CAT·4 Match to the Quebec Curriculum
Level 15 – Grade 5 (Cycle 3.1)

Reading Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Reading	Vocabulary	Response to Text
Competency One: To read and listen to literacy, popular and information-based texts.			
The four cuing systems, which include:			
Prior knowledge and personal experience of the content of a text (semantic)			6
Knowledge of the ways books work (pragmatic)	6, 15, 22, 30		1
Use of pictures and other graphic representations to interpret texts (pragmatic)	20		3, 4
Knowledge of common language patterns (syntax)	10, 17, 37, 40		
Knowledge of the relationships between sounds and written symbols (graphophonics)	7, 12		
Self-correcting strategies, which include:			
A trial-and-error approach			
Questions and talk with others to clarify and enrich interpretations.			
Predictions, confirmations and inferences, when prompted by the teacher	1, 3, 8, 13, 28, 31, 32	9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	2, 5, 6
Perseverance when meaning-making breaks down by: • Adjusting pace • Reading on • Omitting words • Rereading • Making substitutions consistent with pattern of meaning making • Making connections • Discussions with teacher of the strategies s/he uses when meaning-making breaks down	2, 19, 26, 27	1, 2, 3, 4, 5, 6, 7, 8, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	
Strategies for locating information and/or ideas in texts, which include:			
A trial-and-error approach			
Use of different reading strategies according to the text type			1
Use of different strategies according to her/his purpose for reading	9, 18, 25		3, 4
Making of connections, with guidance, between the structures and features of familiar text types and their meanings	23		1, 5
Use of the following to locate specific information and/or ideas • Pictures and other graphic representations in texts • Headings, chapter divisions • Table of contents • Index	11, 41, 44		

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Level 15 – Grade 5 (Cycle 3.1)

Reading Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Reading	Vocabulary	Response to Text
Beginning to identify, with guidance, the stages of researching a topic, which include: • developing research questions • narrowing a topic • selecting and recording information from • reading/listening/viewing • categorizing information			2
Initial development of a personal method for researching a topic, with guidance			
Reading, listening to and viewing a range of self-selected and personally relevant texts that include:			
Use of personal, social and cultural background and experiences to interpret texts			4, 5, 6
Searching the Internet to locate texts that entertain, promote, and inform			
Developing a personal response process in the context of a community of readers through:			
Discussion of responses with others individually, in small groups and in the whole class			
Acknowledgment and support for different interpretations from peers of one text			
Discussion of favourite parts, ideas, and/or information in texts			3, 4, 5
Recount of the story and, with guidance, outline of information in a text			
Development of opinions on literary or popular texts	16		1, 2, 3, 4, 5
Sharing of new or interesting information gained from a text			6
Sharing of responses with others to clarify meaning and enrich interpretation			
Participation in literature circles to discuss own and others' responses to texts			
Comparing own responses with those of others at a beginner's level			
Discussing own response process at a beginner's level			
Moving beyond the initial response through:			
Responses to texts in a variety of ways that include talking, writing, the Arts, media			1, 2, 3, 4, 5, 6
Early attempts to explain own views of a text			2, 3, 4, 5, 6
Support for own views with references to the text in small and large group discussions			
Discussions of structures and features of text and their impact on the reader			1, 3
Discussion of the structures and features of a text and their influence on the meaning of a text			

CAT·4 Match to the Quebec Curriculum

Level 15 – Grade 5 (Cycle 3.1)

Reading Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Reading	Vocabulary	Response to Text
Returning to a text to confirm interpretations and understandings in discussions with peers			1, 2, 4, 5
Adjustment of own interpretations in the light of the responses of others at a beginner's level			
Seeing a text as a construction through:			
Suggestion of alternative endings or actions in a literary or popular text			
Plausibility of events, characters, opinions and/ or information in a text in relation to own values and experiences	4		2, 3, 4, 6
Comparison of texts that are familiar by recognizing: • the same theme or idea developed in different ways in two • literary or popular texts that non-fiction texts on the same topic contain different information • cross-curricular connections between texts, e.g. treatment of a theme in a literary and in a history text •identification of some of the ways in which information is presented in popular and information-based texts			
Understanding the influence of familiar structures and features on the meaning of a text through:			
Identification of some structures and features of familiar text types			
Location of similar structures and features in other texts of the same type, e.g. a list and a list poem			
Knowledge of familiar text types transferred to own writing by using known structures and features			
Beginning to identify the view of the world presented in a text through:			
Teacher and peer discussions of the ways in which different groups of people are depicted in texts			
Own questions about the view of the world represented in the text, with guidance from the teacher			
Making of inferences, when prompted, about the view of the world presented by the text	5, 24, 47		2, 3, 4, 5
Discussions, with guidance, of whose voices are heard and whose are missing in a text	14		
Comparison, with guidance, of own values with some of the social, cultural and historical values in a literary text in teacher and peer discussions			2, 5
Competency Three: To Represent his/her literacy in different media			
The familiar images, signs, symbols and logos in her/his environment:			
Recognition that they are made by people for different purposes			4
Recognition that they have meanings/messages	46		3

CAT·4 Match to the Quebec Curriculum
Level 15 – Grade 5 (Cycle 3.1)

Reading Quebec Curriculum, 2001 Specific Outcomes	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		Constructed-Response Tasks
	Multiple-Choice Tests		
	Reading	Vocabulary	Response to Text
Identification of how these images contribute to the messages/meanings of various media texts	38, 45		3, 4
Use of repertoire of strategies to unlock message(s)/meaning(s) in various media texts (See also Competency 1, Reading Strategies):			
Own questions in order to predict and confirm			
Drawing on prior experience with familiar media texts to understand how they are constructed			
Rereading/looking again in order to clarify and extend understanding of a text, etc.	21, 29, 39, 42, 43		3, 4
Use of repertoire of communication strategies when meaning breaks down and/or to sustain meaning			
Make meaning of a media text by:			
Brainstorming			
Drawing on prior knowledge			
Sharing responses with peers			
Making connections to own experiences			3
Returning to text	33, 35, 48		
Considering some of the functions of different, familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information			
Using structures and features of the medium and text type in order to clarify meaning and explain her/his response, in collaboration with peers			
Confirming, in collaboration with peers and teacher, that a media text can contain more than one meaning or message			
Identifying and discussing some of the ways in which pictures, illustrations, popular symbols and signs and images enhance the message(s)/ meaning(s) in media texts designed for young viewers			4
Using text to support interpretation of characters' points of view in narrative and popular texts	36		3
Responding to messages on the computer			

CAT·4 Match to the Quebec Curriculum
Level 15 – Grade 5 (Cycle 3.1)

Writing Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Self-selection of own topics, structures and features, based on purpose and audience			
Writing to a familiar audience (peers, family, trusted adults) in order to express meaning(s):			
Pictures, symbols and/or signs integrated with print			
Identification of purpose for writing			1, 2, 3
Specific structures and features of familiar texts incorporated into own writing			1, 3, 5
Using the linguistic structures and features of texts in own writing:			
Experimentation with the register of a text in a relevant context or situation for a specific purpose and for a familiar audience of peers, family and friends			4
Reflection about strengths and learning goals through writing selections already accumulated in a portfolio			
Syntactic structures that carry meaning: the structure of a question, a request, an apology			
Selection of ways to influence a familiar audience in self-expressive and narrative texts			1, 3
Syntax that is chosen in order to add meaning to a text, given purpose, audience and context	29, 30, 31, 32, 33, 34, 35, 36		1, 2, 3, 4, 5
Experimentation, at a beginner's level, with different syntactic structures that are appropriate to purpose, audience and context			
Some control of the following linguistic features: tenses, verb/subject agreement, voice, i.e. first, second, third person			1, 2, 3, 4, 5
Adaptation of the structure and features of different texts to different requirements, given the context	37, 38, 39, 40		
Writing on a daily basis:			
Own topics and text types chosen to meet a specific purpose, audience and context, e.g. what will I write? Who is it for? Should I use words and pictures?			
Writing for specific purposes and in different contexts which include:			
Getting things done			1, 3
Personal needs			
For pleasure			5
Clarifying thoughts			3, 4
Solving problems			1
Expressing ideas and feelings			1, 2, 4
Recording experiences			2, 3
Developing and exploring new ideas and information			1, 4, 5

CTC
CANADIAN TEST CENTRE
Educational Assessment Services

CAT·4
CANADIAN ACHIEVEMENT TESTS
FOURTH EDITION

CAT·4 Match to the Quebec Curriculum
Level 15 – Grade 5 (Cycle 3.1)

Writing Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Exploratory prewriting activities appropriate to purpose, audience and context for the writing:			
Brainstorming for information and asking questions			
Drawing on ideas, prior experiences and personal memories			1, 2, 3, 4, 5
Drawing, planning, talking			1, 2, 3, 4, 5
Reading, listening to, viewing and talking about stories, songs, poems and books			
Using graphic organizers			
Telling and retelling stories			5
Drawing on prior knowledge			1, 2
Writing activities that nourish the development of a process for producing written texts:			
Regular, sustained time to write on a daily basis			
Drafts of own writing with focus on making meaning			
Rereading of own writing with focus on meaning			1, 2, 3, 4, 5
Sharing own writing with peers			
Seeking response to writing from peers and teacher			
Selection of some pieces of writing to develop more fully, in collaboration with teacher			
One or two strategies for crafting and revising own writing, on a trial-and-error basis: • Seeking feedback, rereading favourite texts to make discoveries about what the author did • Questioning own texts as a writer • Talking about personal revision process			
Initial editing skills, with guidance from teacher and in collaboration with peers: understanding of how to find and correct a specified error; mini-lessons on areas in need of review; developing an editing checklist			
Self-edits with focus on a limited number (1 or 2) of writing conventions at own developmental level: • Checks for end punctuation in pairs by reading aloud • Proofreads for known words, checks spelling of words that do not look right, checks for basic punctuation and capitalization • Checks for new paragraphs and punctuation when using dialogue, checks for consistent voice (first, second or third person)			1, 2, 3, 4, 5
Feedback from peers and teacher requested and received for final editing of text			
Re-presentation of personally meaningful texts as published pieces for intended familiar audience			

CAT·4 Match to the Quebec Curriculum
Level 15 – Grade 5 (Cycle 3.1)

Writing Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
Experimentation with familiar structures and features of different text types in own writing:			
Based on wide repertoire of texts read, viewed in the media and encountered in her/his community			
To suit own purpose and audience			
Some features of familiar narrative and information-based texts transferred into own writing			2, 3
Development of control, through trial and error, of familiar structures and features of texts in own writing			
Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation):			
Development of spelling conscience: rules, generalizations and patterns of written language, i.e. spelling, applied at appropriate developmental level			1, 2, 3, 4, 5
Growing repertoire of developmentally appropriate spelling strategies: • Approximations, phonetic representation, visual patterns and common letter sequences, common structural patterns • Class and personal word lists, generalizations drawn from focusing on groups of words • Knowledge of suffixes, prefixes and compounds, use of word meaning and derivations, human and print resources	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	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
Integration of some basic writing conventions in own writing on a trial-and-error basis			
Use of some basic writing conventions. See self-editing in writing activities			
Concept of writer's craft:			
Guided discussion and questioning of texts read, listened to and produced in order to discover how the text works			
Some techniques used experimentally in own writing, for own purposes, drawn from guided explorations of texts read, viewed and produced by others			
Structures and features of texts: different kinds of details about setting in story related to context, creating suspense, crafting leads in authentic non-fiction, pictures and captions in non-fiction text, conventions of specific text types such as fairy tale, mystery, etc.			1, 3
Writing daily for personally significant purposes:			
See Writing Process—purpose and context for writing, above			
Use of writing in order to make thinking visible and reflect on learning			

CAT·4 Match to the Quebec Curriculum

Level 15 – Grade 5 (Cycle 3.1)

Writing Quebec Curriculum Specific Outcomes	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
Initial understanding of how to adjust writing to needs of a familiar audience: planning, sustaining and revising of significant texts for a familiar audience that have a personally relevant purpose, development of a spelling conscience and use of the necessary resources			
Conventions of writing, e.g. grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (capitalization, punctuation and spelling) used as tools a writer would use to communicate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 26, 27, 28		1, 2, 3, 4, 5
Adaptation of personal writing process to different writing contexts, purposes and (familiar) audiences			

CAT·4 Match to the Quebec Curriculum
Level 15 – Grade 5 (Cycle 3.1)

Mathematics Quebec Curriculum Specific Outcomes	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
ARITHMETIC: UNDERSTANDING AND WRITING NUMBERS			
Natural numbers • natural numbers less than 1 000 000 (hundred thousands): reading, writing, representation, comparison, classification, order, equivalent expressions, writing numbers in expanded form, patterns, number line	1, 5, 12, 14		
Fractions • fractions: reading, writing, numerator, denominator, various representations, order, comparison, equivalent expressions, equivalent fractions			
Decimals • up to three decimal places (tenths, hundredths, thousandths): reading, writing, various representations, order, equivalent expressions, writing numbers in expanded form	11, 48, 54, 58, 59	22, 27	
Using numbers • converting from one type of notation to another: writing fractions, decimal numbers or percentages • choosing the most suitable notation for a given context	29		
Integers • reading, writing, comparison, order, representation			
ARITHMETIC: MEANING OF OPERATIONS INVOLVING NUMBERS			
Natural numbers • operation sense: multiplication (e.g. repeated addition, Cartesian product), product, factor, multiples of a natural number, division (repeated subtraction, sharing, number of times x goes into y), quotient, remainder, dividend, divisor, set of divisors of a natural number, properties of divisibility • choice of operation: multiplication, division • meaning of an equality relation (equation), meaning of an equivalence relation • order of operations (series of operations involving natural numbers)	30 60 6, 7		
Decimals • operation sense: multiplication and division	37		
Fractions • operation sense (using objects and diagrams): addition, subtraction and multiplication by a natural number			
ARITEMATIC: OPERATIONS INVOLVING NUMBERS			
Natural numbers • approximating the result of an operation: addition, subtraction, multiplication, division		30	
• own processes for mental computation: addition, subtraction, multiplication, division	6, 7, 22, 28, 50, 60	23	

CAT·4 Match to the Quebec Curriculum
Level 15 – Grade 5 (Cycle 3.1)

Mathematics Quebec Curriculum Specific Outcomes	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
• conventional processes for written computation: multiplying a three-digit number by a two-digit number	32	Add/subtract 1, 7, 8, 9, 11, 12, 28 Multiply 2, 13, 17, 35	
• conventional processes for written computation: dividing a four-digit number by a two-digit number, expressing the remainder as a decimal that does not go beyond the second decimal place		3, 26, 31	
• series of operations in accordance with the order of operations			
• patterns: series of numbers, family of operations	13, 15, 18, 24, 31, 35, 40, 55		
• finding prime factors			
• divisibility by 2, 3, 4, 5, 6, 8, 9, 10			
Decimals • approximating the result of an operation	37	32, 34	
• mental computation: addition, subtraction, multiplication, division			
• written computation: multiplication whose product does not go beyond the second decimal place, division by a natural number less than 11	19, 36	Add/subtract 4, 5, 10, 14, 16, 18, 20, 21, 29 Multiplication 6, 15, 19, 24, 25, 33	
• mental computation; multiplication and division of decimals by 10, 100, 1000			
Fractions • establishing equivalent fractions			
GEOMETRY: GEOMETRIC FIGURES AND SPATIAL SENSE			
Space • locating objects on an axis			
• locating objects in a Cartesian plane	21		
Solids • recognizing nets for convex polyhedrons	3, 10, 17		
• testing Euler's theorem (relationship between faces, vertices and edges of a convex polyhedron)			
Plan figures • describing triangles: right triangles, isosceles triangles, scalene triangles, equilateral triangles	4, 23		
• classifying triangles			
• measuring angles in degrees using a protractor			
• studying the features of a circle: radius, diameter, circumference, central angle			

CAT·4 Match to the Quebec Curriculum

Level 15 – Grade 5 (Cycle 3.1)

Mathematics Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
Frieze patterns and tessellations • observing and producing (grids, tracing paper) frieze patterns by means of translation: translation, translation arrow (length, direction, sense)	20, 53		
• observing and producing tessellations by means of translations			
MEASUREMENT			
Lengths: estimating and measuring • conventional units (km, m, dm, cm, mm)	33, 44, 49		
• relationships between units of measure			
angles: estimating and measuring • degree			
Surface areas: estimating and measuring • conventional units (m2 dm2 mm2), relationships between the units of measure	27, 47, 56		
Volume: estimating and measuring • conventional units (m3 dm3 cm3), relationships between the units of measure			
Capacities: estimating and measuring • unconventional units			
• conventional units (L, ml), relationships between the units of measure			
Masses: estimating and measuring • unconventional units			
• conventional units (kg, g), relationships between the units of measure			
Time: estimating and measuring • relationships between the units of measure	34, 46		
Temperatures: estimating and measuring • conventional units (°C)			
STATISTICS			
• formulating questions for a survey			
• collecting, describing and organizing data using tables	41, 42, 45		
• interpreting data using a circle graph	38, 39 Other graphs 26, 51, 52, 57		
• arithmetic mean (meaning, calculation)			
PROBABILITY			
• experimentation with activities involving chance			
• predicting the likelihood of an event (certainty, possibility or impossibility)			

CAT·4 Match to the Quebec Curriculum

Level 15 – Grade 5 (Cycle 3.1)

Mathematics Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
• probability that a simple event will occur (more likely, just as likely, less likely)			
• enumerating the possible outcomes of a random experiment using a table, a tree diagram			
• comparing the outcomes of a random experiment with known theoretical probabilities	25, 43		
• doing simulation with or without a computer			