

**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#001 - St. Peter's School, Black Tickle

Grades: K-2,4-12

School

District

Province

[N=3]

School
Below Above
District

[N=259]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	District [N=259]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	49.6	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.6	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		83.9	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		74.2	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		71.0	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		68.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		71.0	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		47.6	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		49.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		46.0	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		84.4	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.5	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		58.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		53.3	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.9	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		78.7	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		69.3	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		73.4	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		32.0	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#002 - Henry Gordon Academy, Cartwright

Grades: K-12

School

District

Province

[N=5]

School
Below Above
District

[N=259]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=259]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	49.6	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.6	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		83.9	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		74.2	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		71.0	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		68.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		71.0	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		47.6	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		49.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		46.0	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		84.4	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.5	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		58.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		53.3	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.9	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		78.7	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		69.3	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		73.4	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		32.0	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#007 - Amos Comenius Memorial School, Hopedale		Grades: K-12	School [N=7]	School Below Above District	District [N=259]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	33.3	S		49.6	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S		51.6	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	66.7	S		83.9	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S		74.2	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	83.3	P		71.0	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7	S		68.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	50.0	S		71.0	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	0.0	S		47.6	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	0.0	S		49.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	66.7	P		46.0	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	40.0	S		84.4	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	60.0	S		94.3	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	40.0	S		86.5	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	20.0	S		58.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	60.0	P		53.3	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	60.0	S		77.9	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	60.0	S		78.7	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	40.0	S		69.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	40.0	S		73.4	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	20.0	S		32.0	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#010 - Menihek High School, Labrador City

Grades: 8-12

School

[N=119]

District

[N=259]

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=119]	School Below Above District	District [N=259]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	61.6	P	49.6	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S	51.6	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.5	P	83.9	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	81.3	P	74.2	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	75.0	P	71.0	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.1	S	68.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	74.1	P	71.0	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	54.5	P	47.6	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	58.9	P	49.2	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	49.1	P	46.0	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.7	P	84.4	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.4	P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.8	P	86.5	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	64.6	P	58.2	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	46.4	S	53.3	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.9	P	77.9	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	81.8	P	78.7	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	76.4	P	69.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	76.4	P	73.4	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	41.8	P	32.0	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#012 - J.C. Erhardt Memorial School, Makkovik

Grades: K-12

School

District

Province

[N=4]

School
Below Above
District

[N=259]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=259]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	49.6	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.6	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		83.9	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		74.2	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		71.0	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		68.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		71.0	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		47.6	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		49.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		46.0	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		84.4	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.5	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		58.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		53.3	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.9	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		78.7	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		69.3	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		73.4	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		32.0	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#013 - Mud Lake School, Mud Lake		Grades: 1,8-9	School [N=1]	School Below Above District	District [N=259]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		49.6	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			51.6	52.4		
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			83.9	86.4		
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			74.2	79.7		
5.	Application - Use strategies to construct meaning (<i>mood</i>)			71.0	69.1		
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			68.2	65.7		
7.	Application - Use strategies to construct meaning (<i>personification</i>)			71.0	74.8		
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			47.6	58.7		
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			49.2	51.7		
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			46.0	46.2		
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)			84.4	88.5		
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)			94.3	95.0		
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)			86.5	87.5		
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)			58.2	54.2		
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)			53.3	58.1		
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)			77.9	78.6		
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)			78.7	70.9		
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)			69.3	70.7		
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)			73.4	74.7		
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			32.0	33.4		

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#014 - Jens Haven Memorial, Nain		Grades: K-12	School [N=13]	School Below Above District	District [N=259]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	50.0		P	49.6	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	60.0		P	51.6	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.0		P	83.9	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	50.0	S		74.2	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	90.0		P	71.0	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	100.0		P	68.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	60.0	S		71.0	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	40.0	S		47.6	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	30.0	S		49.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0		P	46.0	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9		P	84.4	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	88.9	S		94.3	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	66.7	S		86.5	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	33.3	S		58.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	44.4	S		53.3	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	88.9		P	77.9	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	88.9		P	78.7	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	77.8		P	69.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S		73.4	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	S		32.0	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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10/4/2011

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#015 - Lake Melville School, North West River		Grades: K-12	School [N=6]	School Below Above District	District [N=259]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	0.0	S		49.6	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S		51.6	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	33.3	S		83.9	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S		74.2	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	33.3	S		71.0	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	S		68.2	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	50.0	S		71.0	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.7	P		47.6	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	P		49.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0	P		46.0	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	66.7	S		84.4	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	83.3	S		94.3	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P		86.5	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0	S		58.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S		53.3	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	50.0	S		77.9	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	83.3	P		78.7	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S		69.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	100.0	P		73.4	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3	P		32.0	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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10/4/2011

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#017 - Northern Lights Academy, Rigolet		Grades: K-12	School [N=1]	School Below Above District	District [N=259]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		49.6	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			51.6	52.4		
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			83.9	86.4		
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			74.2	79.7		
5.	Application - Use strategies to construct meaning (<i>mood</i>)			71.0	69.1		
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			68.2	65.7		
7.	Application - Use strategies to construct meaning (<i>personification</i>)			71.0	74.8		
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			47.6	58.7		
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			49.2	51.7		
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			46.0	46.2		
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)			84.4			88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)			94.3			95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)			86.5			87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)			58.2			54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)			53.3			58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)			77.9			78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)			78.7			70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)			69.3			70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)			73.4			74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			32.0			33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

#477 - Mealy Mountain Collegiate, Happy Valley-Goose Bay

Grades: 8-12

School

District

Province

[N=100]

School
Below Above
District

[N=259]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=100]	School Below Above District	District [N=259]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	37.0	s	49.6	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	53.0	p	51.6	p	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	85.0	p	83.9	s	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	69.0	s	74.2	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	65.0	s	71.0	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	67.0	s	68.2	p	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	74.0	p	71.0	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	42.0	s	47.6	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	43.0	s	49.2	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	40.0	s	46.0	s	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	78.0	s	84.4	s	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	94.0	s	94.3	s	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.0	s	86.5	s	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	56.0	s	58.2	p	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	61.0	p	53.3	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	76.0	s	77.9	s	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	78.0	s	78.7	p	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	65.0	s	69.3	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	71.0	s	73.4	s	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	26.0	s	32.0	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#022 - William Gillett Academy, Charlottetown, LAB

Grades: K-12

School

[N=4]

School
Below Above
District

District

[N=957]

School
Below Above
Province

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#023 - Sacred Heart AG, Conche

Grades: K,2-4,6-9,11-

School

District

Province

[N=1]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#024 - James Cook Memorial, Cook's Harbour

Grades: K,4-12

School

District

Province

[N=4]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#026 - H.G. Fillier Academy, Englee

Grades: K-9

School

District

Province

[N=3]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#027 - Canon Richards Memorial Academy, Flower's Cove		Grades: K-12	School [N=9]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	55.6	S	72.3	S	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	22.2	S	51.2	S	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	55.6	S	86.6	S	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	88.9	P	82.1	P	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	77.8	P	68.8	P	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	88.9	P	70.2	P	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0	P	74.8	P	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.6	S	57.3	S	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	66.7	P	51.2	P	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	77.8	P	43.2	P	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	P	85.6	P	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	94.4	P	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P	86.4	P	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	87.5	P	50.3	P	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S	62.0	S	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	62.5	S	77.1	S	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	50.0	S	65.3	S	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	50.0	S	72.8	S	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	50.0	S	70.6	S	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	12.5	S	29.8	S	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#039 - Mary Simms All-Grade, Main Brook

Grades: K-12

School

[N=5]

School
Below Above
District

District

[N=957]

School
Below Above
Province

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.6	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	94.4	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	86.4	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.3	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	62.0	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.1	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	65.3	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	72.8	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	70.6	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	29.8	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#040 - St. Mary's AG, Mary's Harbour		Grades: K-12	School [N=9]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	77.8		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	22.2		S	51.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	88.9		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	88.9		P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	88.9		P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	77.8		P	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	88.9		P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	77.8		P	57.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	33.3		S	51.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	66.7		P	43.2	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	85.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.9		P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	77.8		P	50.3	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	100.0		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.8		P	77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	77.8		P	65.3	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	88.9		P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	77.8		P	70.6	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.4		P	29.8	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#041 - Raymond Ward Memorial, Norman Bay

Grades: 5-6,8-9,11-12

School

District

Province

[N=4]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.6	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	94.4	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	86.4	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.3	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	62.0	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.1	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	65.3	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	72.8	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	70.6	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#046 - D.C. Young School, Port Hope Simpson

Grades: K-12

School

District

Province

[N=5]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#050 - Basque Memorial, Red Bay		Grades: K,3-4,6-12	School [N=3]	District [N=957]	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)		School Below Above District		School Below Above Province
Poetic					
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			51.2	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			86.6	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			82.1	
5.	Application - Use strategies to construct meaning (<i>mood</i>)			68.8	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			70.2	
7.	Application - Use strategies to construct meaning (<i>personification</i>)			74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			57.3	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			51.2	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			43.2	
Informational					
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#052 - Harriot Curtis Collegiate, St. Anthony		Grades: 8-12	School [N=33]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	36.4	S		51.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	90.9		P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	69.7		P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	75.8		P	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	81.8		P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	72.7		P	57.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	51.5		P	51.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	48.5		P	43.2	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	90.9		P	85.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.9	S		94.4	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	81.8	S		86.4	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	63.6		P	50.3	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	78.8		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	87.9		P	77.1	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7		P	65.3	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	81.8		P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S		70.6	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	24.2	S		29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#054 - St. Lewis Academy, St. Lewis

Grades: K-1,3-6,8-12

School

District

Province

[N=6]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=6]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0	p	72.3	p	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	33.3	s	51.2	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.3	s	86.6	s	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	100.0	p	82.1	p	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	83.3	p	68.8	p	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7	s	70.2	p	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0	p	74.8	p	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	83.3	p	57.3	p	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	66.7	p	51.2	p	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	33.3	s	43.2	s	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	p	85.6	p	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	p	94.4	p	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	p	86.4	p	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	0.0	s	50.3	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	83.3	p	62.0	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	83.3	p	77.1	p	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	83.3	p	65.3	p	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	83.3	p	72.8	p	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	83.3	p	70.6	p	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3	p	29.8	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#057 - St. Peter's Academy, Benoit's Cove

Grades: K-9

School

District

Province

[N=12]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=12]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0	P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	75.0	P	51.2	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	41.7	S	86.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	83.3	P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	100.0	P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	58.3	S	70.2	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	33.3	S	74.8	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	S	57.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	41.7	S	51.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	16.7	S	43.2	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	91.7	P	85.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	75.0	S	94.4	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	75.0	S	86.4	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0	S	50.3	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S	62.0	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	75.0	S	77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	58.3	S	65.3	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	41.7	S	72.8	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	58.3	S	70.6	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	16.7	S	29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#062 - G.C. Rowe Junior High, Corner Brook		Grades: 7-9	School [N=138]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	82.5		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	53.3		P	51.2	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.6		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	88.3		P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.7		P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	67.9		S	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	80.3		P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	60.6		P	57.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	56.2		P	51.2	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	40.2		S	43.2	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.0		P	85.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.6		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	89.8		P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	46.7		S	50.3	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	54.7		S	62.0	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	73.7		S	77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	73.7		P	65.3	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	75.9		P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	73.7		P	70.6	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	28.5		S	29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#067 - Presentation Junior High, Corner Brook		Grades: 7-9	School [N=143]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	48.6	s		72.3	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	66.2		p	51.2		p
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.1		p	86.6		p
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.6	s		82.1	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	62.0	s		68.8	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	73.2		p	70.2		p
7.	Application - Use strategies to construct meaning (<i>personification</i>)	73.2	s		74.8	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.8		p	57.3	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	57.8		p	51.2		p
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	52.1		p	43.2		p
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	89.4		p	85.6		p
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	92.9	s		94.4	s	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.7		p	86.4		p
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	48.2	s		50.3	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	66.7		p	62.0		p
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	83.7		p	77.1		p
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	74.5		p	65.3		p
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	70.9	s		72.8		p
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	75.2		p	70.6		p
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	40.4		p	29.8		p

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#072 - Holy Cross All Grade School, Daniel's Harbour

Grades: K-12

School

District

Province

[N=2]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#075 - Hampden Academy, Hampden		Grades: K-12	School [N=6]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	66.7	S		72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S		51.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	83.3		P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	100.0		P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	83.3		P	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0		P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.7		P	57.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	S		51.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	33.3	S		43.2	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.3	S		85.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	83.3		P	50.3	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	66.7		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	100.0		P	77.1	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7		P	65.3	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	83.3		P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	100.0		P	70.6	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	16.7	S		29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#079 - St. James All Grade, Lark Harbour

Grades: K-12

School

District

Province

[N=9]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	50.0	s	72.3	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	12.5	s	51.2	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.5	p	86.6	p	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	62.5	s	82.1	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	75.0	p	68.8	p	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.5	s	70.2	s	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	37.5	s	74.8	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	75.0	p	57.3	p	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	s	51.2	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	37.5	s	43.2	s	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	62.5	s	85.6	s	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	87.5	s	94.4	s	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.5	p	86.4	s	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	37.5	s	50.3	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	75.0	p	62.0	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	75.0	s	77.1	s	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	37.5	s	65.3	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	50.0	s	72.8	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	50.0	s	70.6	s	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	12.5	s	29.8	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#080 - Templeton Academy, Meadows		Grades: K-12	School [N=30]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	77.8		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	44.4	S		51.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	88.9		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	88.9		P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	70.4		P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	63.0	S		70.2	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	81.5		P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	70.4		P	57.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	55.6		P	51.2	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	55.6		P	43.2	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.2	S		85.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.3		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	81.5	S		86.4	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	44.4	S		50.3	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	63.0		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	85.2		P	77.1	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7		P	65.3	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	70.4	S		72.8	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	81.5		P	70.6	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	40.7		P	29.8	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#083 - Pasadena Academy, Pasadena		Grades: 7-12	School [N=50]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	78.0		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	54.0		P	51.2	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	92.0		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	84.0		P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	84.0		P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	78.0		P	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.0		S	74.8	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	64.0		P	57.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	52.0		P	51.2	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	56.0		P	43.2	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	78.0		S	85.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.0		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	90.0		P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	56.0		P	50.3	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	68.0		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	74.0		S	77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	68.0		P	65.3	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	84.0		P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	72.0		P	70.6	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	26.0		S	29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#086 - Gros Morne Academy, Rocky Harbour		Grades: K-12	School [N=24]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	70.8	S		72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	62.5		P	51.2	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	75.0	S		86.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.2	S		82.1	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	50.0	S		68.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	58.3	S		70.2	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.7	S		74.8	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	S		57.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	S		51.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	37.5	S		43.2	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	95.8		P	85.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.8		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.7		P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0	S		50.3	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	62.5		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	70.8	S		77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	54.2	S		65.3	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	70.8	S		72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S		70.6	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	25.0	S		29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#088 - Main River Academy, Pollard's Point		Grades: K,2-12	School [N=6]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	40.0	s		72.3	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	40.0	s		51.2	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		p	86.6	p	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	100.0		p	82.1	p	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	100.0		p	68.8	p	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	80.0		p	70.2	p	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	60.0	s		74.8	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	20.0	s		57.3	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	40.0	s		51.2	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	20.0	s		43.2	s	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	60.0	s		85.6	s	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		p	94.4	p	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	60.0	s		86.4	s	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	20.0	s		50.3	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	80.0		p	62.0	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	20.0	s		77.1	s	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	20.0	s		65.3	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	80.0		p	72.8	p	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.0		p	70.6	p	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	s		29.8	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#089 - Jakeman All Grade, Trout River

Grades: K-12

School

[N=4]

School
Below Above
District

District

[N=957]

School
Below Above
Province

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#091 - Burgeo Academy, Burgeo		Grades: K-12	School [N=14]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	85.7		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	42.9	S		51.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	92.9		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	85.7		P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	78.6		P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	85.7		P	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	85.7		P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.1	S		57.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	57.1		P	51.2	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	28.6	S		43.2	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	85.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.9		P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0	S		50.3	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	64.3		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	64.3	S		77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	78.6		P	65.3	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	85.7		P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	85.7		P	70.6	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	21.4	S		29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#092 - Grandy's River Collegiate, Burnt Islands		Grades: K-12	School [N=8]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	75.0		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	62.5		P	51.2	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	100.0		P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	50.0	S		68.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	87.5		P	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0		P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	100.0		P	57.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	75.0		P	51.2	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	25.0	S		43.2	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	85.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	75.0		P	50.3	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	87.5		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	87.5		P	77.1	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	87.5		P	65.3	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	75.0		P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	100.0		P	70.6	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	25.0	S		29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#099 - St. James' Regional High School, Channel-Port Aux Basques Grades: 7-12

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School	School		District	School		Province
		[N=43]	Below	Above	[N=957]	Below	Above	[N=5,297]
			District	District		Province	Province	
Poetic								
1.	Analysis - Analyze form (<i>form of poetry</i>)	72.1	S		72.3	P		61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	37.2	S		51.2	S		52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	76.7	S		86.6	S		86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.1	S		82.1	S		79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	72.1		P	68.8		P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	58.1	S		70.2	S		65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.8	S		74.8	S		74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	39.5	S		57.3	S		58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	37.2	S		51.2	S		51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	41.9	S		43.2	S		46.2
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	76.7	S		85.6	S		88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	86.1	S		94.4	S		95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	79.1	S		86.4	S		87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	37.2	S		50.3	S		54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	55.8	S		62.0	S		58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	55.8	S		77.1	S		78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	44.2	S		65.3	S		70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	69.8	S		72.8	S		70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	67.4	S		70.6	S		74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	30.2		P	29.8	S		33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#103 - LeGallais Memorial, Isle aux Morts		Grades: K-9	School [N=6]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S		51.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	83.3		P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	83.3		P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	83.3		P	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	83.3		P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	83.3		P	57.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	66.7		P	51.2	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0		P	43.2	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.3	S		85.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0	S		50.3	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	83.3		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7	S		77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	100.0		P	65.3	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	83.3		P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	100.0		P	70.6	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3		P	29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#110 - Piccadilly Central High, Piccadilly		Grades: 9-12	School [N=34]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	61.3	S		72.3	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	35.5	S		51.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.1		P	86.6		86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.1		P	82.1		79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	61.3	S		68.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	67.7	S		70.2		65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	80.7		P	74.8		74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	61.3		P	57.3		58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	45.2	S		51.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	35.5	S		43.2	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	74.2	S		85.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	87.1	S		94.4	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	74.2	S		86.4	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	35.5	S		50.3	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	51.6	S		62.0	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	71.0	S		77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	61.3	S		65.3	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	71.0	S		72.8		70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	54.8	S		70.6	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	16.1	S		29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#113 - St. Boniface All Grade, Ramea

Grades: K-11

School

District

Province

[N=4]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#116 - Appalachia High School, St. George's		Grades: 9-12	School [N=36]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]	
Item	Cognitive Level - Outcome (<i>item parameter</i>)							
Poetic								
1.	Analysis - Analyze form (<i>form of poetry</i>)	60.6	S		72.3	S	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	48.5	S		51.2	S	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	78.8	S		86.6	S	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.8	S		82.1	S	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.6	S		68.8	S	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	63.6	S		70.2	S	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	60.6	S		74.8	S	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.6		P	57.3	S	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	48.5	S		51.2	S	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	54.6		P	43.2		P	46.2
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.9	S		85.6	S	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.8		P	94.4		P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	71.0	S		86.4	S	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	58.1		P	50.3		P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	54.8	S		62.0	S	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	87.1		P	77.1		P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	61.3	S		65.3	S	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	61.3	S		72.8	S	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	77.4		P	70.6		P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	54.8		P	29.8		P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#119 - Stephenville High, Stephenville		Grades: 9-12	School [N=97]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	67.8	s		72.3	p	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	55.6		p	51.2	p	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.8		p	86.6	p	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	81.1	s		82.1	p	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	63.3	s		68.8	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7	s		70.2	p	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	77.8		p	74.8	p	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0	s		57.3	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	44.4	s		51.2	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	41.1	s		43.2	s	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.4	s		85.6	s	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	97.8		p	94.4	p	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.6		p	86.4	p	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.7		p	50.3	p	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	71.9		p	62.0	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.9		p	77.1	p	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	67.4		p	65.3	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	78.7		p	72.8	p	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	70.8		p	70.6	s	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	32.6		p	29.8	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#137 - St. Simon and St. Jude Academy, Francois

Grades: 2,4-9,11-12

School

District

Province

[N=3]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#387 - Bayview Regional Collegiate, St. Lunaire		Grades: 7-12	School [N=9]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	44.4	S		51.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	88.9		P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	77.8		P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	88.9		P	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	88.9		P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.6	S		57.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	55.6		P	51.2	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	44.4		P	43.2	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9		P	85.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	88.9	S		94.4	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	77.8	S		86.4	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	77.8		P	50.3	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	77.8		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.8		P	77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	100.0		P	65.3	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	88.9		P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	100.0		P	70.6	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.4		P	29.8	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#388 - Long Range Academy, Cow Head		Grades: K-12	School [N=10]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	30.0	S		51.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.0		P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	60.0	S		82.1	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.0	S		68.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	70.0	S		70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	80.0		P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	20.0	S		57.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	40.0	S		51.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	40.0	S		43.2	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	70.0	S		85.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	90.0		P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	40.0	S		50.3	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S		62.0	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	90.0		P	77.1	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	40.0	S		65.3	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	90.0		P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	50.0	S		70.6	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	30.0		P	29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#391 - Xavier Junior High, Deer Lake		Grades: 6-9	School [N=76]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]	
Item	Cognitive Level - Outcome (<i>item parameter</i>)							
Poetic								
1.	Analysis - Analyze form (<i>form of poetry</i>)	86.3		P	72.3		P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.7		S	51.2		S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	82.2		S	86.6		S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	74.0		S	82.1		S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	65.8		S	68.8		S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	72.6		P	70.2		P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	74.0		S	74.8		S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	48.0		S	57.3		S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.7		S	51.2		S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	37.0		S	43.2		S	46.2
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	80.8		S	85.6		S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.9		P	94.4		P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.7		P	86.4		P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	35.6		S	50.3		S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	58.9		S	62.0		P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	74.0		S	77.1		S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	52.1		S	65.3		S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	57.5		S	72.8		S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	57.5		S	70.6		S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	34.3		P	29.8		P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#393 - Bonne Bay Academy, Woody Point

Grades: K-12

School

District

Province

[N=3]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	District [N=957]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	72.3	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		51.2	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		86.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		82.1	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		68.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		70.2	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.8	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		57.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		51.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.2	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		85.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.4	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		86.4	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.3	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		62.0	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		77.1	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		65.3	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		72.8	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		70.6	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		29.8	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#394 - E.A. Butler All Grade, McKay's

Grades: K-12

School

[N=11]

School
Below Above
District

District

[N=957]

School
Below Above
Province

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=11]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	88.9	P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	66.7	P	51.2	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	77.8	S	86.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S	82.1	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	77.8	P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7	S	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0	P	74.8	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.6	S	57.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	66.7	P	51.2	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	55.6	P	43.2	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	66.7	S	85.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	88.9	S	94.4	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	55.6	S	86.4	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	22.2	S	50.3	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	33.3	S	62.0	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.8	P	77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	55.6	S	65.3	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S	72.8	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	55.6	S	70.6	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.4	P	29.8	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#397 - Belanger Memorial School, Upper Ferry		Grades: K-12	School [N=18]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	83.3		P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	66.7		P	51.2	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	77.8	S		86.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	77.8	S		82.1	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	72.2		P	68.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	61.1	S		70.2	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	61.1	S		74.8	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	61.1		P	57.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	S		51.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	38.9	S		43.2	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.2		P	85.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.4	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.2		P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.9		P	50.3	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	64.7		P	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	76.5	S		77.1	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	64.7	S		65.3	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	52.9	S		72.8	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	88.2		P	70.6	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	5.9	S		29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#474 - Cloud River Academy, Roddickton		Grades: K-12	School [N=13]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]	
Item	Cognitive Level - Outcome (<i>item parameter</i>)							
Poetic								
1.	Analysis - Analyze form (<i>form of poetry</i>)	76.9		P	72.3		P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	46.2		S	51.2		S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	92.3		P	86.6		P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	92.3		P	82.1		P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	69.2		P	68.8		P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	61.5		S	70.2		S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	76.9		P	74.8		P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	61.5		P	57.3		P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	76.9		P	51.2		P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	30.8		S	43.2		S	46.2
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	84.6		S	85.6		S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.4		P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.3		P	86.4		P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	61.5		P	50.3		P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	46.2		S	62.0		S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	84.6		P	77.1		P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	61.5		S	65.3		S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	69.2		S	72.8		S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	76.9		P	70.6		P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	23.1		S	29.8		S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#475 - Viking Trail Academy, Plum Point

Grades: K-12

School

[N=19]

School
Below Above
District

District

[N=957]

School
Below Above
Province

Province

[N=5,297]

Item	Cognitive Level - Outcome (<i>item parameter</i>)				
Poetic					
1.	Analysis - Analyze form (<i>form of poetry</i>)	73.7	P	72.3	P
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	26.3	S	51.2	S
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	94.7	P	86.6	P
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	68.4	S	82.1	S
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.7	P	68.8	P
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	73.7	P	70.2	P
7.	Application - Use strategies to construct meaning (<i>personification</i>)	57.9	S	74.8	S
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	63.2	P	57.3	P
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	26.3	S	51.2	S
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	57.9	P	43.2	P
Informational					
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	73.7	S	85.6	S
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	94.7	P	94.4	S
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	84.2	S	86.4	S
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.6	P	50.3	S
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	52.6	S	62.0	S
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	73.7	S	77.1	S
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	57.9	S	65.3	S
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	63.2	S	72.8	S
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	73.7	P	70.6	S
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	15.8	S	29.8	S

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#487 - Labrador Straits Academy, L'Anse au Loup		Grades: K-12	School [N=21]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	57.1	s	72.3	s	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	23.8	s	51.2	s	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	76.2	s	86.6	s	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	85.7	p	82.1	p	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	61.9	s	68.8	s	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	76.2	p	70.2	p	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	71.4	s	74.8	s	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	47.6	s	57.3	s	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	71.4	p	51.2	p	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	19.1	s	43.2	s	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	76.2	s	85.6	s	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	90.5	s	94.4	s	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	71.4	s	86.4	s	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.4	p	50.3	s	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	52.4	s	62.0	s	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7	s	77.1	s	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	38.1	s	65.3	s	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	81.0	p	72.8	p	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	s	70.6	s	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	19.1	s	29.8	s	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 2 - Western

#488 - French Shore Academy, Port Saunders

Grades: K-12

School

District

Province

[N=22]

School
Below Above
District

[N=957]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=22]	School Below Above District	District [N=957]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	86.4	P	72.3	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	63.6	P	51.2	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.9	P	86.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	86.4	P	82.1	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	68.2	S	68.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	72.7	P	70.2	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	72.7	S	74.8	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	54.6	S	57.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	40.9	S	51.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	22.7	S	43.2	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	86.4	P	85.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	90.9	S	94.4	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	90.9	P	86.4	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	63.6	P	50.3	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	59.1	S	62.0	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	81.8	P	77.1	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	86.4	P	65.3	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	95.5	P	72.8	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	68.2	S	70.6	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	9.1	S	29.8	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#125 - Baie Verte Collegiate, Baie Verte		Grades: 7-12	School [N=26]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	65.4		P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	69.2		P	45.5	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	88.5		P	79.7	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	76.9		S	77.7	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	57.7		S	63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	76.9		P	63.6	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	80.8		P	74.1	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	65.4		P	53.4	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	61.5		P	50.4	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	42.3		S	43.6	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	84.6		S	88.7	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.2		P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.5		P	87.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	46.2		S	50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	57.7		S	58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	76.9		P	76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	76.9		P	66.6	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	73.1		P	66.4	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	88.5		P	72.8	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	15.4		S	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#132 - Botwood Collegiate, Botwood		Grades: 7-12	School [N=56]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	19.6	S	63.2	S	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	37.5	S	45.5	S	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	75.0	S	79.7	S	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	76.8	S	77.7	S	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.2	P	63.8	P	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	S	63.6	S	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.1	S	74.1	S	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	46.4	S	53.4	S	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	48.2	S	50.4	S	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	35.7	S	43.6	S	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	89.3	P	88.7	P	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	87.5	S	94.3	S	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	80.4	S	87.6	S	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	57.1	P	50.2	P	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	55.4	S	58.2	S	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	69.6	S	76.8	S	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	55.4	S	66.6	S	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	73.2	P	66.4	P	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	58.9	S	72.8	S	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	35.7	P	27.7	P	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#138 - Victoria Academy, Gaultois

Grades: 1-4,6-9,11

School

District

Province

[N=2]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=931]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	63.2	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		45.5	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		79.7	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		77.7	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		63.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		63.6	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.1	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		53.4	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		50.4	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.6	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		88.7	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		87.6	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		58.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		76.8	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		66.6	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		66.4	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		72.8	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		27.7	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#149 - King Academy, Harbour Breton		Grades: 7-12	School [N=20]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	65.0		P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	40.0	S		45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	85.0		P	79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	65.0	S		77.7	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.0	S		63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	55.0	S		63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	90.0		P	74.1	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	35.0	S		53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	S		50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	40.0	S		43.6	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	80.0	S		88.7	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	90.0	S		94.3	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.0	S		87.6	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	40.0	S		50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S		58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	65.0	S		76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	60.0	S		66.6	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	60.0	S		66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	80.0		P	72.8	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	25.0	S		27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#151 - John Watkins Academy, Hermitage		Grades: K-12	School [N=8]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	75.0		P	45.5	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	79.7	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	100.0		P	77.7	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	100.0		P	63.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	37.5		S	63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0		P	74.1	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	100.0		P	53.4	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	87.5		P	50.4	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0		P	43.6	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	88.7	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		P	87.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	87.5		P	50.2	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	75.0		P	58.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	62.5		S	76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	87.5		P	66.6	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	100.0		P	66.4	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	75.0		P	72.8	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	25.0		S	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#152 - Valmont Academy, King's Point

Grades: K-12

School

District

Province

[N=13]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	69.2	P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	46.2	P	45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	84.6	P	79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	61.5	S	77.7	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	61.5	S	63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	61.5	S	63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.2	S	74.1	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	23.1	S	53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	46.2	S	50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	38.5	S	43.6	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.3	P	88.7	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	84.6	S	94.3	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P	87.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	53.9	P	50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	30.8	S	58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	69.2	S	76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	76.9	P	66.6	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	61.5	S	66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	69.2	S	72.8	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	S	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#153 - Cape John Collegiate, La Scie

Grades: 7-12

School

District

Province

[N=20]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=20]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	30.0	s	63.2	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	25.0	s	45.5	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	65.0	s	79.7	s	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	85.0	p	77.7	p	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.0	s	63.8	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	55.0	s	63.6	s	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	65.0	s	74.1	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	30.0	s	53.4	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	60.0	p	50.4	p	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	35.0	s	43.6	s	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	70.0	s	88.7	s	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	85.0	s	94.3	s	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	80.0	s	87.6	s	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	35.0	s	50.2	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	s	58.2	s	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	60.0	s	76.8	s	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	30.0	s	66.6	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	85.0	p	66.4	p	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	50.0	s	72.8	s	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	30.0	p	27.7	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#157 - St. Peter's AG, McCallum

Grades: 1,4-5,7-11

School

District

Province

[N=1]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		63.2	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		45.5	52.4		
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		79.7	86.4		
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		77.7	79.7		
5.	Application - Use strategies to construct meaning (<i>mood</i>)		63.8	69.1		
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		63.6	65.7		
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.1	74.8		
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		53.4	58.7		
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		50.4	51.7		
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.6	46.2		
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		88.7	88.5		
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0		
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		87.6	87.5		
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.2	54.2		
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		58.2	58.1		
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		76.8	78.6		
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		66.6	70.9		
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		66.4	70.7		
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		72.8	74.7		
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		27.7	33.4		

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#158 - MSB Regional Academy, Middle Arm		Grades: K-12	School [N=16]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	56.3	S	63.2	S	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	18.8	S	45.5	S	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	62.5	S	79.7	S	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.0	S	77.7	S	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	31.3	S	63.8	S	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	56.3	S	63.6	S	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	43.8	S	74.1	S	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	62.5	P	53.4	P	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	S	50.4	S	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	43.8	P	43.6	S	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	81.3	S	88.7	S	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	81.3	S	94.3	S	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	68.8	S	87.6	S	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	43.8	S	50.2	S	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	31.3	S	58.2	S	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	68.8	S	76.8	S	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	43.8	S	66.6	S	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	75.0	P	66.4	P	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	43.8	S	72.8	S	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	37.5	P	27.7	P	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#162 - Dorset Collegiate, Pilley's Island		Grades: 7-12	School [N=28]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	60.7	s		63.2	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	60.7		p	45.5		52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	71.4	s		79.7	s	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	82.1		p	77.7		79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	71.4		p	63.8		69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	85.7		p	63.6		65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	89.3		p	74.1		74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	46.4	s		53.4	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	42.9	s		50.4	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	35.7	s		43.6	s	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	89.3		p	88.7		88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		p	94.3		95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	82.1	s		87.6	s	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	46.4	s		50.2	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	57.1	s		58.2	s	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	85.7		p	76.8		78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	67.9		p	66.6	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	64.3	s		66.4	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	78.6		p	72.8		74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	21.4	s		27.7	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#163 - Point Leamington Academy, Point Leamington		Grades: K-12	School [N=13]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	66.7		P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	75.0		P	45.5	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	66.7	S		79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	91.7		P	77.7	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	58.3	S		63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	41.7	S		63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	75.0		P	74.1	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	83.3		P	53.4	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	S		50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0		P	43.6	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	88.7	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		P	87.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	16.7	S		50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	75.0		P	58.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	100.0		P	76.8	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	75.0		P	66.6	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	75.0		P	66.4	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	91.7		P	72.8	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	16.7	S		27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#165 - St. Stephen's AG, Rencontre East

Grades: K-1,3,5-6,8-1

School

District

Province

[N=1]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	District [N=931]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	63.2	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		45.5	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		79.7	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		77.7	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		63.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		63.6	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.1	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		53.4	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		50.4	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.6	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		88.7	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		87.6	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		58.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		76.8	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		66.6	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		66.4	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		72.8	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		27.7	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#171 - Indian River High School, Springdale

Grades: 7-12

School

District

Province

Item Cognitive Level - Outcome (*item parameter*)

[N=40]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=40]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	25.0	S	63.2	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	57.5	P	45.5	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	62.5	S	79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	65.0	S	77.7	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	57.5	S	63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	82.5	P	63.6	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	57.5	S	74.1	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	35.0	S	53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	35.0	S	50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0	P	43.6	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.5	P	88.7	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	85.0	S	94.3	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	97.5	P	87.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	47.5	S	50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	47.5	S	58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	60.0	S	76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	60.0	S	66.6	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	65.0	S	66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	60.0	S	72.8	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	25.0	S	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#174 - St. Peter's Academy, Westport

Grades: K,3-12

School

District

Province

[N=3]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	District [N=931]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	63.2	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		45.5	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		79.7	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		77.7	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		63.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		63.6	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.1	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		53.4	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		50.4	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.6	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		88.7	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		87.6	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		58.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		76.8	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		66.6	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		66.4	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		72.8	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		27.7	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#177 - Greenwood Academy, Campbellton

Grades: K-9

School

District

Province

[N=16]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=16]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	87.5	P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	56.3	P	45.5	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	93.8	P	79.7	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.5	P	77.7	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	62.5	S	63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.5	S	63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	68.8	S	74.1	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	62.5	P	53.4	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	75.0	P	50.4	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0	P	43.6	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	87.5	S	88.7	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	93.8	P	87.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0	S	50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	56.3	S	58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	87.5	P	76.8	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	75.0	P	66.6	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	81.3	P	66.4	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	93.8	P	72.8	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	18.8	S	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#178 - Phoenix Academy, Carmanville		Grades: K-12	School [N=15]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	23.1	S		63.2	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	53.9		P	45.5		52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	61.5	S		79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	76.9	S		77.7	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	61.5	S		63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	69.2		P	63.6		65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	38.5	S		74.1	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	38.5	S		53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	53.9		P	50.4		51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	53.9		P	43.6		46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.3		P	88.7		88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.3		95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.3		P	87.6		87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	30.8	S		50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	30.8	S		58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	61.5	S		76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	53.9	S		66.6	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	30.8	S		66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	84.6		P	72.8		74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	30.8		P	27.7		33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#179 - Centreville Academy, Centreville-Wareham		Grades: K-9	School [N=14]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	35.7	S	63.2	S	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	35.7	S	45.5	S	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	64.3	S	79.7	S	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	50.0	S	77.7	S	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	71.4	P	63.8	P	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	35.7	S	63.6	S	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	28.6	S	74.1	S	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	64.3	P	53.4	P	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	64.3	P	50.4	P	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	28.6	S	43.6	S	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.9	P	88.7	P	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	85.7	S	94.3	S	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	64.3	S	87.6	S	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0	S	50.2	S	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	42.9	S	58.2	S	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	42.9	S	76.8	S	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	50.0	S	66.6	S	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	28.6	S	66.4	S	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	42.9	S	72.8	S	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	21.4	S	27.7	S	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#180 - A. R. Scammell Academy, Change Islands

Grades: K-12

School

[N=5]

School
Below Above
District

District

[N=931]

School
Below Above
Province

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=931]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	63.2	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		45.5	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		79.7	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		77.7	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		63.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		63.6	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.1	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		53.4	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		50.4	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.6	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		88.7	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		87.6	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		58.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		76.8	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		66.6	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		66.4	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		72.8	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		27.7	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#183 - William Mercer Academy, Dover

Grades: K-9

School

District

Province

Item Cognitive Level - Outcome (*item parameter*)

[N=8]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=8]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0	P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	12.5	S	45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	62.5	S	79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.5	P	77.7	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	87.5	P	63.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	S	63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	87.5	P	74.1	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	37.5	S	53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	S	50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	25.0	S	43.6	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	87.5	S	88.7	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	75.0	S	94.3	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	75.0	S	87.6	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	37.5	S	50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S	58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	62.5	S	76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	62.5	S	66.6	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	62.5	S	66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	62.5	S	72.8	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	S	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#192 - Lumsden Academy, Lumsden		Grades: K-9	School [N=5]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		63.2	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			45.5	52.4		
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			79.7	86.4		
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			77.7	79.7		
5.	Application - Use strategies to construct meaning (<i>mood</i>)			63.8	69.1		
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			63.6	65.7		
7.	Application - Use strategies to construct meaning (<i>personification</i>)			74.1	74.8		
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			53.4	58.7		
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			50.4	51.7		
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			43.6	46.2		
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)			88.7		88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)			94.3		95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)			87.6		87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)			50.2		54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)			58.2		58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)			76.8		78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)			66.6		70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)			66.4		70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)			72.8		74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			27.7		33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#194 - Gill Memorial Academy, Musgrave Harbour

Grades: K-12

School

District

Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School	School		District	School		Province
		[N=7]	Below	Above	[N=931]	Below	Above	[N=5,297]
			District			Province		
Poetic								
1.	Analysis - Analyze form (<i>form of poetry</i>)	71.4		P	63.2		P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	0.0	S		45.5	S		52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	79.7		P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	71.4	S		77.7	S		79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	85.7		P	63.8		P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	71.4		P	63.6		P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	85.7		P	74.1		P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	42.9	S		53.4	S		58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	28.6	S		50.4	S		51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	28.6	S		43.6	S		46.2
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	57.1	S		88.7	S		88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.3		P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	71.4	S		87.6	S		87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	71.4		P	50.2		P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	42.9	S		58.2	S		58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	71.4	S		76.8	S		78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	71.4		P	66.6		P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	42.9	S		66.4	S		70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	57.1	S		72.8	S		74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	S		27.7	S		33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#196 - St. Gabriel's AG, St. Brendan's

Grades: K,3-6,8-12

School

District

Province

[N=2]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=931]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	63.2	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		45.5	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		79.7	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		77.7	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		63.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		63.6	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.1	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		53.4	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		50.4	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.6	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		88.7	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		87.6	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		58.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		76.8	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		66.6	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		66.4	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		72.8	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		27.7	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#201 - J.M. Olds Collegiate, Twillingate		Grades: 7-12	School [N=19]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	94.7		P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	36.8	S		45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	94.7		P	79.7	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.0		P	77.7	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.7		P	63.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	84.2		P	63.6	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	94.7		P	74.1	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	47.4	S		53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	73.7		P	50.4	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	63.2		P	43.6	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	88.7	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	84.2	S		87.6	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	36.8	S		50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	79.0		P	58.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	63.2	S		76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	89.5		P	66.6	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	84.2		P	66.4	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	79.0		P	72.8	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	47.4		P	27.7	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#204 - Pearson Academy, Wesleyville		Grades: K-12	School [N=19]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	63.2		P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	63.2		P	45.5	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	84.2		P	79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	89.5		P	77.7	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	84.2		P	63.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.9		S	63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	63.2		S	74.1	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	26.3		S	53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	31.6		S	50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	52.6		P	43.6	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	94.7		P	88.7	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	84.2		S	87.6	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	21.1		S	50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	52.6		S	58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	68.4		S	76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	63.2		S	66.6	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	52.6		S	66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	52.6		S	72.8	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	15.8		S	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#206 - Riverwood Academy, Wing's Point		Grades: K-12	School [N=16]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	56.3	S		63.2	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	18.8	S		45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.5		P	79.7		86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.0	S		77.7	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	56.3	S		63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.5	S		63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	56.3	S		74.1	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	37.5	S		53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	25.0	S		50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	43.8		P	43.6	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	86.7	S		88.7	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	86.7	S		94.3	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	80.0	S		87.6	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	46.7	S		50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	53.3	S		58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	86.7		P	76.8		78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	80.0		P	66.6		70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	53.3	S		66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	60.0	S		72.8	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	S		27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#398 - Avoca Collegiate, Badger		Grades: K-9	School [N=6]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	33.3	s		63.2	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	33.3	s		45.5	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	33.3	s		79.7	s	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	66.7	s		77.7	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	p		63.8	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	s		63.6	s	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0	p		74.1	p	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	33.3	s		53.4	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	83.3	p		50.4	p	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	33.3	s		43.6	s	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	p		88.7	p	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	p		94.3	p	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.3	s		87.6	s	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	33.3	s		50.2	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	66.7	p		58.2	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7	s		76.8	s	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7	p		66.6	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	p		66.4	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	s		72.8	s	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3	p		27.7	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#402 - Leo Burke Academy, Bishop's Falls

Grades: 7-12

School

District

Province

[N=36]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=36]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	88.9	P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	P	45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	77.8	S	79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	69.4	S	77.7	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	80.6	P	63.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	77.8	P	63.6	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.4	S	74.1	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	86.1	P	53.4	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	44.4	S	50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	47.2	P	43.6	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.3	S	88.7	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	97.2	P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.9	P	87.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	58.3	P	50.2	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	55.6	S	58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	69.4	S	76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	75.0	P	66.6	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	55.6	S	66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	83.3	P	72.8	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	P	27.7	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#403 - Lakeside Academy, Buchans

Grades: K-12

School

District

Province

[N=7]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	14.3	s	63.2	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	71.4	p	45.5	p	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	71.4	s	79.7	s	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	57.1	s	77.7	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	28.6	s	63.8	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	100.0	p	63.6	p	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	71.4	s	74.1	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	28.6	s	53.4	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	57.1	p	50.4	p	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	28.6	s	43.6	s	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	p	88.7	p	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	p	94.3	p	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	p	87.6	p	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	57.1	p	50.2	p	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	28.6	s	58.2	s	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	85.7	p	76.8	p	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	42.9	s	66.6	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	85.7	p	66.4	p	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	71.4	s	72.8	s	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	14.3	s	27.7	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#405 - Cottrell's Cove Academy, Cottrell's Cove

Grades: K-2,4-5,7-12

School

District

Province

[N=4]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=4]	District [N=931]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	63.2	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		45.5	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		79.7	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		77.7	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		63.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		63.6	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.1	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		53.4	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		50.4	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.6	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		88.7	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		87.6	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		58.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		76.8	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		66.6	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		66.4	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		72.8	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		27.7	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#406 - Fitzgerald Academy, English Harbour West

Grades: K-12

School

District

Province

[N=21]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=21]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	95.2	P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	38.1	S	45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	66.7	S	79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S	77.7	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	47.6	S	63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.1	S	63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	47.6	S	74.1	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.1	P	53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	19.1	S	50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	28.6	S	43.6	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.7	S	88.7	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.2	P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	57.1	S	87.6	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	33.3	S	50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	33.3	S	58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	61.9	S	76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	23.8	S	66.6	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	47.6	S	66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	57.1	S	72.8	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	9.5	S	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#407 - Bay d'Espoir Academy, Milltown

Grades: K-12

School

District

Province

[N=24]

School
Below Above
District

[N=931]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=24]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	95.7	p	63.2	p	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	43.5	s	45.5	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	91.3	p	79.7	p	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	78.3	p	77.7	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	56.5	s	63.8	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	65.2	p	63.6	s	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	78.3	p	74.1	p	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	69.6	p	53.4	p	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	60.9	p	50.4	p	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	43.5	s	43.6	s	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	91.3	p	88.7	p	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	p	94.3	p	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.3	p	87.6	p	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.2	p	50.2	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	60.9	p	58.2	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	82.6	p	76.8	p	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	65.2	s	66.6	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	30.4	s	66.4	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	65.2	s	72.8	s	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	21.7	s	27.7	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#413 - Holy Cross School Complex, Eastport

Grades: K-12

School

[N=3]

School
Below Above
District

District

[N=931]

School
Below Above
Province

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=3]	District [N=931]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	63.2	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		45.5	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		79.7	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		77.7	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		63.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		63.6	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		74.1	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		53.4	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		50.4	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		43.6	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		88.7	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		94.3	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		87.6	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		50.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		58.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		76.8	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		66.6	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		66.4	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		72.8	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		27.7	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#414 - Fogo Island Central Academy, Fogo Island		Grades: K-12	School [N=19]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	25.0	s	63.2	s	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	31.3	s	45.5	s	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	68.8	s	79.7	s	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	81.3	p	77.7	p	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	62.5	s	63.8	s	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	s	63.6	s	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	81.3	p	74.1	p	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	56.3	p	53.4	s	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	56.3	p	50.4	p	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	68.8	p	43.6	p	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	87.5	s	88.7	s	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.8	s	94.3	s	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.5	s	87.6	s	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	56.3	p	50.2	p	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	s	58.2	s	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	68.8	s	76.8	s	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	56.3	s	66.6	s	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	62.5	s	66.4	s	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	68.8	s	72.8	s	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	31.3	p	27.7	s	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#416 - Smallwood Academy, Gambo		Grades: K-12	School [N=27]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	95.7		P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	47.8		P	45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	82.6		P	79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	91.3		P	77.7	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	65.2		P	63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	69.6		P	63.6	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.6		S	74.1	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	52.2		S	53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	17.4		S	50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	34.8		S	43.6	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	82.6		S	88.7	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.0		S	87.6	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.2		P	50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	52.2		S	58.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	82.6		P	76.8	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	65.2		S	66.6	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	52.2		S	66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	56.5		S	72.8	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	4.4		S	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#420 - St. Paul's Intermediate School, Gander		Grades: 7-9	School [N=133]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	82.0		P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	47.4		P	45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	86.5		P	79.7	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	82.0		P	77.7	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.7		P	63.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	68.4		P	63.6	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	84.2		P	74.1	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	63.2		P	53.4	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	61.7		P	50.4	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	51.9		P	43.6	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	91.7		P	88.7	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.5		P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.5		P	87.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.9		P	50.2	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	68.4		P	58.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	81.2		P	76.8	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	69.9		P	66.6	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	76.7		P	66.4	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	82.7		P	72.8	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	39.1		P	27.7	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#421 - Lakewood Academy, Glenwood		Grades: K-12	School [N=14]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	42.9	s	63.2	s	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	42.9	s	45.5	s	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	71.4	s	79.7	s	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	71.4	s	77.7	s	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	64.3	p	63.8	s	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	78.6	p	63.6	p	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	64.3	s	74.1	s	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.1	p	53.4	s	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	s	50.4	s	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0	p	43.6	p	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.7	s	88.7	s	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	92.9	s	94.3	s	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.9	p	87.6	p	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	42.9	s	50.2	s	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	57.1	s	58.2	s	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	71.4	s	76.8	s	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	92.9	p	66.6	p	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	50.0	s	66.4	s	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	85.7	p	72.8	p	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	28.6	p	27.7	s	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#422 - Glovertown Academy, Glovertown		Grades: K-12	School [N=29]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]	
Item	Cognitive Level - Outcome (<i>item parameter</i>)							
Poetic								
1.	Analysis - Analyze form (<i>form of poetry</i>)	70.4		P	63.2		P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	33.3		S	45.5		S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	70.4		S	79.7		S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	63.0		S	77.7		S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7		P	63.8		S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	51.9		S	63.6		S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	59.3		S	74.1		S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	51.9		S	53.4		S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	40.7		S	50.4		S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	59.3		P	43.6		P	46.2
Informational								
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.6		P	88.7		P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.3		P	94.3		P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.2		S	87.6		S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	59.3		P	50.2		P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	40.7		S	58.2		S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	92.6		P	76.8		P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	63.0		S	66.6		S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7		P	66.4		S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	74.1		P	72.8		S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	14.8		S	27.7		S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#426 - Hillview Academy, Norris Arm

Grades: K-9

School

[N=13]

District

[N=931]

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	91.7	P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	58.3	P	45.5	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0	P	79.7	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	83.3	P	77.7	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	P	63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	41.7	S	63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	91.7	P	74.1	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.7	P	53.4	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	41.7	S	50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0	P	43.6	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.3	S	88.7	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	91.7	S	94.3	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.3	S	87.6	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	75.0	P	50.2	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	75.0	P	58.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	83.3	P	76.8	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	75.0	P	66.6	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	91.7	P	66.4	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	75.0	P	72.8	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	58.3	P	27.7	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#478 - New World Island Academy, Summerford		Grades: K-12	School [N=34]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	47.1		P	45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	82.4		P	79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	67.7		S	77.7	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	64.7		P	63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	52.9		S	63.6	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	88.2		P	74.1	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	38.2		S	53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	38.2		S	50.4	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	23.5		S	43.6	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	82.4		S	88.7	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	94.1		S	94.3	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	76.5		S	87.6	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	55.9		P	50.2	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	73.5		P	58.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	73.5		S	76.8	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	76.5		P	66.6	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	67.7		P	66.4	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	76.5		P	72.8	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	29.4		P	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#481 - Exploits Valley Intermediate, Grand Falls-Windsor		Grades: 7-9	School [N=135]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	35.1	s		63.2	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	45.8		p	45.5	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	84.7		p	79.7	s	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.4		p	77.7	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	54.2	s		63.8	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	60.3	s		63.6	s	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	79.4		p	74.1	p	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	52.7	s		53.4	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.4	s		50.4	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	38.9	s		43.6	s	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9		p	88.7	p	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.6		p	94.3	p	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.6		p	87.6	p	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	45.2	s		50.2	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	61.5		p	58.2	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	85.2		p	76.8	p	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	72.6		p	66.6	p	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	60.7	s		66.4	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	78.5		p	72.8	p	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	25.2	s		27.7	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

#486 - Lewisporte Intermediate, Lewisporte		Grades: 7-9	School [N=53]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	92.9		P	63.2	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	47.6		P	45.5	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	85.7		P	79.7	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	90.5		P	77.7	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	47.6		S	63.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	71.4		P	63.6	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	78.6		P	74.1	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	50.0		S	53.4	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	69.1		P	50.4	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	42.9		S	43.6	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	95.2		P	88.7	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	97.6		P	94.3	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.9		P	87.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0		S	50.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	78.6		P	58.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	92.9		P	76.8	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	69.1		P	66.6	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	85.7		P	66.4	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	71.4		S	72.8	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3		P	27.7	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#209 - Pearce Junior High School, Salt Pond

Grades: 8-9

School

District

Province

[N=125]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=125]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	37.0	S	59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	53.8	S	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	84.0	S	88.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.8	S	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	69.8	S	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	67.2	P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	72.3	S	75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	63.0	P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	49.6	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	45.4	S	47.5	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.7	S	89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	90.8	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.4	S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.9	S	56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	57.1	S	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	74.8	S	79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	65.6	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	74.8	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	72.3	S	76.5	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.6	S	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#214 - John Burke High School, Grand Bank		Grades: 8-12	School [N=27]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	34.6	S	59.4	S	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	30.8	S	54.8	S	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	73.1	S	88.6	S	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	76.9	S	79.9	S	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	61.5	S	70.6	S	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	61.5	S	65.1	S	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.2	S	75.2	S	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	46.2	S	61.3	S	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	46.2	S	52.1	S	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	38.5	S	47.5	S	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	85.2	S	89.6	S	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	85.2	S	95.6	S	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	81.5	S	88.0	S	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	55.6	S	56.1	P	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	51.9	S	57.2	S	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	59.3	S	79.6	S	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	77.8	P	73.0	P	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	81.5	P	71.3	P	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S	76.5	S	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	25.9	S	36.1	S	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#218 - St. Joseph's Academy, Lamaline

Grades: K-12

School

District

Province

[N=7]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	50.0	S	59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S	54.8	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	66.7	S	88.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	83.3	P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	16.7	S	70.6	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	33.3	S	75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	33.3	S	61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	33.3	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	16.7	S	47.5	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	57.1	S	89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	85.7	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.7	S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	42.9	S	56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	42.9	S	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	85.7	P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	57.1	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	85.7	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	57.1	S	76.5	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	14.3	S	36.1	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#223 - Christ the King School, Rushoon		Grades: K-12	School [N=9]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	75.0		p	59.4	p	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	100.0		p	54.8	p	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.5	s		88.6	p	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	87.5		p	79.9	p	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	87.5		p	70.6	p	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	100.0		p	65.1	p	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	87.5		p	75.2	p	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	62.5		p	61.3	p	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.0	s		52.1	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	75.0		p	47.5	p	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		p	89.6	p	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		p	95.6	p	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.5	s		88.0	s	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	12.5	s		56.1	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	62.5		p	57.2	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	87.5		p	79.6	p	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	75.0		p	73.0	p	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	100.0		p	71.3	p	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	87.5		p	76.5	p	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.5		p	36.1	p	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#225 - St. Anne's School, South East Bight

Grades: 1-10

School

District

Province

[N=2]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=3,083]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	59.4	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		54.8	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		88.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		79.9	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		70.6	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		65.1	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		75.2	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		61.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		52.1	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		47.5	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		89.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		95.6	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		88.0	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		56.1	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		57.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		79.6	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		73.0	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		71.3	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		76.5	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		36.1	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#226 - Fortune Bay Academy, St. Bernard's - Jacques Fontaine

Grades: K-12

School

[N=7]

District

[N=3,083]

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=7]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	57.1	s	59.4	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	57.1	p	54.8	p	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	71.4	s	88.6	s	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	42.9	s	79.9	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	85.7	p	70.6	p	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	71.4	p	65.1	p	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	85.7	p	75.2	p	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.1	s	61.3	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	42.9	s	52.1	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	28.6	s	47.5	s	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	p	89.6	p	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	p	95.6	p	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.7	s	88.0	s	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	85.7	p	56.1	p	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	71.4	p	57.2	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	85.7	p	79.6	p	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	71.4	s	73.0	p	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	71.4	p	71.3	p	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	85.7	p	76.5	p	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	42.9	p	36.1	p	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#228 - St. Lawrence Academy, St. Lawrence		Grades: K-12	School [N=19]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	52.6	S		59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	47.4	S		54.8	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	89.5		P	88.6		86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.0	S		79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	84.2		P	70.6		69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	63.2	S		65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	63.2	S		75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	79.0		P	61.3		58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	63.2		P	52.1		51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	79.0		P	47.5		46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	89.5	S		89.6		88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	89.5	S		95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	57.9	S		88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	42.1	S		56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	36.8	S		57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	73.7	S		79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	68.4	S		73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	47.4	S		71.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	63.2	S		76.5	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	47.4		P	36.1		33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#229 - St. Joseph's All Grade, Terrenceville		Grades: K-12	School [N=12]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	30.0	s		59.4	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	40.0	s		54.8	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		p	88.6		86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	50.0	s		79.9	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	80.0		p	70.6		69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	70.0		p	65.1		65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	70.0	s		75.2	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	40.0	s		61.3	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	30.0	s		52.1	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	0.0	s		47.5	s	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	90.0		p	89.6		88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		p	95.6		95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0		p	88.0		87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	60.0		p	56.1		54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	40.0	s		57.2	s	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	90.0		p	79.6		78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	80.0		p	73.0		70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	40.0	s		71.3	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	90.0		p	76.5		74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	0.0	s		36.1	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#231 - Discovery Collegiate, Bonavista		Grades: 9-12	School [N=52]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	78.9		P	59.4		P 61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	53.9		S	54.8		P 52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	84.6		S	88.6		S 86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	84.6		P	79.9		P 79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	67.3		S	70.6		S 69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	75.0		P	65.1		P 65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	63.5		S	75.2		S 74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	69.2		P	61.3		P 58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	57.7		P	52.1		P 51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	36.5		S	47.5		S 46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	90.2		P	89.6		P 88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.1		P	95.6		P 95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	90.2		P	88.0		P 87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	43.1		S	56.1		S 54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	70.6		P	57.2		P 58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	86.3		P	79.6		P 78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7		S	73.0		S 70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	80.4		P	71.3		P 70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	60.8		S	76.5		S 74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	45.1		P	36.1		P 33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#235 - Clarenville High School, Clarenville

Grades: 9-12

School

District

Province

[N=100]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=100]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	67.0	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	72.2	P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	89.7	P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.4	S	79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.2	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	65.0	S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	83.5	P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	60.8	S	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	48.5	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	49.5	P	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	87.8	S	89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	97.8	P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.1	P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.2	S	56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	67.8	P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	81.1	P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	62.2	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	71.1	S	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	77.8	P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	25.6	S	36.1	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#240 - Bishop White School, Port Rexton		Grades: K-12	School [N=13]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	8.3	s		59.4	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	33.3	s		54.8	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	91.7		p	88.6		86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.0	s		79.9	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	58.3	s		70.6	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	58.3	s		65.1	s	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	50.0	s		75.2	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.7		p	61.3		58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	16.7	s		52.1	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	25.0	s		47.5	s	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		p	89.6		88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	92.3	s		95.6	s	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.3		p	88.0		87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	38.5	s		56.1	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	84.6		p	57.2		58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	76.9	s		79.6	s	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	38.5	s		73.0	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	84.6		p	71.3		70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	76.9		p	76.5		74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	15.4	s		36.1	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#242 - Random Island Academy, Hickman's Harbour

Grades: K-12

School

District

Province

[N=13]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=13]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	53.9	S	59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	23.1	S	54.8	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	84.6	S	88.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	69.2	S	79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	61.5	S	70.6	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	84.6	P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	46.2	S	75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	46.2	S	61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	46.2	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	30.8	S	47.5	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.3	P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	84.6	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.3	P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	53.9	S	56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	15.4	S	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	61.5	S	79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	61.5	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	53.9	S	71.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	53.9	S	76.5	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	23.1	S	36.1	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#246 - Swift Current Academy, Swift Current

Grades: K-12

School

[N=5]

School
Below Above
District

District

[N=3,083]

School
Below Above
Province

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=3,083]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	59.4	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		54.8	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		88.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		79.9	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		70.6	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		65.1	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		75.2	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		61.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		52.1	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		47.5	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		89.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		95.6	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		88.0	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		56.1	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		57.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		79.6	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		73.0	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		71.3	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		76.5	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		36.1	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#247 - Roncalli Central High, Avondale		Grades: 7-12	School [N=55]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	47.3	s		59.4	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	56.4		p	54.8		p
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	92.7		p	88.6		p
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	74.6	s		79.9	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	69.1	s		70.6		p
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	67.3		p	65.1		p
7.	Application - Use strategies to construct meaning (<i>personification</i>)	72.7	s		75.2	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	58.2	s		61.3	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	54.6		p	52.1		p
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	47.3	s		47.5		p
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	94.6		p	89.6		p
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		p	95.6		p
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.3	s		88.0	s	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	63.6		p	56.1		p
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	56.4	s		57.2	s	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	83.6		p	79.6		p
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	81.8		p	73.0		p
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	60.0	s		71.3	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	70.9	s		76.5	s	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	41.8		p	36.1		p

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#248 - Amalgamated Academy, Bay Roberts

Grades: 4-9

School

District

Province

[N=136]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=136]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	71.7	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	55.1	P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	89.0	P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	84.3	P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.2	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.1	P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	73.2	S	75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.5	S	61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	44.9	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	47.2	S	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.3	S	89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.8	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	89.8	P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	57.0	P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	60.2	P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	78.1	S	79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	75.8	P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	75.0	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	67.2	S	76.5	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	39.1	P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#269 - St. Francis School, Harbour Grace

Grades: 6-9

School

[N=93]

District

[N=3,083]

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=93]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	40.9	S	59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	44.3	S	54.8	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.0	S	88.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	80.7	P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	65.9	S	70.6	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	60.2	S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	67.1	S	75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.7	S	61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	44.3	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	37.5	S	47.5	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	87.5	S	89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.5	S	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	81.8	S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	58.0	P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	62.5	P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	78.4	S	79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	64.8	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	61.4	S	71.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	68.2	S	76.5	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	27.3	S	36.1	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#274 - St. Catherine's Academy, Mount Carmel

Grades: K-12

School

District

Province

[N=18]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=18]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	33.3	S	59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S	54.8	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	66.7	S	88.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	72.2	S	79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	72.2	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.4	S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	38.9	S	75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	33.3	S	61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	16.7	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	11.1	S	47.5	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	94.4	P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	94.4	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	77.8	S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	38.9	S	56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	33.3	S	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7	S	79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	55.6	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	77.8	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	50.0	S	76.5	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	11.1	S	36.1	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#280 - Laval High School, Placentia

Grades: 7-12

School

District

Province

[N=53]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=53]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	86.8	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	67.9	P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	71.7	S	88.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	69.8	S	79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	75.5	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	56.6	S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	77.4	P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	73.6	P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	60.4	P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	54.7	P	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	96.2	P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	92.5	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	75.5	S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	62.3	P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.9	S	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.4	S	79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	81.1	P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	73.6	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	86.8	P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	30.2	S	36.1	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#285 - Holy Redeemer Elementary, Spaniard's Bay		Grades: K-9	School [N=38]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0	P	59.4	P	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	86.8	P	54.8	P	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	89.5	P	88.6	P	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	89.5	P	79.9	P	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	92.1	P	70.6	P	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	92.1	P	65.1	P	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	89.5	P	75.2	P	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	68.4	P	61.3	P	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	81.6	P	52.1	P	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	76.3	P	47.5	P	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	94.7	P	89.6	P	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	94.7	S	95.6	S	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	94.7	P	88.0	P	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.6	S	56.1	S	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	47.4	S	57.2	S	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	92.1	P	79.6	P	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	81.6	P	73.0	P	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	86.8	P	71.3	P	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	68.4	S	76.5	S	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	52.6	P	36.1	P	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#286 - Fatima Academy, St. Bride's

Grades: K-12

School

District

Province

[N=12]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=12]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	72.7	P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0	P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	90.9	P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	100.0	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	81.8	P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	81.8	P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	81.8	P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	90.9	P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	72.7	P	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	90.9	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	72.7	S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	63.6	P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	45.5	S	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	90.9	P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	81.8	P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	54.6	S	71.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	90.9	P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	54.6	P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#287 - Dunne Memorial Academy, St. Mary's

Grades: K-12

School

[N=16]

District

[N=3,083]

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=16]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	37.5	S	54.8	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	81.3	S	88.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	100.0	P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	87.5	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.5	S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	93.8	P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	75.0	P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	68.8	P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	56.3	P	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	75.0	S	89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.8	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.5	S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	75.0	P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	62.5	P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	81.3	P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	81.3	P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	93.8	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	68.8	S	76.5	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.5	P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#289 - St. Peter's Elementary, Upper Island Cove

Grades: K-9

School

District

Province

[N=29]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=29]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	66.7	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	63.0	P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	96.3	P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	85.2	P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	77.8	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7	P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	92.6	P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	59.3	S	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	44.4	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	51.9	P	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	84.6	S	89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	92.3	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	88.5	P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	88.5	P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	88.5	P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	84.6	P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	80.8	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	84.6	P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	23.1	S	36.1	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#296 - St. Michael's High, Bell Island

Grades: 7-12

School

District

Province

[N=19]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=19]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	44.4	s	59.4	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	s	54.8	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.3	s	88.6	s	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	61.1	s	79.9	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	61.1	s	70.6	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	55.6	s	65.1	s	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	77.8	p	75.2	p	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.6	s	61.3	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	38.9	s	52.1	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0	p	47.5	p	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9	s	89.6	p	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	88.9	s	95.6	s	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.9	p	88.0	p	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	44.4	s	56.1	s	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	s	57.2	s	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	83.3	p	79.6	p	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	55.6	s	73.0	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	38.9	s	71.3	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	50.0	s	76.5	s	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.4	p	36.1	p	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#300 - Frank Roberts Junior High, Conception Bay South (Foxtrap)

Grades: 7-9

School

[N=164]

District

[N=3,083]

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School Below Above District	District	School Below Above Province	Province
Poetic					
1.	Analysis - Analyze form (<i>form of poetry</i>)	71.4	p	59.4	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	52.6	s	54.8	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.1	s	88.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	81.8	p	79.9	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	79.2	p	70.6	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.9	p	65.1	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	80.5	p	75.2	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	54.6	s	61.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	49.4	s	52.1	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	46.1	s	47.5	46.2
Informational					
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	89.0	s	89.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.1	p	95.6	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.7	s	88.0	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	55.2	s	56.1	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	53.3	s	57.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.9	s	79.6	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	70.1	s	73.0	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	79.2	p	71.3	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	73.4	s	76.5	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	31.2	s	36.1	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#304 - Holy Spirit High, Conception Bay South (Manuels)

Grades: 9-12

School

District

Province

[N=210]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=210]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	80.5	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	61.0	P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	93.3	P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	86.7	P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	74.9	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	68.7	P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	86.2	P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	64.6	P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	59.5	P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	56.4	P	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	86.2	S	89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	98.5	P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	94.9	P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	63.1	P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	59.0	P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	87.2	P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	75.9	P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	78.0	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	79.5	P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	37.4	P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#307 - Mobile Central High, Mobile		Grades: 7-12	School [N=30]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	36.7	S		59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	53.3	S		54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.0		P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	90.0		P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.3		P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	60.0	S		65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	73.3	S		75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	63.3		P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	56.7		P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	53.3		P	47.5	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	93.3		P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.3	S		95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	93.3		P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	63.3		P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	S		57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.0		P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	86.7		P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S		71.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	93.3		P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	36.7		P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#310 - Mount Pearl Intermediate, Mount Pearl		Grades: 5-9	School [N=209]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	48.5	S		59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	54.4	S		54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.4	S		88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.6	S		79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	75.2		P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	67.5		P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	68.9	S		75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	61.2	S		61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	53.4		P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	50.0		P	47.5	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	92.7		P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	97.1		P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	90.7		P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	58.8		P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	48.0	S		57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.4		P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	77.5		P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S		71.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	81.4		P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	38.2		P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#315 - St. Peter's Junior High, Mount Pearl		Grades: 7-9	School [N=235]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	54.2	s	59.4	s	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	51.5	s	54.8	s	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	92.6	p	88.6	p	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	77.3	s	79.9	s	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	68.1	s	70.6	s	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	68.1	p	65.1	p	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	75.6	p	75.2	p	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	66.4	p	61.3	p	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	50.2	s	52.1	s	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	49.8	p	47.5	p	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	93.4	p	89.6	p	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.0	p	95.6	p	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.6	p	88.0	p	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	59.0	p	56.1	p	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	53.7	s	57.2	s	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	81.5	p	79.6	p	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	81.5	p	73.0	p	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	72.3	p	71.3	p	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	81.1	p	76.5	p	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.9	s	36.1	p	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#324 - Beaconsfield Junior High, St. John's		Grades: 7-9	School [N=140]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	73.6		P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	65.6		P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	89.6		P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	72.8		S	79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	68.0		S	70.6	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	61.6		S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	67.2		S	75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.6		S	61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	44.0		S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	35.2		S	47.5	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	94.2		P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.7		P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	89.3		P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	59.5		P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	55.4		S	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	81.8		P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	68.6		S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.9		S	71.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	77.7		P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	36.4		P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#330 - Brother Rice Junior High, St. John's		Grades: 7-9	School [N=91]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	38.5	S		59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	62.6		P	54.8		P
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.5	S		88.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	80.2		P	79.9		P
5.	Application - Use strategies to construct meaning (<i>mood</i>)	79.1		P	70.6		P
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	69.2		P	65.1		P
7.	Application - Use strategies to construct meaning (<i>personification</i>)	75.8		P	75.2		P
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	56.0	S		61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	44.0	S		52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	48.4		P	47.5		P
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	88.9	S		89.6		P
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	91.1	S		95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	81.1	S		88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	54.4	S		56.1		P
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	60.0		P	57.2		P
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	81.1		P	79.6		P
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	73.3		P	73.0		P
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	75.6		P	71.3		P
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	76.7		P	76.5		P
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	37.8		P	36.1		P

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#335 - Leary's Brook Junior High, St. John's

Grades: 7-9

School

[N=160]

District

[N=3,083]

Province

[N=5,297]

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School		District		Province	
		Below	Above	Below	Above	Below	Above
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	51.6	s	59.4	s	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	46.5	s	54.8	s	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.9	s	88.6	p	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	75.8	s	79.9	s	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	72.6	p	70.6	p	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	61.8	s	65.1	s	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	70.1	s	75.2	s	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	58.6	s	61.3	s	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	58.6	p	52.1	p	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	38.9	s	47.5	s	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	84.6	s	89.6	s	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.5	s	95.6	p	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	86.5	s	88.0	s	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	53.2	s	56.1	s	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	58.3	p	57.2	p	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	75.0	s	79.6	s	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	73.7	p	73.0	p	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	64.1	s	71.3	s	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	74.4	s	76.5	s	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	48.1	p	36.1	p	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#341 - I.J. Samson Junior High, St. John's		Grades: 7-9	School [N=90]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	61.8		P	59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	65.2		P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	95.5		P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	85.4		P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	73.0		P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.9		S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	76.4		P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	64.0		P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	69.7		P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	57.3		P	47.5	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	90.9		P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	98.9		P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	84.1		S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	56.8		P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	58.0		P	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	84.1		P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	75.0		P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	76.1		P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	79.6		P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	40.9		P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#343 - MacDonald Drive Junior High, St. John's

Grades: 7-9

School

[N=216]

District

[N=3,083]

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

School
Below Above
District

School
Below Above
Province

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=216]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	45.3	S	59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	58.6	P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	92.1	P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	81.8	P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	63.6	S	70.6	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	58.6	S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	78.3	P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	68.5	P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	61.1	P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	53.7	P	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	91.2	P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	99.0	P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.3	P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.7	S	56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	53.7	S	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	82.9	P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	80.5	P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	71.7	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	83.4	P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	48.3	P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#350 - St. John Bosco School, St. John's		Grades: K-9	School [N=18]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	38.9	s		59.4	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	33.3	s		54.8	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		p	88.6		86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	72.2	s		79.9	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	61.1	s		70.6	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	72.2		p	65.1		65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	55.6	s		75.2	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	38.9	s		61.3	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	38.9	s		52.1	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	38.9	s		47.5	s	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	83.3	s		89.6	s	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	88.9	s		95.6	s	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.9		p	88.0		87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	55.6	s		56.1		54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	50.0	s		57.2	s	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.8	s		79.6	s	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	83.3		p	73.0		70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	55.6	s		71.3	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	72.2	s		76.5	s	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3	s		36.1	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#353 - St. Kevin's Junior High, St. John's (Goulds)		Grades: 7-9	School [N=96]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	68.1		P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	52.8	S		54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	91.2		P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.1	S		79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	70.3	S		70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.1	S		65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	89.0		P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	62.6		P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	48.4	S		52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	42.9	S		47.5	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	93.4		P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	98.9		P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.2		P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	53.9	S		56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	73.6		P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	80.2		P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	74.7		P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	76.9		P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	79.1		P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.0		P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#359 - St. Paul's Junior High, St. John's		Grades: 7-9	School [N=127]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	55.9	S	59.4	S	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	48.0	S	54.8	S	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	87.4	S	88.6	P	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	88.2	P	79.9	P	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	65.4	S	70.6	S	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	57.5	S	65.1	S	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	74.8	S	75.2	S	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	62.2	P	61.3	P	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	66.1	P	52.1	P	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	59.1	P	47.5	P	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	89.8	P	89.6	P	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	96.1	P	95.6	P	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	85.8	S	88.0	S	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	52.8	S	56.1	S	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	55.9	S	57.2	S	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	88.2	P	79.6	P	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	78.7	P	73.0	P	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	78.7	P	71.3	P	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	78.0	P	76.5	P	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	29.1	S	36.1	S	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#368 - Holy Trinity High, Torbay

Grades: 7-12

School

District

Province

[N=120]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=120]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	56.7	s	59.4	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	55.8	p	54.8	p	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	92.5	p	88.6	p	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	77.5	s	79.9	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	70.0	s	70.6	p	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	60.0	s	65.1	s	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	77.5	p	75.2	p	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	70.0	p	61.3	p	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	46.7	s	52.1	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	46.7	s	47.5	p	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	86.6	s	89.6	s	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	97.5	p	95.6	p	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	92.4	p	88.0	p	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	58.8	p	56.1	p	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	63.9	p	57.2	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	76.5	s	79.6	s	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	74.0	p	73.0	p	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	65.6	s	71.3	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	78.2	p	76.5	p	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	26.9	s	36.1	s	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#370 - Stella Maris Academy, Trepassey

Grades: K-12

School

[N=5]

School
Below Above
District

District

[N=3,083]

School
Below Above
Province

Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=5]	District [N=3,083]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	59.4	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		54.8	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		88.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		79.9	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		70.6	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		65.1	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		75.2	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		61.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		52.1	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		47.5	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		89.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		95.6	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		88.0	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		56.1	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		57.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		79.6	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		73.0	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		71.3	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		76.5	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		36.1	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#427 - Holy Name of Mary Academy, Lawn		Grades: K-12	School [N=9]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	100.0		P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	100.0		P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	88.9		P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	88.9		P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	77.8		P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	88.9		P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0		P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	88.9		P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	66.7		P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	77.8		P	47.5	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	88.9		P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	77.8		P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	77.8		P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	100.0		P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	77.8		P	73.0	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	88.9		P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	88.9		P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3		S	36.1	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#430 - St. Mark's School, King's Cove

Grades: K-12

School

District

Province

[N=11]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=11]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	55.6	s	59.4	s	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	44.4	s	54.8	s	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	88.9	p	88.6	p	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	55.6	s	79.9	s	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	s	70.6	s	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	77.8	p	65.1	p	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.7	s	75.2	s	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.6	s	61.3	s	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	33.3	s	52.1	s	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	44.4	s	47.5	s	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	77.8	s	89.6	s	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	88.9	s	95.6	s	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	77.8	s	88.0	s	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	55.6	s	56.1	p	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	66.7	p	57.2	p	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	77.8	s	79.6	s	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7	s	73.0	s	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	55.6	s	71.3	s	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	77.8	p	76.5	p	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.4	p	36.1	p	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#431 - Southwest Arm Academy, Little Heart's Ease

Grades: K-12

School

District

Province

[N=10]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=10]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	66.7	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	66.7	P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	66.7	S	88.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	77.8	S	79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	77.8	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	44.4	S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	77.8	P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	33.3	S	61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	66.7	P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	66.7	P	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	87.5	S	89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	62.5	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.5	S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	62.5	P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	62.5	P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	62.5	S	79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	50.0	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	87.5	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	87.5	P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	50.0	P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

10/4/2011

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#442 - Persalvic Elementary, Victoria

Grades: K-9

School

District

Province

[N=49]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=49]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	24.5	S	59.4	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	38.8	S	54.8	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	81.6	S	88.6	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	63.3	S	79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	61.2	S	70.6	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	55.1	S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	71.4	S	75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	57.1	S	61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	36.7	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	44.9	S	47.5	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	81.6	S	89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	95.9	P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	87.8	S	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	40.8	S	56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	49.0	S	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	63.3	S	79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	63.3	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	51.0	S	71.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	71.4	S	76.5	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	38.8	P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#447 - Baltimore School Complex, Ferryland

Grades: K-12

School

[N=14]

District

[N=3,083]

Province

[N=5,297]

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School		District		Province	
		Below	Above	Below	Above	Below	Above
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		P		P		61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	S		S		S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		P		P		86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		P		P		79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		P		P		69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	S		S		S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		P		P		74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		P		P		58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	S		S		S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	S		S		S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	S		S		S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	S		S		S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		P		P		87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	S		S		S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		P		P		58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	S			P		78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		P		P		70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		P		P		70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		P		P		74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		P		P		33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

10/4/2011

**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#452 - District School, St. John's

Grades: 7-11

School

District

Province

[N=1]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=1]	District [N=3,083]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	59.4	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		54.8	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		88.6	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		79.9	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		70.6	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		65.1	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		75.2	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		61.3	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		52.1	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		47.5	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		89.6	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		95.6	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		88.0	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		56.1	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		57.2	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		79.6	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		73.0	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		71.3	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		76.5	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		36.1	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#464 - Crescent Collegiate, Blaketown

Grades: 7-12

School

District

Province

[N=74]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=74]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	79.7	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	40.5	S	54.8	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	90.5	P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.7	S	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	51.4	S	70.6	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	73.0	P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	58.1	S	75.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	48.7	S	61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	31.1	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	31.1	S	47.5	S	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	93.2	P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	93.2	S	95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	86.5	S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	56.8	P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	52.7	S	57.2	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	68.9	S	79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	54.1	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	64.9	S	71.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	68.9	S	76.5	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	24.3	S	36.1	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#465 - Holy Cross Junior High, St. John's		Grades: 7-9	School [N=53]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	44.0	S	59.4	S	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	46.0	S	54.8	S	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	84.0	S	88.6	S	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	70.0	S	79.9	S	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	60.0	S	70.6	S	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	76.0	P	65.1	P	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	74.0	S	75.2	S	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	60.0	S	61.3	P	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	48.0	S	52.1	S	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	30.0	S	47.5	S	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	75.0	S	89.6	S	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	83.3	S	95.6	S	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.3	S	88.0	S	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	50.0	S	56.1	S	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	45.8	S	57.2	S	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	54.2	S	79.6	S	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	50.0	S	73.0	S	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	52.1	S	71.3	S	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	66.7	S	76.5	S	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	25.0	S	36.1	S	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#471 - Heritage Collegiate, Lethbridge		Grades: 7-12	School [N=40]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	91.9		P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	37.8	S		54.8	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	97.3		P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	94.6		P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	43.2	S		70.6	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	70.3		P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	89.2		P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	48.7	S		61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	29.7	S		52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	35.1	S		47.5	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	86.5	S		89.6	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	94.6	S		95.6	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	83.8	S		88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	51.4	S		56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	67.6		P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	67.6	S		79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	62.2	S		73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	83.8		P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	78.4		P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	13.5	S		36.1	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#476 - Baccalieu Collegiate, Old Perlican

Grades: 7-12

School

District

Province

[N=24]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=24]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	87.5	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	50.0	S	54.8	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	95.8	P	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	79.2	S	79.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	87.5	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	62.5	S	65.1	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	75.0	S	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	58.3	S	61.3	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	45.8	S	52.1	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	54.2	P	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	95.8	P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	91.7	P	88.0	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	37.5	S	56.1	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	66.7	P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	75.0	S	79.6	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	66.7	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	66.7	S	71.3	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	79.2	P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	37.5	P	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

#924 - Tricentia Academy, Arnold's Cove

Grades: K-12

School

District

Province

[N=27]

School
Below Above
District

[N=3,083]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=27]	School Below Above District	District [N=3,083]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	92.3	P	59.4	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	65.4	P	54.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	88.5	S	88.6	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	80.8	P	79.9	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	76.9	P	70.6	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	76.9	P	65.1	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	88.5	P	75.2	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	61.5	P	61.3	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	76.9	P	52.1	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	53.9	P	47.5	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	96.2	P	89.6	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	95.6	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	84.6	S	88.0	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	57.7	P	56.1	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	69.2	P	57.2	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	88.5	P	79.6	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	61.5	S	73.0	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	76.9	P	71.3	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	88.5	P	76.5	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	34.6	S	36.1	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

10/4/2011

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 803 - Private

#375 - Lakecrest -St. John's Independent Sc, St. John's		Grades: K-9	School [N=12]	School Below Above District	District [N=54]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	50.0	S	64.8	S	61.9	
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	41.7	S	64.8	S	52.4	
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	83.3	S	94.4	S	86.4	
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	100.0	P	85.2	P	79.7	
5.	Application - Use strategies to construct meaning (<i>mood</i>)	91.7	P	77.8	P	69.1	
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	41.7	S	53.7	S	65.7	
7.	Application - Use strategies to construct meaning (<i>personification</i>)	100.0	P	87.0	P	74.8	
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	83.3	P	81.5	P	58.7	
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	83.3	P	72.2	P	51.7	
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	83.3	P	74.1	P	46.2	
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	91.7	S	98.2	P	88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	100.0	P	95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P	92.6	P	87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	58.3	S	72.2	P	54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	83.3	P	70.4	P	58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	91.7	P	85.2	P	78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	91.7	P	88.9	P	70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	91.7	P	75.9	P	70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	75.0	S	87.0	P	74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	58.3	P	50.0	P	33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 803 - Private

#450 - St. Bonaventure's College, St. John's		Grades: K-12	School [N=31]	School Below Above District	District [N=54]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	71.0		P	64.8	P	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	80.7		P	64.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	100.0		P	94.4	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	77.4	S		85.2	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	80.7		P	77.8	P	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	45.2	S		53.7	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	87.1		P	87.0	P	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	87.1		P	81.5	P	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	74.2		P	72.2	P	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	80.7		P	74.1	P	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0		P	98.2	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0		P	100.0	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	90.3	S		92.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	83.9		P	72.2	P	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	74.2		P	70.4	P	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	87.1		P	85.2	P	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	90.3		P	88.9	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	74.2	S		75.9	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	93.6		P	87.0	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	54.8		P	50.0	P	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice

(Outcome Analysis: % of students who selected correct response)

District 803 - Private

#453 - Eric G. Lambert All-Grade, Churchill Falls

Grades: K-12

School

District

Province

[N=9]

School
Below Above
District

[N=54]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=9]	School Below Above District	District [N=54]	School Below Above Province	Province [N=5,297]
Poetic						
1.	Analysis - Analyze form (<i>form of poetry</i>)	55.6	S	64.8	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	55.6	S	64.8	P	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	88.9	S	94.4	P	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	88.9	P	85.2	P	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7	S	77.8	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	88.9	P	53.7	P	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	66.7	S	87.0	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	55.6	S	81.5	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	44.4	S	72.2	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	55.6	S	74.1	P	46.2
Informational						
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	100.0	P	98.2	P	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	100.0	P	100.0	P	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	100.0	P	92.6	P	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	44.4	S	72.2	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	33.3	S	70.4	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	66.7	S	85.2	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	77.8	S	88.9	P	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	55.6	S	75.9	S	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	77.8	S	87.0	P	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	33.3	S	50.0	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 803 - Private

#469 - Immaculate Heart of Mary School, Corner Brook

Grades: K-9

School

District

Province

[N=2]

School
Below Above
District

[N=54]

School
Below Above
Province

[N=5,297]

Item Cognitive Level - Outcome (*item parameter*)

Item	Cognitive Level - Outcome (<i>item parameter</i>)	School [N=2]	District [N=54]	Province [N=5,297]
Poetic				
1.	Analysis - Analyze form (<i>form of poetry</i>)	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	64.8	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)		64.8	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)		94.4	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)		85.2	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)		77.8	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		53.7	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)		87.0	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)		81.5	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)		72.2	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)		74.1	46.2
Informational				
11.	Analysis - Analyze content of text (<i>purpose of text</i>)		98.2	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)		100.0	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)		92.6	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)		72.2	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)		70.4	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)		85.2	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)		88.9	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)		75.9	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)		87.0	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)		50.0	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 804 - Native Federal

#018 - Sheshatshiu Innu School, Sheshatshiu		Grades: K-12	School [N=12]	School Below Above District	District [N=13]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	91.7		P	38.5		P 61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	25.0	S		46.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	50.0	S		61.5	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	50.0	S		76.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	66.7		P	46.2	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	66.7		P	46.2		P 65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	75.0		P	69.2		P 74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	25.0	S		46.2	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	16.7	S		38.5	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	25.0	S		38.5	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	45.5	S		76.9	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	36.4	S		69.2	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	72.7		P	53.9	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	54.6		P	30.8		P 54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	27.3	S		38.5	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	81.8		P	61.5		P 78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	36.4	S		69.2	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	72.7	S		76.9		P 70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	45.5	S		46.2	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	18.2		P	15.4	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 804 - Native Federal

#019 - Mushuau Innu Natuashish School, Natuashish		Grades: K-12	School [N=3]	School Below Above District	District [N=13]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)		<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>		38.5	<i>School data with 5 or fewer students withheld for reasons of confidentiality.</i>	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)			46.2	52.4		
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)			61.5	86.4		
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)			76.9	79.7		
5.	Application - Use strategies to construct meaning (<i>mood</i>)			46.2	69.1		
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			46.2	65.7		
7.	Application - Use strategies to construct meaning (<i>personification</i>)			69.2	74.8		
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)			46.2	58.7		
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)			38.5	51.7		
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)			38.5	46.2		
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)			76.9		88.5	
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)			69.2		95.0	
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)			53.9		87.5	
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)			30.8		54.2	
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)			38.5		58.1	
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)			61.5		78.6	
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)			69.2		70.9	
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)			76.9		70.7	
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)			46.2		74.7	
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)			15.4		33.4	

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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**Intermediate English
Provincial Assessment, June 2011
School Report - Multiple Choice**

(Outcome Analysis: % of students who selected correct response)

District 804 - Native Federal

#376 - Se't Anneway Kegnamogwom, Conne River		Grades: K-12	School [N=13]	School Below Above District	District [N=13]	School Below Above Province	Province [N=5,297]
Item	Cognitive Level - Outcome (<i>item parameter</i>)						
Poetic							
1.	Analysis - Analyze form (<i>form of poetry</i>)	38.5		P	38.5	S	61.9
2.	Inferential - Respond thoughtfully to text by evaluating their interpretations (<i>comparison</i>)	46.2		P	46.2	S	52.4
3.	Analysis - Use strategies to construct meaning (<i>imagery</i>)	61.5		P	61.5	S	86.4
4.	Analysis - Use strategies to construct meaning (<i>alliteration</i>)	76.9		P	76.9	S	79.7
5.	Application - Use strategies to construct meaning (<i>mood</i>)	46.2		P	46.2	S	69.1
6.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	46.2		P	46.2	S	65.7
7.	Application - Use strategies to construct meaning (<i>personification</i>)	69.2		P	69.2	S	74.8
8.	Analysis - Analyze and evaluate content and how they contribute to meaning (<i>line meaning</i>)	46.2		P	46.2	S	58.7
9.	Inferential - Use cueing systems to construct meaning (<i>line meaning – contrast</i>)	38.5		P	38.5	S	51.7
10.	Synthesis - Analyze and evaluate content (<i>understanding phrase in new context</i>)	38.5		P	38.5	S	46.2
Informational							
11.	Analysis - Analyze content of text (<i>purpose of text</i>)	76.9		P	76.9	S	88.5
12.	Comprehension - Construct meaning in reading and viewing (<i>identify main idea</i>)	69.2		P	69.2	S	95.0
13.	Application - Use cueing systems to construct meaning (<i>applying a new term</i>)	53.9		P	53.9	S	87.5
14.	Application - Use strategies to construct meaning in reading (<i>applying examples to text meaning</i>)	30.8		P	30.8	S	54.2
15.	Application - Use strategies to construct meaning in viewing (<i>application of irony through visual</i>)	38.5		P	38.5	S	58.1
16.	Comprehension - Analyze content of text (<i>understanding text information</i>)	61.5		P	61.5	S	78.6
17.	Comprehension - Question reliability of information in text (<i>author's occupation</i>)	69.2		P	69.2	S	70.9
18.	Application - Use strategies to construct meaning (<i>alliteration</i>)	76.9		P	76.9	P	70.7
19.	Inferential - Use cueing systems to construct meaning (<i>understanding content</i>)	46.2		P	46.2	S	74.7
20.	Inferential - Use cueing systems to construct meaning (<i>new vocab</i>)	15.4		P	15.4	S	33.4

Mushuau Innu Natuashish and Peenamin McKenzie School are excluded from district and provincial results.

Note: percentages may not add to 100% due to missing values.

Source: Division of Evaluation and Research, Department of Education

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