CAT·4 Match to the Ontario Curriculum
Level 21 to Grade 11 College

Reading and Literature Studies Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT·4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational	Literary	Vocabulary	Response to Text
1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning; **2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;** **3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;** **4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.**				
1. Reading for Meaning				
Variety of Texts **1.1** read a variety of short, contemporary student-and teacher-selected texts from diverse cultures, identifying specific purposes for reading				
Using Reading Comprehension Strategies **1.2** select and use appropriate reading comprehension strategies before, during, and after reading to understand texts, including increasingly complex text				
Demonstrating Understanding of Content **1.3** identify the most important ideas and supporting details in texts, including increasingly complex texts				
Making Inferences **1.4** make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts	1, 4, 7, 8, 10, 13, 14, 16, 18, 25	2, 9,15, 16, 19, 32, 33, 35, 36, 37, 38, 39		
Extending Understanding of Texts **1.5** extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	6, 9, 11, 20, 23, 29, 33, 34, 35, 36, 37, 38, 39	1, 3, 4, 5, 6, 8, 11, 12, 13, 14, 17, 18, 19, 20, 21, 23, 25, 26, 27, 28, 31		
Analysing Texts **1.6** analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements	19, 26, 27, 28, 30, 33, 34			
Evaluating Texts **1.7** evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support their opinions				
Critical Literacy **1.8** identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power	7, 40	10, 38		

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	Multiple-Choice Tests			
	Informational	Literary	Vocabulary	Response to Text
2. Understanding Form and Style				
Text Forms **2.1** identify a variety of characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning				
Text Features **2.2** identify a variety of text features and explain how they help communicate meaning	3, 5, 31, 32	30		
Elements of Style **2.3** identify a variety of elements of style in texts, including increasingly complex texts, and explain how they help communicate meaning and enhance the effectiveness of the texts	22, 24	1, 5, 6, 10, 13, 24, 34		
3. Reading With Fluency				
Reading Familiar Words **3.1** automatically understand most words in a variety of reading contexts			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 26, 27, 28, 29, 30	
Reading Unfamiliar Words **3.2** use appropriate decoding strategies to read and understand unfamiliar words	2, 8, 12			
Developing Vocabulary **3.3** identify and use a variety of strategies to expand vocabulary			19, 20, 21, 22, 23, 24, 25	
4. Reflecting on Skills and Strategies				
Metacognition **4.1** describe a variety of strategies they used before, during, and after reading; explain which ones they found most helpful; and identify appropriate steps they can take to improve as readers				
Interconnected Skills **4.2** identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively				

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Writing Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.			
1. Development and Organizing Content			
Identifying Topic, Purpose, and Audience **1.1** identify the topic, purpose, and audience for a variety of writing tasks	29, 30		
Generating and Developing Ideas **1.2** generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate			
Research **1.3** locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate			
Organizing Ideas **1.4** identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing			
Reviewing Content **1.5** determine whether the ideas and information gathered are relevant to the topic, accurate, complete, and appropriately meet the requirements of the writing task			
2. Using Knowledge of Form and Style			
Form **2.1** write for different purposes and audiences using a variety of informational, literary, and graphic forms			
Voice **2.2** establish a distinctive voice in their writing, modifying language and tone skilfully to suit the form, audience, and purpose for writing			
Diction **2.3** use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and interesting for their intended audience			
Sentence Craft and Fluency **2.4** write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas	23, 24, 25, 26, 27		

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	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
Critical Literacy **2.5** explain how their own beliefs, values, and experiences are revealed in their writing			
Revision **2.6** revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies			
Producing Draft **2.7** produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations			
3. Applying Knowledge of Conventions			
Spelling **3.1** use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors		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	
Vocabulary **3.2** build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose			
Punctuation **3.3** use punctuation correctly and appropriately to communicate their intended meaning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16		
Grammar **3.4** use grammar conventions correctly and appropriately to communicate their intended meaning clearly and fluently	17, 18, 19, 20, 21, 22		
Proofreading **3.5** proofread and correct their writing, using guidelines developed with the teacher and peers			
Publishing **3.6** use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal for their audience			
Producing Finished Works **3.7** produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations			

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Writing Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
4. Reflecting on Skills and Strategies			
Metacognition **4.1** describe a variety of strategies they used before, during, and after writing; explain which ones they found most helpful; and identify appropriate steps they can take to improve as writers			
Interconnected Skills **4.2** identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively			
Portfolio **4.3** select a variety of types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice			

CAT·4 Match to the Ontario Curriculum
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Media Ontario Curriculum, 2007 Specific Expectations	*Canadian Achievement Tests, Fourth Edition* (CAT·4)			
	Informational	Literary	Vocabulary	Response to Text
1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts; 2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; 3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; 4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.				
1. Understanding Media Texts				
Purpose and Audience **1.1** explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences				
Interpreting Messages **1.2** interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey	3, 5, 17, 26, 27, 28, 39, 40			
Evaluating Texts **1.3** evaluate how effectively information, ideas, issues, and opinions are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose				
Audience Responses **1.4** explain why the same media text might prompt different responses from different audiences				
Critical Literacy **1.5** identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power				
Production Perspectives **1.6** explain how a variety of production, marketing, and distribution factors influence the media industry				
2. Understanding Media Forms, Conventions, and Techniques				
Form **2.1** identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning				
Conventions and Techniques **2.2** identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience				
3. Creating Media Texts				
Purpose and Audience **3.1** describe the topic, purpose, and audience for media texts they plan to create and identify significant challenges they may face in achieving their purpose				

CAT·4 Match to the Ontario Curriculum

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Media Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT·4)			
	Informational	Literary	Vocabulary	Response to Text
Form **3.2** select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice				
Conventions and Techniques **3.3** identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate specific aspects of their intended meaning				
Producing Media Texts **3.4** produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques				
4. Reflecting on Skills and Strategies				
Metacognition **4.1** describe a variety of strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify appropriate steps they can take to improve as media interpreters and producers				
Interconnected Skills **4.2** explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts				

*Not included as the expectations for Oral Communication:

Overall Expectations
1. **Listen to Understand**: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate**: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes:
3. **Reflecting on skills and Strategies**: reflect on and identify their strengths as listeners and speakers, areas for improvements, and the strategies they found most helpful in oral communication situation.

CAT·4 Match to the Ontario Curriculum
Level 21 Correlation: ONTARIO MATHEMATICS

Functions and Applications, Grade 11 (MCF3M)	Algebra	Pre-Algebra	Computation
Foundational Algebra Skills taught in earlier grades	1, 2, 7, 11, 12, 13, 14, 15, 17, 25, 31, 32, 34	All pre-algebra items have been taught in prerequisite courses prior to MCF3M	All computation items have been taught in prerequisite courses prior to MCF3M
A. QUADRATIC FUNCTIONS			
1. Solving Quadratic Equations			
1.1 pose problems involving quadratic relations arising from real-world applications			
1.2 represent situations using quadratic expressions in one variable, and expand and simplify quadratic expressions in one variable	3, 16		
1.3 factor quadratic expressions in one variable	6, 19		
1.4 solve quadratic equations by selecting and applying a factoring strategy	20		
1.5 determine, through investigation, and describe the connection between the factors used in solving a quadratic equation and the x-intercepts of the graph			
1.6 explore the algebraic development of the quadratic formula			
1.7 relate the real roots of a quadratic equation to the x-intercepts of the corresponding graph			
1.8 determine the real roots of a variety of quadratic equations	23		
2. Connecting Graphs and Equations of Quadratic Functions			
2.1 explain the meaning of the term function, and distinguish a function from a relation			
2.2 substitute into and evaluate linear and quadratic functions represented using function notation	18, 22, 26, 35		
2.3 explain the meanings of the terms domain and range			
2.4 explain any restrictions on the domain and the range of a quadratic function			
2.5 determine, through investigation using technology, the roles of a, h, and k in quadratic functions of the form $f(x) = a(x - h)^2 + k$			
2.6 sketch graphs of $g(x) = a(x - h)^2 + k)$	27		
2.7 express the equation of a quadratic function in the standard form $f(x) = ax^2 + bx + c$	39		
2.8 express the equation of a quadratic function in the vertex form $f(x) = a(x - h)^2 + k$, given the standard form $f(x) = ax(2) + bx + c$			
2.9 sketch graphs of quadratic functions in the factored form $f(x) = a(x - r)(x - s)$			
2.10 describe the information (e.g., maximum, intercepts) that can be obtained by inspecting the standard form	27		
2.11 sketch the graph of a quadratic function whose equation is given in the standard form $f(x) = ax^2 + bx + c$ by			

Principles of Mathematics, Grade 11, Academic (MPM2D)	Algebra	Pre-Algebra	Computation
3. Solving Problems Involving Quadratic Functions			
3.1 collect data that can be modelled as a quadratic function	29		
3.2 determine the equation of the quadratic function that best models a suitable data set	33		
3.3 solve problems arising from real-world applications	37		
B. EXPONENTIAL FUNCTIONS			
1. Connecting Graphs and Equations of Exponential Functions			
1.1 determine the value of a power with a rational exponent			
1.2 evaluate, with and without technology, numerical expressions containing integer and rational exponents and rational bases	4, 8, 21		
1.3 graph, with and without technology, an exponential relation			
1.4 determine, through investigation, and describe key properties relating to domain and range, intercepts, increasing/decreasing intervals, and asymptotes			
1.5 determine, through investigation the exponent rules for multiplying and dividing numeric expressions involving exponents	9, 10		
1.6 distinguish exponential functions from linear and quadratic functions			
2. Solving Problems Involving Exponential Functions			
2.1 collect data that can be modelled as an exponential function,			
2.2 identify exponential functions, including those that arise from real-world applications			
2.3 solve problems using given graphs or equations of exponential functions	5, 28		
3. Solving Financial Problems Involving Exponential Functions			
3.1 compare, using a table of values and graphs, the simple and compound interest earned for a given principal (i.e., investment) and a fixed interest rate over time	24, 40		
3.2 solve problems, using the compound interest formula			
3.3 determine exponential growth for compound interest,			
3.4 solve problems, using a TVM			
3.5 explain the meaning of the term annuity, through investigation of numeric and graphical representations using technology			

CAT·4 Match to the Ontario Curriculum
Level 21 Correlation: ONTARIO MATHEMATICS

Principles of Mathematics, Grade 11, Academic (MPM2D)	Algebra	Pre-Algebra	Computation
C. TRIGONOMETRIC FUNCTIONS			
1. Applying the Sine Law and the Cosine Law in Acute Triangles			
1.1 solve problems by determining the measures of the sides and angles of right triangles using the primary trigonometric ratios	36, 38		
1.2 solve problems involving two right triangles in two dimensions			
1.3 verify, through investigation using technology the sine law and the cosine law			
1.4 describe conditions that guide when it is appropriate to use the sine law or the cosine law			
1.5 solve problems that require the use of the sine law or the cosine law in acute triangles	30		
2. Connecting Graphs and Equations of Sine Functions			
2.1 describe key properties (e.g., cycle, amplitude, period) of periodic functions			
2.2 predict the future behaviour of a relationship modelled using a numeric or graphical representation of a periodic function			
2.3 make connections between the sine ratio and the sine function by graphing the relationship between angles from 0° to 360°			
2.4 sketch the graph of f(x) = sinx			
2.5 make connections, through investigation with technology, between changes in a real-world situation that can be modelled using a periodic function and transformations of the corresponding graph			
2.6 determine, through investigation using technology, the roles of the parameters a, c, and d in functions in the form f(x) = a sin x, f(x) = sin x + c, and f(x) = sin(x – d)			
2.7 sketch graphs of f(x) = a sin x, f(x) = sin x + c, and f(x) = sin(x – d)			
3. Solving Problems Involving Sine Functions			
3.1 collect data that can be modelled as a sine function (			
3.2 identify periodic and sinusoidal functions			
3.3 pose problems based on applications involving a sine function			