CAT·4 Match to the British Columbia Curriculum
Level 18 to Grade 8

Reading British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Reading	Vocabulary	Response to Text
Purposes (Reading and Viewing)			
B1 read, both collaboratively and independently, to comprehend a variety of literary texts, including • literature reflecting a variety of times, places, and perspectives • literature reflecting a variety of prose forms • poetry in a variety of narrative and lyric forms • significant works of Canadian literature • traditional forms from Aboriginal and other cultures • student-generated material	47, 48		5, 6
B2 read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with some complexity of ideas and form, such as • articles and reports • biographies and autobiographies • textbooks, magazines, and newspapers • print and electronic reference material • advertising and promotional material • opinion-based material • student-generated material			1, 2
B3 view, both collaboratively and independently, to comprehend a variety of visual texts, such as • broadcast media • web sites • graphic novels • film and video • photographs • art • visual components of print media • student-generated material	20, 25, 26, 32, 35, 36		3, 4
B4 independently select and read, for sustained periods of time, texts for enjoyment and to increasefluency			
Strategies (Reading and Viewing)			
B5 before reading and viewing, select and use a range of strategies to anticipate content and construct meaning, including • interpreting a task • setting a purpose • accessing prior knowledge • making logical predictions • generating guiding questions	1		

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	Multiple-Choice Tests		**Constructed-Response Tasks**
	Reading	Vocabulary	Response to Text
B6 during reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning, including • predicting, questioning, visualizing, and making connections • making inferences and drawing conclusions • differentiating main ideas and supporting details • summarizing • using text features • determining the meaning of unknown words and phrases • self-monitoring and self-correcting	2, 3, 4, 13, 21, 22, 23, 28, 33, 34, 37, 45		
B7 after reading and viewing, select and use a range of strategies to extend and confirm meaning, including • responding to text • asking questions • reviewing text and purpose for reading • making inferences and drawing conclusions • summarizing, synthesizing, and applying ideas	5, 6, 16, 19		6
Thinking (Reading and Viewing)			
B8 explain and support personal responses to texts, by • making connections with prior knowledge and experiences • describing reactions and emotions • generating thoughtful questions • developing opinions using evidence	14, 30		1, 4, 5
B9 interpret and analyse ideas and information from texts, by • making and supporting judgments • examining and comparing ideas and elements within and among texts • identifying points of view • identifying bias and contradictions	10, 12, 15		1, 2, 4, 5, 6
B10 synthesize and extend thinking about texts, by • personalizing ideas and information • explaining relationships among ideas and information • applying new ideas and information • transforming existing ideas and information	31, 46		1, 2, 3, 4, 5, 6
B11 use metacognitive strategies to reflect on and assess their reading and viewing, by • referring to criteria • setting goals for improvement • creating a plan for achieving goals • evaluating progress and setting new goals			

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	Multiple-Choice Tests		**Constructed-Response Tasks**
	Reading	Vocabulary	Response to Text
Features (Reading and Viewing)			
B12 recognize and explain how structures and features of text shape readers' and viewers' construction of meaning, including • form and genre • functions of text • literary elements • literary devices • use of language • non-fiction elements • visual/artistic devices	7, 9, 24, 29, 38, 39, 41, 42, 44		6
B13 demonstrate increasing word skills and vocabulary knowledge, by • analysing the origins and roots of words • determining meanings and uses of words based on context • using vocabulary appropriate to audience and purpose	8, 11, 17, 18, 27, 40, 43	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	

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Writing British Columbia Curriculum, 2006 Specific Outcomes	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
Purposes (Writing and Representing)			
C1 write meaningful personal texts that explore ideas and information to • experiment • express self • make connections • reflect and respond • remember and recall			2, 5
C2 write purposeful information texts that express ideas and information to • explore and respond • record and describe • analyse and explain • persuade • engage			4
C3 write effective imaginative texts to explore ideas and information to • make connections and develop insights • explore literary forms and techniques • experiment with language and style • engage and entertain			1, 3
C4 create thoughtful representations that communicate ideas and information to • explore and respond • record and describe • explain and persuade • engage			
Strategies (Writing and Representing)			
C5 select and use a range of strategies to generate, develop, and organize ideas for writing and representing, including • making connections • setting a purpose and considering audience • gathering and summarizing ideas from personal interest, knowledge, and inquiry • analysing writing samples or models • setting class-generated criteria			1, 2, 3, 4, 5
C6 select and use a range of drafting and composing strategies while writing and representing, including • using a variety of sources to collect ideas and information • generating text • organizing ideas and information • analysing writing samples or models • creating and consulting criteria			1, 2, 3, 4, 5
C7 select and use a range of strategies to revise, edit, and publish writing and representing, including • checking work against established criteria • enhancing supporting details and examples • refining specific aspects and features of text • proofreading	22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32,, 33, 34, 35, 36, 37, 38, 39, 40		1, 2, 3, 4, 5

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Writing British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Thinking (Writing and Representing)			
C8 write and represent to explain and support personal responses to texts, by • making connections with prior knowledge and experiences • describing reactions and emotions • generating thoughtful questions • developing opinions using evidence			2, 3, 5
C9 write and represent to interpret and analyse ideas and information from texts, by • making and supporting judgments • examining and comparing ideas and elements within and among texts • identifying points of view • identifying bias and contradictions			1, 4, 5
C10 write and represent to synthesize and extend thinking, by • personalizing ideas and information • explaining relationships among ideas and information • applying new ideas and information • transforming existing ideas and information			3, 5
C11 use metacognitive strategies to reflect on and assess their writing and representing, by • relating their work to criteria • setting goals for improvement • creating a plan for achieving goals • evaluating progress and setting new goals			
Features (Writing and Representing)			
C12 use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including • syntax and sentence fluency • diction • point of view • literary devices • visual/artistic devices			1, 2, 3, 4, 5
C13 use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including • organization of ideas and information • text features and visual/artistic devices			2, 3
C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including • grammar and usage • punctuation, capitalization, and Canadian spelling • copyright and citation of references • presentation/layout	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

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Mathematics British Columbia Curriculum, 2009	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation	Math Processes
Number			
A1 demonstrate an understanding on perfect square and square root, concretely, pictorially, and symbolically (limited to whole numbers) [C, CN, R, V]	58	30	
A2 determine the approximate square root of numbers that are not perfect squares (limited to whole numbers) [C, CN, ME, R, T]			
A3 demonstrate an understanding of percents greater than or equal to 0% [CN, PS, R, V]	9, 19, 31, 36, 39, 40	22, 33, 34, 36	
A4 demonstrate an understanding or ratio and rate [C, CN, V]	39, 40, 48		
A5 solve problems that involve rates, ratios, and proportional reasoning [C, CN, PS, R]	39, 40		
A6 demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers concretely, pictorially, and symbolically [C, CN, ME, PS]	25	10, 29, 32, 35	
A7 demonstrate an understanding of multiplication and division of integers, concretely, pictorially, and symbolically [C, CN, PS, R, V]		14, 17, 19, 23, 26, 31	
Foundation Number Sense Skills	1, 4, 26, 38, 41, 52, 56	Whole: 4, 5, 7, 17, 27, 28 Decimals: 1, 2, 3, 6, 8, 11, 12, 13, 16, 18 Fractions: 9, 15, 20, 21, 24, 25	
Patterns and Relations *It is expected that students will:*			
B1 graph and analyse two-variable linear relations [C, ME, PS, R, T, V]	22		

Educational Assessment Services

CAT·4
CANADIAN ACHIEVEMENT TESTS
FOURTH EDITION

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Mathematics British Columbia Curriculum, 2009	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
B2 model and solve problems using linear equations of the form • $ax = b$ • $\frac{x}{a} = b, a \neq 0$ • $ax + b = c$ • $\frac{x}{a} + b = c, a \neq 0$ • $a(x+b) = c$ concretely, pictorially, and symbolically, where a, b, and c are integers [C, CN, PS, V]	14, 15, 16, 28, 35, 45		
Foundation Patterning Skills	2, 18, 20, 27, 54		
Space and Shape			
C1 develop and apply the Pythagorean theorem to solve problems [CN, PS, R, T, V]			
C2 draw and construct nets for 3-D objects [C, CN, PS, V]	8, 30		
C3 determine the surface area of • right rectangular prisms • right triangular prisms • right cylinders to solve problems [C, CN, PS, R, V]	13		
C4 develop and apply formulas for determining the volume of right prisms and right cylinders [C, CN, PS, R, V]	10, 50, 55		
C5 draw and interpret top, front, and side views of 3-D objects composed of right rectangular prisms [C, CN, R, T, V]	21, 34		
C6 demonstrate an understanding of tessellation by • explaining the properties of shapes that make tessellating possible • creating tessellations • identifying tessellations in the environment [C, CN, PS, T, V]			
Foundational Spatial Sense Skills	6, 7, 11, 12, 29, 33, 37, 44, 46, 57, 60		
Statistics and Probability			
D1 critique ways in which data is presented [C, R, T, V]	49, 52		
D2 solve problems involving the probability of independent event [C, CN, PS, T]	3, 5, 47, 51		
Foundational Data Management Skills	17, 23, 24, 43, 59		