CAT·4 Match to the Quebec Curriculum
Level 17 to Secondary Cycle 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 3 Reads and listens to written, spoken and media texts			
Making Sense of a Text: Repertoire of Texts			
Young adult literature with an equal representation of male and female authors and characters, and of diverse cultural groups			
Narrative-based texts in different media including: plays and poetry on topics/subjects of interest to young adolescent readers	39		5, 6
Nonfiction intended for adolescent readers, e.g. may also include some texts written or produced for adults on topics/subjects that are accessible to an average young adolescent reader, such as might be found in wide-circulation newspapers, community and alternative newspapers, television news, radio interviews			1
Popular texts, such as teen magazines, school publications, catalogues, song lyrics			2, 3, 4
Reader's Stance: Constructing a Reading of a Text			
Focuses on the world of the text to construct an aesthetic reading			5
Focuses on making sense of information in a text to construct an efferent reading			1, 4
Focuses on the relationship between own world and world of the text to construct an interpretive reading			2, 3, 6
Reading Strategies: Text Grammars (Structures, Features, Codes and Conventions)			
Constructs meaning(s)/message(s) by reinvesting her/his knowledge of the text as social construct, i.e. language-in-use: • Draws on cues in familiar structures, features, codes and conventions to make sense of texts	21, 25, 34, 40, 43, 47		4
Constructs meaning(s)/message(s) by reinvesting her/his knowledge of the text as social construct, i.e. language-in-use: • Identifies connotation and denotation of words, images and their referents	6, 12, 22, 36, 45	24, 25, 26, 27, 28, 29	3, 5
Constructs meaning(s)/message(s) by reinvesting her/his knowledge of the text as social construct, i.e. language-in-use: • Makes connections between conventions of a familiar text type/genre and own response(s)/interpretation(s)			4, 5

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Reading **Quebec Curriculum, 2001 Specific Outcomes**	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Reading	Vocabulary	Response to Text
Examines the constructed world of narrative text: • uses her/his response(s) as the basis for connecting own meaning(s) to the conventions used to plot/construct the story, • identifies how readers' or listeners' sympathies are directed to particular characters • sees that the order of events in a story are deliberately constructed to evoke our compassion or suspicion; • notices elements of characterization (see Competency 4– Writing: Immersion into Texts)	37		3, 5, 6
Applies contextual understanding when meaning breaks down: • Syntactic: to make sense of new words or to understand a few complex concepts/ideas /information	4, 23, 32	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	5
Applies contextual understanding when meaning breaks down: • Sociocultural: draws on understanding of values and beliefs to make sense of incidents, events or message(s)	13, 38, 42, 44		2, 3, 6
Organizing and Reporting Information			
Identifies attributes of primary and secondary sources in order to evaluate pertinent information			
Selects a note-taking strategy suited to the task, information source(s) and purpose			
Selects, records and categorizes information on a topic or subject of personal interest with sustained teacher guidance			
Begins to develop organizational strategies to report findings, based on needs of familiar audience and context, with some teacher guidance			1, 2
Begins to draw conclusions by focusing on pertinence of main ideas	2, 7, 8, 10, 15, 20, 26, 27, 30, 31, 33, 41, 46		1, 3
Manages integrated portfolio by collecting, organizing and maintaining samples of own work, i.e. personal information			
Reports information/research orally to a familiar audience, using resources such as multimedia, classroom drama			

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Reading Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
Exchanges with Other Readers: Response Processes in the Classroom			

During the reading process, s/he discusses spoken, written and media texts with peers:
• Interrelates her/his reading stance, reading profile and the structural organization of text (i.e. its features, codes and conventions) to make sense of themes and/or ideas and/or information for self
• Calls upon reading profile, personal experience and the constructed world of the text when discussing responses with peers and teacher (see Reading Strategies in this competency)
• Discusses aesthetic and efferent readings of texts by indicating where s/he focused her/his attention and interest
• Situates her/his responses within the text, i.e. rereads
• Formulates questions that clarify, expand, reshape and confirm own response
• Assumes an individual voice in responding to texts:
  - Speaks with clarity, openness and confidence in discussions with peers and teacher
  - Acknowledges and supports the different responses, interpretations and points of view of peers
  - Draws on discussions with peers to clarify and confirm own response(s)
  - With guidance, begins to step back and reflect on the significance the text holds for her/him			

Reader, Text, Context: Interpreting Texts			
Interprets the text for a familiar audience by drawing associations between own world of personal experiences and knowledge and the world of the text by considering: • Own characteristics as a reader and the constructed world of a text			2, 3, 4
• Predictions and inferences about the view of the world presented in text, i.e. in fiction, nonfiction, and narrative texts presented in different media	16, 29		2, 3, 4, 6
• Initial, tentative impressions about the statement(s) or view of the world the author/narrator/producer is making	5, 17, 45		6
• Features, codes and conventions of known text types/genres, i.e. drawn from own reading profile	18, 24, 28		4
• Texts s/he has written and produced that have similar structures, features, codes and conventions			
Identifies features, codes and conventions used to achieve a recognized social purpose and/or function and/or effect and impact on self as reader	1, 2, 9, 11, 14, 19, 35, 48		5
Follows a process to compose, i.e. writes or produces own interpretation(s) of a text (see Competency 4–Writing: Writerly Practices)			

CAT·4 — CANADIAN ACHIEVEMENT TESTS FOURTH EDITION

CAT·4 Match to the Quebec Curriculum
Level 17 to Secondary Cycle 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
Interprets the view of the world in the text in different media, including mixed media, for a familiar audience			
Expresses own interpretation(s) with clarity, openness and confidence			1, 2, 3, 4, 5, 6
Uses an inquiry process and action research in collaboration with peers to organize and report information in nonfiction and/or popular texts of interest to young adolescents for a familiar audience (see Competency 1–Talk)			

CAT·4 Match to the Quebec Curriculum
Level 17 to Secondary Cycle 1

Writing Quebec Curriculum, 2001 Specific Outcomes	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
COMPETENCY 4: Writes a variety of genres for personal and social purposes			
Repertoire of Texts			
Action-planning-based texts to plan, organize and/or monitor own learning			
Reflective- and interpretive-based texts to reflect, think, self-evaluate and/or wonder			
Narrative-based texts to remember, record and/or story both real and imagined experiences			
Information-based texts to explain, persuade, report on and/or learn about new ideas/issues/events			
Integrated Projects			
Initiates, with teacher negotiation and support, a self selected integrated project			
Follows a collaboration process to plan, organize and complete an integrated project (see Competency 1–Talk: Collaboration Process)			
Talks about, in regular conferences with peers and teacher, development of project(s): • Shares interests s/he wants to pursue • Plans, organizes, changes the project • Monitors own work, sets time line, organizes workload • Sets realistic learning and writing goals			
Follows an inquiry process, with teacher guidance and support, to research and discuss information (see Competency 1–Talk: Inquiry Process; and Competency 3–Reading: Organizing and Reporting Information)			
Drafts a plan of action: • Explains a research rationale, i.e. reasons for choosing this study, what they may gain from it • Proposes a methodology and a time line, even though the plan may change as the study develops • Reflects on changes to the project as it unfolds and how s/he and/or the group managed those changes			
Produces texts, within the integrated project, in contexts that are significant to her/him and/or the group for a familiar audience			
Writing Process: Writerly Practices			
Writes for sustained periods of class time			

CAT·4 Match to the Quebec Curriculum
Level 17 to Secondary Cycle 1

Writing Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Produces draft(s) and adopts a drafting process that is context- and text-dependent: • Chooses the context(s) for own writing based on own interests • Talks with peers and teacher • Uses strategies to work out ideas and to draft • Develops work habits such as keeping a writer's notebook/journal, recording observations and ideas for writing • Selects own pieces to develop into final drafts • Attends to clarity, presentation style and personal expression when presenting final draft(s)			
Develops self-monitoring strategies: • Creates rubrics/checklists collaboratively, • Tracks own writing process • Learns to manage own workload • Adapts writing process to conditions under which s/he works best			
Talks about how s/he adapts writerly practices to suit different writing situations and contexts			
Writing Process: Feedback			
Confers regularly and throughout the writing process with teacher and peers about works in progress			
Collaborates in group feedback sessions			
Develops strategies for giving feedback			
Develops a sense of responsibility as an audience member for peer and own writing, i.e. demonstrates commitment			
Responds to own and peer texts with a focus on the writer's intended meaning			
Seeks specific feedback as a writer from her/his peers, i.e. takes ownership of conference			
Seeks specific feedback as a writer from her/his peers, i.e. takes ownership of conference			
Talks about ways that peer/teacher feedback influences own choices			
Writing Process: Revision			
Develops techniques to indicate changes for drafts			
Uses self as audience			
Questions own texts as a writer			
Rereads similar texts/models for guidance			
Revises content			1, 2, 3, 4, 5
Makes ready use of resources to enhance communication			
Talks about own revision processes			
Develops own editing strategies			

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CAT·4
CANADIAN ACHIEVEMENT TESTS
FOURTH EDITION

CAT·4 Match to the Quebec Curriculum
Level 17 to Secondary Cycle 1

Writing Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
Writing Process: Reflection			
Talks about self as a writer in conferences with peers and teacher, i.e. develops a metalanguage to reflect on own progress			
Talks about the development of her/his writer's profile			
Shares growing profile as a writer in regular student teacher conferences			
Self-evaluates pieces of writing			
Maintains, organizes and shares an integrated profile that records representations of her/his writing development			
Immersion into Texts: Explores the grammars of text			
• Follows an inquiry process, working in collaboration with peers and teacher, to explore how a text is constructed and/or some of its social purposes (see Competency 1–Talk: Collaboration Process, and Inquiry Process)			
• Draws on prior literacy experiences with familiar texts to deconstruct them			
• Reads, individually or as a group, more than one sample of the genre to compare stylistic elements and their impact on the audience (see Competency 3–Reading: Reader, Text, Context: Interpreting Texts)			
• Discusses the purpose of familiar texts within a genre			
• Identifies some structures and features of a genre			3
• Identifies some codes and conventions of a genre			3
• Discusses impact on self as a reader of the genre (see Competency 3–Reading: Reader, Text, Context: Interpreting Texts)			
Immersion into Texts: Explores the uses of Language			
• Discusses how a writer's word choices affect the audience			
• Begins to talk about, with guidance, how language can represent and/or exclude certain people, values, ideas as well as the power relationships evoked in the text			
• Identifies how language is used to present ideas and information			
Uses texts as models for own writing: • Consults different samples of the genre • Builds criteria for what makes the text effective • Develops a rubric/checklist for how to write a particular genre, in collaboration with teacher and peers • Keeps track of elements of style to explore,			

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Writing Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Immersion into Texts: Applying Knowledge of Text Grammars			
Chooses a genre that suits own purpose and context, topic, audience, etc.			4
Applies text grammars appropriate to the text chosen			1, 2, 3, 4, 5
Develops control over familiar text grammars,			2, 3, 5
Experiments with new structures, features, codes and conventions to specific effect in a trial-and-error fashion			
Begins to combine and/or manipulate different text grammars to suit own purpose(s), i.e. writes multigenre texts			
Immersion into Texts: Applying Knowledge of Language			
Integrates new and familiar linguistic conventions into own writing in a trial-and-error fashion			
Makes appropriate and effective word choices to represent ideas, people, things, events, experiences: • Expands vocabulary repertoire and rules, generalizations and patterns for spelling • Uses specialized vocabularies learned from other disciplines when pertinent • Draws on different code systems		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
Uses conventions of language to establish relationships	17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28		1, 2, 3, 4, 5
Arranges information in the text(s): • Develops the text • Uses cohesive devices	1, 2, 3, 4, 5, 6, 7, 8, 9, 10,11, 12, 13, 14, 15, 16, 37, 38, 39, 40		1, 2, 3, 4, 5
Adapts common linguistic conventions to a specific genre	29, 30, 31, 32, 33, 34, 35, 36		1, 2, 3, 4, 5
Begins to manipulate common linguistic conventions to achieve specific effects			2
Immersion into Texts: Comparing Own Style to That of Other Writers			
Engages in collaborative writing activities,			
Accepts and gives recommendations from/to peers and teacher			
Extends repertoire of stylistic elements			

CAT·4 Match to the Quebec Curriculum

Level 17 to Secondary Cycle 1

Writing Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
Recognizes elements of own style and that of peers and other writers: • Notices differences between own stylistic choices and those of peers • Compares effects on readers of own stylistic choices and those of peers, and revises accordingly • Develops tastes as a writer by consciously adopting elements of the writer's craft			
Develops an appreciation of the uniqueness of own style in relation to that of other writers			
Recognizes strong points of peers' styles and praises, supports them			
Developing Voice: Assuming Roles as a Writer			
Uses writing to better understand own experiences: • Writes about issues, events, interests, beliefs that are important to her/him • Draws on feedback from peers to deepen or extend own thinking (see Reading: Exchanges With Other Readers: Response Processes in the Classroom) • Identifies common issues/themes in own writing • Reflects on significance of themes in own writing • Expresses her/himself with clarity, openness, and confidence			1, 2, 3
Uses writing to better understand the experiences of others: • Compares own experiences to those of others • Adopts voice(s) other than own, in a trial-and-error fashion			
Begins to construct a writer's stance (see Talk: Classroom Drama): • Uses different points of view • Explores different perspectives of a person, issue, event • Experiments with tone to create an effect			2, 3
Researching as a Writer			
Follows an inquiry process to create informed renditions of people, places and events (see Talk: Inquiry Process): • Researches, with support, information about a social, historical and/or cultural context to use in own writing (see Reading: Reading Strategies: Text Grammars; and Reading: Reader, Text, Context: Interpreting Texts) • Consults a variety of sources • Collects and organizes information relevant to the context to be created (see Reading: Organizing and Reporting Information; Writing: Integrated Projects; and Writing: Immersion Into Texts)			
Uses information, with guidance, to support a point of view/stance and/or create an authentic description of a time and place			

CAT·4 Match to the Quebec Curriculum

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Writing Quebec Curriculum, 2001 Specific Outcomes	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
Characterizing an Audience			
Interprets the expectations of a familiar audience (see Talk: Production Process) • Looks at similarities between self and audience • Begins to look at potential differences • Thinks about knowledge the audience has on the topic and adjusts writing accordingly			
Experiments with register: • Considers the formality/informality of the context • Explores the relative status of the writer and audience in a familiar setting • Shifts the use of language/diction depending on audience and context • Adapts register to genre for specific effect			
Begins to examine own and peer responses to each other's texts (see Media: Audience and Producer): • Attempts to characterize self as audience within a community of writers • Uses peers' responses to own texts to discover own strengths as a writer • Responds with interest and openness to points of view expressed by peers (see Reading: Exchanges With Other Readers: Response Processes in the Classroom) • Reinvests what s/he learns from audience experiences, both as a reader of peer texts and as a receiver of peer responses, to own writing, to build own repertoire of what works for her/him as a writer			

CAT·4 Match to the Quebec Curriculum
Level 17 to Secondary Cycle 1

Mathematics Quebec Curriculum, 2001 Specific Outcomes	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Concepts	Computation and Estimation	Math Processes
Arithmetic			
Reading, writing, various representations, patterns, properties	3, 6, 7, 15, 17, 43, 46, 50	34	
Fractional, decimal, and exponential (integral exponent) notation; percentage, square root	32		
Properties of divisibility (by 2, 3, 4, 5, 10)			
Equality relations	34		
Order of operations with no more than 2 levels of parentheses		10, 11, 35	
Ratios and Rates	44, 54		
Proportions			
Direct or inverse variation			
Estimating order of magnitude			
Comparing		29	
Using a variety of representations (eg., numerical, graphic)			
Recognizing and using equivalent ways of writing numbers			13
Switching from one way of writing numbers to another or from one representation to another		22, 25, 27, 31, 32	1
Transforming arithmetic equalities			
Locating numbers on a number line, abscissa (x-coordinate) of a point			
Estimating and rounding numbers in different situations		1	
Looking for equivalent expressions		22, 25, 27, 31	
Approximating the result of an operation		23	
Mental Computation		2, 29	
Written Computation		3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 26, 28, 29, 30, 33, 36	2, 36, 55
Use of a calculator			Throughout assessment
Comparison of ratios and rates			
Recognizing a proportional situation by context, table or graph			
Solving a proportional situation			
Finding ordered pairs on a Cartesian Plane			4, 39
Algebra			
Understanding Algebraic Expressions			
Equality, Equation and Unknown			

CAT·4 Match to the Quebec Curriculum
Level 17 to Secondary Cycle 1

Mathematics Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Concepts	Computation and Estimation	Math Processes
First-degree equation with one unknown expressed in the form of ax + b = cx + d			
Constructing an algebraic expression			5, 8
Recognizing and finding equivalent algebraic expressions			
Numerical evaluation of an algebraic expression			23, 25, 28
Manipulating Algebraic Expressions			
Solving first-degree equations with one unknown			22
Validation of the solution by substitution			
Overall representation of a situation by means of a graph			4, 24, 39
Probability			
Random Experiment			
Event			
Theoretical Probability and experimental probability			
Processing data from random Experiments			
Enumerating possibilities using different types of representations: tree diagram, network, table, etc.			21, 49
Calculating the probability of an event			
Statistics			
Population Sample			
Data			
Table: characteristics, frequencies			26, 47, 48
Reading graphs: Bar, broken-line, circle			14, 60
Arithmetic Mean			9, 10, 37, 53
Conducting a survey or a census			
Organizing and choosing certain tools to present data			
Geometry			
Plane Figures			41
Angles			16, 42
Solids			31, 38, 45
Congruent and similar figures			11, 52
Geometric constructions			
Geometric Transformations			20, 24, 56
Finding unknown measurements			57
Areas			19, 29, 30, 33, 35, 40, 51, 58, 59