideas in own writing</li> <li>use connecting words to link ideas in sentences and paragraphs</li> <li>identify irregular verbs, and use in own writing</li> <li>identify past, present and future verb tenses, and use in sentences</li> </ul>	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 28		1, 2, 3, 4, 5

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	Writing Conventions	Spelling	Writing
<b>Attend to spelling</b> <ul style="list-style-type: none"> <li>use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing</li> <li>study and use the correct spelling of commonly misspelled words in own writing</li> <li>know and consistently apply spelling conventions when editing and proofreading own writing</li> </ul>		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, 2, 3, 4, 5
<b>Attend to capitalization and punctuation</b> <ul style="list-style-type: none"> <li>use capital letters, appropriately, in titles, headings and subheadings in own writing</li> <li>use quotation marks and separate paragraphs to indicate passages of dialogue in own writing</li> <li>recognize various uses of apostrophes, and use them appropriately in own writing</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 26		1, 2, 3, 4, 5
<b>4.3 Present and Share</b>			
<b>Present information</b> <ul style="list-style-type: none"> <li>organize ideas and information in presentations to maintain a clear focus and engage the audience</li> </ul>			1, 2, 3, 4, 5
<b>Enhance presentation</b> <ul style="list-style-type: none"> <li>use effective openings and closings that attract and sustain reader or audience interest</li> </ul>			1, 2, 3, 4, 5
<b>Use effective oral and visual communication</b> <ul style="list-style-type: none"> <li>adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention</li> </ul>			
<b>Demonstrate attentive listening and viewing</b> <ul style="list-style-type: none"> <li>identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter</li> <li>show respect for the presenter's opinions by listening politely and providing thoughtful feedback</li> </ul>			
<b>General Outcome 5—<i>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</i></b>			
<b>5.1 Respect others and strengthen community</b>			
<b>Appreciate diversity</b> <ul style="list-style-type: none"> <li>discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts</li> <li>compare own and others' responses to ideas and experiences related to oral, print and other media texts</li> </ul>			
<b>Relate texts to culture</b> <ul style="list-style-type: none"> <li>identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>Celebrate accomplishments and events</b> <ul style="list-style-type: none"> <li>select and use language appropriate in tone and form to recognize and honour people and events</li> </ul>			
<b>Use language to show respect</b> <ul style="list-style-type: none"> <li>determine and use language appropriate to the context of specific situations</li> </ul>			
<b>5.2 Work within a group</b>			
<b>Cooperate with others</b> <ul style="list-style-type: none"> <li>accept and take responsibility for fulfilling own role as a group member</li> <li>discuss and decide whether to work individually or collaboratively to achieve specific goals</li> </ul>			
<b>Work in groups</b> <ul style="list-style-type: none"> <li>formulate questions to guide research or investigations, with attention to specific audiences and purposes</li> <li>contribute ideas to help solve problems, and listen and respond constructively</li> </ul>			
<b>Evaluate group process</b> <ul style="list-style-type: none"> <li>show appreciation for the contributions of others, and offer constructive feedback to group member</li> </ul>			

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<b>Mathematics</b> Alberta Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Strand: Number</b> General Outcome: <i>Develop number sense.</i> Specific Outcomes It is expected that students will:			
1. Represent and describe whole numbers to 1 000 000.	1, 5, 12, 14		
2. Use estimation strategies in problem-solving contexts.	37	6	
3. Apply mental mathematics strategies and number properties to determine, with fluency, answers for basic multiplication facts to 81 and related division facts.	50, 41, 42		
4. Apply mental mathematics strategies for multiplication.		30, 32, 34	
5. Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems.		2, 13, 17, 35	
6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems.	60	3, 26, 30, 31, 36	
7. Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations.			
8. Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically.	11, 48, 54, 58	22, 27	
9. Relate decimals to fractions and fractions to decimals (to thousandths)	29		
10. Compare and order decimals (to thousandths).	59		
11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths)	19, 36, 58,	4, 5, 10, 14, 15, 16, 18, 20, 21, 25, 29	
<b>Foundational Skills</b> Operations and problem solving with numbers	28, 30, 32, 41, 42, 45, 46, 48, 50	1, 7, 8, 9, 11, 12, 23, 28	
<b>Strand: Patterns and Relations (Patterns)</b> General Outcome: <i>Use patterns to describe the world and to solve problems.</i> Specific Outcomes It is expected that students will:			
1. Determine the pattern rule to make predictions about subsequent elements.	13, 15, 18, 24, 31, 35, 40, 55		
<b>Strand: Patterns and Relations ((Variables and Equations)</b> General Outcome: <i>Use patterns to describe the world and to solve problems.</i> Specific Outcomes It is expected that students will:			
2. Express a given problem as an equation in which a letter variable is used to represent an unknown number (limited to whole numbers).	6, 7		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>3. Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions.</b>	22		
<b>Foundational Skills</b> Solving problems using patterns			
<b>Strand: Shape and Space (Measurement)</b> General Outcome: <i>Use direct and indirect measurement to solve problems.</i> Specific Outcomes It is expected that students will:			
<b>1. Identify 90 degree angles.</b>			
<b>2. Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations.</b>	27, 47, 49, 56		
<b>3. Demonstrate an understanding of measuring length (mm).</b>	33, 44, 47		
<b>4. Demonstrate an understanding of volume.</b>			
<b>5. Demonstrate an understanding of capacity.</b>			
<b>Strand: Shape and Space (3-D Objects and 2-D Shapes)</b> General Outcome: <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i> Specific Outcomes It is expected that students will:			
<b>6. Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes.</b>	3, 10, 17		
<b>7. Identify and sort Quadrilaterals.</b>			
<b>Strand: Shape and Space (Transformations)</b> General Outcome: <i>Describe and analyze position and motion of objects and shapes.</i> Specific Outcomes It is expected that students will:			
<b>8. Identify and describe a single transformation, including a translation, rotation and reflection of 2-D shapes.</b>	2, 8, 9, 16, 20		
<b>9. Perform, concretely, a single transformation (translation, rotation or reflection) of a 2-D shape, and draw the image.</b>	16, 21		
<b>Foundational Skills</b> Solve problems with direct and indirect measurement Solve problems with 2-D and 3-D figures	34, 46, 53, 56 4, 23		
<b>Strand: Statistics and Probability (Data Analysis)</b> General Outcome: <i>Collect, display and analyze data to solve problems.</i> Specific Outcomes It is expected that students will:			
<b>1. Differentiate between first-hand and second-hand data.</b>			
<b>2. Construct and interpret double bar graphs to draw conclusions.</b>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Strand:</b> <i>Statistics and Probability (Chance and Uncertainty)</i> <b>General Outcome:</b> <i>Collect, display and analyze data to solve problems.</i> <b>Specific Outcomes</b> <i>It is expected that students will:</i>			
<b>3. Describe the likelihood of a single outcome occurring using words such as impossible, possible, and certain.</b>			
<b>4. Compare the likelihood of two possible outcomes occurring using words such as less likely, equally likely, or more likely.</b>			
<b>Foundational Skills</b> Analyze data presented in various forms	26, 38, 39, 51, 52, 57		