CAT·4 Match to Atlantic Curriculum (2005)
Level 16 to Grade 6

Reading Atlantic Curriculum, 1997 Specific Outcomes	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		Constructed- Response Tasks
	Multiple-Choice Tests		
	Reading	Vocabulary	Response to Text
GCO 4: *Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.*			
4.1 select texts that address their learning needs and range of special interests			
4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries			2
4.3 explain with some regularity how authors use pictorial, typographical, and other organizational devices such as tables and graphs to achieve certain purposes in their writing, and rely on those devices to construct meaning and enhance understanding	18, 20, 21, 28, 29, 32, 37		1, 3, 4
4.4 read with greater fluency, confidence, and comprehension by furthering personal understanding, recognition, and use cueing systems and strategies to read and view increasingly complex texts	7, 8, 11, 13, 16, 17, 19, 22, 27, 33, 39, 40, 43, 45, 47	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	
4.5 regularly identify the processes and strategies readers and viewers apply when constructing meaning; develop an understanding of the personal processes and strategies applied when reading and viewing; reflect on personal growth as readers and viewers of texts and use this awareness of personal development to push reading and viewing ability even further			
GCO 6: *Students will be expected to respond personally to a range of texts.*			
6.1 elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments			1, 2, 3, 4, 5
6.2 state personal points of view about what is read and viewed and justify views with increasing regularity			2, 4
6.3 with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations			1, 4, 5, 6
GCO 7: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*			
7.1 recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries	4, 15, 26, 30, 36		4

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Reading Atlantic Curriculum, 1997 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
7.2 identify the various features and elements writers use when writing for specific readers for specific purposes; describe how texts are organized to accommodate particular readers' needs and to contribute to meaning and effect	2, 3, 9, 10, 24, 25, 35, 38, 41, 42, 44		1, 3, 4, 5
7.3 expand on earlier abilities to respond critically to a range of texts in various ways • understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts • recognize how and when personal background influences meaning construction, understanding, and textual response • recognize that there are values inherent in a text, and begin to identify those values • describe how cultures and reality are portrayed in media texts	1, 5, 6, 12, 14, 31, 34, 46, 48		2, 4, 6

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Writing Atlantic Curriculum, 1997 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
GCO 8: *Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations*			
8.1 demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider others' ideas, to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions			
8.2 identify and reflect upon strategies that are effective in helping them to learn; describe their personal growth as language learners and language users			
8.3 begin to use various forms of note-making appropriate to various purposes and situations			
8.4 demonstrate an awareness of how and when to integrate interesting effects in imaginative writing and other ways of representing • include thoughts and feelings in addition to external descriptions and activities • integrate detail that add richness and density • identify and correct inconsistencies and avoid extraneous detail • make effective language choices relevant to style and purpose • when appropriate, select more elaborate and sophisticated vocabulary and phrasing	22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		1, 2, 3, 4, 5
GCO 9: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*			
9.1 continue to develop writing forms previously introduced and expand this range to produce, for example, autobiographies, drama, surveys, graphs, literary responses, biographies, illustrations, and reviews			1, 3
9.2 consider and choose writing forms that match both the writing purpose (to define, report, persuade, compare) and the reader for whom the text is intended (understand why language choice, organization, and voice used in an essay differs from that used in a media advertisement)			2, 3, 4, 5
9.3 understand that ideas can be represented in more than one way and used with other forms of representing (speeches, demonstrations, plays)			4
9.4 keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization			1, 2, 3, 4, 5
9.5 know how and when to ask for reader feedback while writing and incorporate appropriate suggestions when revising subsequent drafts; assess self-generated drafts from a reader's/viewer's/listener's perspective			

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Writing Atlantic Curriculum, 1997 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
GCO 10: *Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness*			
10.1 build and rely upon a broad knowledge base of how words are spelled and formed; use such knowledge to spell unfamiliar words and expand vocabulary; regularly use resource texts to verify spelling; use punctuation and grammatical structures capably and accurately; use a variety of sentence patterns, vocabulary choices, and paragraphing with flexibility and creatively to engage readers	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	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
10.2 choose with increasing regularity, the prewriting, drafting, revising, editing, proofreading, and presentations strategies to aid in producing various texts			
10.3 attempt to use various technologies for communicating to a variety of audiences for a range of purposes			
10.4 demonstrate a commitment to crafting pieces of writing and other representations			
10.5 gather information from a variety of sources (interviews, film, CD-ROMs, texts) and integrate ideas in communication			

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Mathematics Atlantic Provinces Curriculum	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
Number Concepts			
A1 represent, estimate, and order numbers to billions using fraction and decimal	55	22	
A2 represent, compare and order fractions and decimals	15, 19, 31, 44		
A3 write and interpret ratios, comparing part-to-part and part-to-whole	53		
A4 demonstrate an understanding of equivalent ratios	29, 49		
A5 demonstrate an understanding of the concept of percent as a ratio	50		
A6 demonstrate an understanding of the meaning of a negative integer			
A7 read and write whole numbers to billions using standard and expanded form			
A8 demonstrate an understanding of the place value system	48		
A9 relate fractional and decimal forms of numbers	27, 53		
A10 determine factors and greatest common factors of two numbers			
A11 distinguish between prime and composite numbers			
Number and Relationship Operations			
B1 compute products of whole numbers and decimals to thousandths		3, 10, 12, 15, 20, 23, 25, 29, 31, 34	
B2 model and calculate the products of two decimal numbers			
B3 compute quotients of whole numbers and decimals using up to 2-digit whole number divisors		1, 14, 19	
B4 model and calculate the quotients of two decimals up to 2-digit divisors			
B5 add and subtract simple fractions using models			
B6 demonstrate an understanding of the function nature of input-output situations			
B7 solve and create relevant addition, subtraction, multiplication and division problems involving whole numbers		2, 4, 5, 6, 7, 11, 16	
B8 solve and create relevant addition, subtraction, multiplication and division problems involving decimals	9, 17, 23, 59	8, 9, 13, 18, 21, 26, 32	
B9 estimate products and quotients involving whole numbers only, whole numbers and decimals, and decimals only		33	
B10 divide numbers by 0.1, 0.01 and 0.001 mentally		24	
B11 calculate sums and differences in relevant contexts by using the most appropriate method		30	

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Mathematics Atlantic Provinces Curriculum	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
B12 calculate products and quotients in relevant contexts by using the most appropriate method	60	17, 27, 28, 35	
Patterns and Relations			
C1 solve problems involving patterns	4, 5, 18, 20, 28, 34		
C2 use patterns to explore division by 0.1, 0.01 and 0.001			
C3 recognize and explain how changes in base or height affect areas and rectangles, parallelograms and triangles	35, 36		
C4 recognize and explain how changes in height, depth or length affect volumes of rectangular prisms			
C5 recognize and explain how a change in one term of a ratio affects the other term	49		
C6 represent equivalent ratios using tables and graphs			
C7 represent square and triangular numbers concretely, pictorially and symbolically			
C8 solve simple linear equations using open frames	7		
C9 demonstrate an understanding of the use of letters to replace open frames	6		
Shape and Space			
D1 use the relationship among particular SI units to compare objects			
D2 describe mass measurements in tonnes			
D3 demonstrate an understanding of the relationship between capacity and volume			
D4 estimate and measure angles using a protractor	25, 42		
D5 draw angles of a given size			
D6 solve measurement problems involving length, capacity, area, volume, mass and time	22, 32, 47, 51		
D7 demonstrate an understanding of the relationship among the bases, heights and areas of parallelograms	33		
D8 demonstrate an understanding of the relationship between the area of a triangle and parallelogram			
D9 demonstrate an understanding of the relationships between the dimensions of prisms and volume and surface area			
Shape and Space			
E1 describe and represent the various cross-sections of cones, cylinders, pyramids and prisms			
E2 make and interpret orthographic drawings of 3-D shapes made with cubes			
E3 make and apply generalizations about the sum of the angles in triangles and quadrilaterals			

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Mathematics Atlantic Provinces Curriculum	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
E4 make and apply generalizations about the diagonal properties of trapezoids, kites, parallelograms and rhombi			
E5 sort the members of the quadrilateral "family" under property headings			
E6 recognize, name, describe and represent similar figures			
E7 make generalizations about the planes of symmetry of 3-D shapes			
E8 make generalizations about the rotational symmetry property of all members of the quadrilateral "family" and of regular polygons			
E9 recognize and represent dilatation images of 2-D figures and connect to similar figures			
E10 predict and represent the result of combining transformations	1, 3		
Foundation Spatial Sense skills	14, 21, 24, 26, 40, 41, 43, 54		
Data Management and Probability			
F1 choose and evaluate appropriate samples for data collection			
F2 identify various types of data sources			
F3 plot coordinates in four quadrants	2		
F4 use bar graphs, double bar graphs and stem-and-leaf plots to display data			
F5 use circle graphs to represent proportions	57		
F6 interpret data represented in scatterplots			
F7 make inferences from data displays including bar graphs, double bar graphs, and stem-and-leaf plots	8, 10, 38		
F8 demonstrate an understanding of the difference between mean, median and mode			
F9 explore relevant issues for which data collection assists in reaching conclusions	52		
G1 conduct simple simulations to determine probabilities			
G2 evaluate the reliability of sampling results			
G3 analyse simple probabilistic claims	39		
G4 determine theoretical probabilities	11, 12, 30, 37, 56		
G5 identify events that might be associated with a particular theoretical probability			