

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

School #: 001 St. Peter's School, Black Tickle Grades: 1-12

School #: 001	St. Peter's School, Black Tickle Grades: 1-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=2]	[N=237]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential – 	(6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	90.1	93.2
	(6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	84.0	86.8
	(6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
	ion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	70.8	77.9
 Inferential – 	(6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	95.3	94.3
6. Inferential –	(6) / 7. Applying strategies to analyse text / (alliteration)	cormaentiality.	42.5	52.0
Inferential –	(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		77.8	82.2
 Comprehens 	ion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		38.2	42.2
	(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		29.3	32.5
 Inferential - 	(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		34.9	45.3
Constructed Respon				
	7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
	- (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A N/A	N/A N/A
	7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) - (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A N/A	N/A N/A
3. Response to text	- (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)		1471	14//
	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		83.2	89.9
	ion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		75.3	78.9
	ion – (6) / 4. Use strategies to construct meaning / (read for meaning)		69.8	74.7
	(5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		84.2	88.3
	ion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		72.8	78.0
	(5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		86.6	89.6
	(6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.2	80.9
	(6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.2	34.1
	(6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.4	66.1
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		53.0	57.0
Constructed Respon				
	4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
	- (5) / 6. Support their opinion about texts / (is the main character a hero) 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
	- (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A N/A	N/A N/A
	7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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



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

Henry Gordon Academy, Cartwright Grades: K-8,10-12 School #: 002

School #: 002 Henry Gordon Academy, Cartwright Grades: K-8,10-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[N=237]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	90.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	84.0	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	83.3	70.8	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	95.3	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	83.3	42.5	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	33.3	77.8	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	66.7	38.2	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.3	29.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	16.7	34.9	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	83.3	83.2	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	75.3	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	69.8	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	83.3	84.2	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	72.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	86.6	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	79.2	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	33.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	33.3	64.4	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	53.0	57.0
Constructed Response	NI/A	N1/A	N1/A
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

3

Queen of Peace Middle School, Happy Valley-Goose Bay Grades: 4-7 School #: 004

Poetic Selected Responses: (Grade Level) / Outcome / (Item parameter) Poetic Selected Responses: (Grade Level) / Outcome / (Item parameter) 91.	School #: 004	Queen of Peace Middle School, Happy Valley-Goose Bay Grades: 4-7	School	District	Province
Inferential — (6) / 4. Use strategies to construct meaning / (see title a good one) 93.2	Item	Cognitive Level - Outcome (item parameter)	[N=87]	[N=237]	[N=5,029]
Inferential—(a) / 1. Demonstrate awareness that texts reflect a purpose of text) 4.0 84	Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential — (6) / 4. Use strategies to construct meaning / (feeling of poem) 2. Inferential — (6) / 4. Use coit grospwares (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 3. Inferential — (6) / 4. Use extrates of text to reinforce their understanding of information / (tse text and visual to extend on text; apply a new situation to text) 3. Inferential — (6) / 7. Applying strategies to analyse text / (alleration) 3. Inferential — (6) / 7. Applying strategies to analyse text / (alleration) 3. Comprehension — (6) / 4. Using unity systemic (e.g., content clues) to construct meaning / (fine sin poem) 3. Comprehension — (6) / 4. Using unity systemic (e.g., content clues) to construct meaning / (meaning of fines in poem) 3. Inferential — (6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main thea) 3. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main thea) 3. Separate to (3) / 7. Use heavy main two leading to analyse information / (meaning of a line in the poem) 3. Response to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main text) 3. Response to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of time text) 3. Response to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Response to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Response to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Response to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Response to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Response to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Response to text — (6) / 7. Demonstrating awar	 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.4	90.1	93.2
4. Comprehension — (6) / 4. Use cuiting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) / 1. See features of text to reinforce their information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a print of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuiting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower cuse letters used after punctuation) 9. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower cuse letters used after punctuation) 9. Inferential — (5) / 7. Seepond critically to text by applying strategies to analyse and evaluate a least / (will realitions continue into the future) 9. Inferential — (5) / 7. Use background knowledge to analyse information / (wine a letter home describing culture you experienced, based on text) 9. NA			84.0	84.0	86.8
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (ineating of lines in poem) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a promose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (will tenditions continue into the future) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text (will tenditions continue into the future) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect approper of text) 8. Inferential — (6) / 7. Use text (eatures to verify their understanding of informatio			74.1	76.4	78.6
6. Inferential — (6) / 7, Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7, Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4, Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential — (6) / 7. Demonstrating awareness that text set effect a purpose / (phrase from text which retressents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which retressents the main idea) 9. NA			66.7	70.8	77.9
7. Inferential — (6) / 7. Demonstrating awareness that letxts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Debonstrating awareness that texts reflect a purpose / (purpose of ext) (with teath of the purpose / (purpose of ext) (with teath of the purpose / (purpose of ext) (with teath of the purpose / (purpose of ext) (with teath of the purpose / (purpose of ext) (with teath of the purpose / (purpose of ext) (with teath of the purpose / (purpose of ext) (with teath of the purpose / (purpose of ext) (purpose of ext) 9. Comprehension — (5) / 4. Use star features to verify their understanding of information / (obtain information from a map) 9. Comprehension — (5) / 4. Use star features to verify their understanding of information / (obtain	 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.3	95.3	94.3
8. Comprehension—(6) / 4, Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poom) 9. Inferential—(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential—(5) / 7. Whe background knowledge to analyse information / (meaning of a line in the poem) 8. Inferential—(5) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 8. Response to text—(6) / 6. Develop a personal reactions to text / (wise poem and visual to extend on text by giving another example) 8. NA			39.5	42.5	52.0
9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 24. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describes, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describes, share, and discuss their personal reactions to text / (will traditions continue into the future) 4. Inferential – (6) / 7. Decentaretristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text) 4. Inferential – (6) / 7. Decentaretristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) **NA** N/A** N/A*			79.0	77.8	82.2
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 23.46 34.9 34.6 34.9 34.6 34.9 34.6 34.9 45.3 Constructed Responsee I. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) I. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will raditions continue into the future) I. Response to text – (4) / 6. Develop a personal rescions to text / (wire poem and visual to extend on text) I. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) I. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) I. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) I. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) I. Inferential – (6) / 7. Use strategies to construct meaning / (read for meaning) 12. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 13. Comprehension – (6) / 4. Use categies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use categies to construct meaning / (read for meaning) 16. Inferential – (5) / 7. Use strategies to construct meaning / (read for meaning) 17. Inferential – (5) / 4. Use trategies to construct meaning / (read for meaning) 18. 7. 86.6 88.6 88.9 18.0 18.1 Inferential – (6) / 7. Demonstrating of information / (purpose of visual) 18. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning) 18. 7. 86.6 88.6 89.			38.3	38.2	42.2
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Bespond critically to text by applying strategies to analyse and evaluate a text / (wift a latter home describing culture you experienced, based on text) 3. Response to text – (4) / 6. Describes, share, and discuss their personal reactions to text / (write a latter home describing culture you experienced, based on text) 3. Response to text – (4) / 6. Describes, share, and discuss their personal reactions to text / (write a latter home describing culture you experienced, based on text) 3. N/A 3. Response to text – (6) / 6. Describes, share, and discuss their personal reactions to text / (write a latter home describing culture you experienced, based on text) 3. N/A 3. Response to text – (6) / 6. Describes, share, and discuss their personal reactions to text / (write a latter home describing culture you experienced, based on text) 3. N/A 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. N/A 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Response to text – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Response to text – (6) / 8. Use strategies to analyse information / (why is the term "activist" used) 3. Response to text – (6) / 4. Use strategies to analyse information / (purpose of visual) 3. Inferential – (6) / 4. Use strategies to analyse information / (purpose of visual) 3. Inferential – (6) / 4. Use pictures to verify that runderstanding of information / (purpose of visual) 3. Inferential – (6)			33.3	29.3	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a letter home describing culture you experienced, based on text) 6. NA 6. NA 7. NA			34.6	34.9	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use peem and visual to extend on text by giving another example) NA N					
3. Response to text—(4)/6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential—(6)/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/					
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and visual to extend on text by giving another example) NA N/A N/A N/A NOR Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use strategies to construct meaning / (feelings of the main character) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 12. Comparison for text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (wr					
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A NOR Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (6) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (fleen yocabulary) 18. Inferential – (6) / 4. Use strategies to construct meaning / (flealings of the main character) 19. Inferential – (6) / 4. Use strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (why is a personal narrative included in the text) 14. N/A 15. Inferential – (6) / 6. Develop a personal response by making connections within text / (virte a journal entry from a someone else's point of view) 15.					
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use situategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base on experience with texts to analyze information in text / (with a journal entry from a someone else's point of view) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agression information in tex					
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 29.9 33.2 24.1 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 22. Constructed Response 13. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 23. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text /	3. Response to te.	tt = (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1		
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 29. 33.2 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal narrative included in the text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal narrative included in the text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why i	Non Fict	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 29.9 33.2 34.1 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A			84.4	83.2	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 33. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 33. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal or someone else's point of view) 34. N/A 35. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal or someone else's point of view) 36. N/A 36. N/A 37. N/A 38. N/A			75.3	75.3	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/			70.1	69.8	74.7
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 8. 8. 6. 8. 8. 6. 8. 8. 9. 9 33. 2 34. 1 68.8 64.4 66.1 55.8 53.0 57.0 57.0 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 68.8 64.4 68.8 64.4 66.1 68.8 68.8 64.4 68.8 64.4 66.1 68.8 68.8 64.4 68.8 68.8 64.4 68.8 68.8 64.4 68.8 68.8 64.4 68.8 68.8 64.4 68.8 68.8 64.4 68.8 68.8 64.4 68.8 68.8 64.4 68.8 64.4 68.8 68.8 64.4 68.8 68.8 64.4 68.8 68.8 64.4 66.1 68.8 6.1 68.8 6.1 68.8 6.1 68.8 6.1 68.8 6.1 68.8 6.1 68.8 6.1 68			88.3	84.2	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			70.1	72.8	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a journal entry from a someone else's point of view) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)			87.0	86.6	89.6
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 68.8 64.4 66.1 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/			80.5	79.2	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				64.4	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			55.8	53.0	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/	1. Inferential – (6)/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)			
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A					
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A					

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

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



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

School #: 007 Amos Comenius Memorial School, Hopedale Grades: K-12

School #: 007 Amos Comenius Memorial School, Hopedale Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=10]	[N=237]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	55.6	90.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	55.6	84.0	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	55.6	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	44.4	70.8	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	77.8	95.3	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	44.4	42.5	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	77.8	77.8	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.4	38.2	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	22.2	29.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	55.6	34.9	45.3
Constructed Response	!	ĺ	
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	1071		14//
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	!	ĺ	
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	33.3	83.2	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	75.3	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	55.6	69.8	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	66.7	84.2	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	88.9	72.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	77.8	86.6	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	66.7	79.2	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	33.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	55.6	64.4	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	55.6	53.0	57.0
Constructed Response	!	ĺ	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. Inferential – (0) / /. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	IN/A	IN/A	IN/A

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

11/7/2012

5

J.C. Erhardt Memorial School, Makkovik Grades: K-4,6-12 School #: 012

	ol Dist	trict Prov	vince
Item Cognitive Level - Outcome (item parameter) [N=		237] [N=5	5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90	0.1 9	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84	4.0 8	36.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	76	6.4 7	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	70	0.8 7	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95	5.3 9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42	2.5 5	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)			32.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	38	8.2 4	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29	9.3 3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	34	4.9 4	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)			N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)			N/A N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)			N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)			N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	83	3.2 8	39.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	7:	5.3 7	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)			74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)			38.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	72	2.8 7	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)			39.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)			30.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 66.			34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 83.			66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	53	3.0 5	57.0
Constructed Response		.,,	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)			N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/			N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)			N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)			N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)			N/A

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

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



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

11/7/2012

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Grades: K-12 School #: 014 Jens Haven Memorial, Nain

Poolity Solicited Responses Claride Level Outcome (Item parameter) Solicited Responses Solic	School #: 014	Jens Haven Memorial, Nain Grades: K-12	School	District	Province
1. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of perm) 2. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of perm) 3. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of perm) 4.4.4 76.4 78.6 3. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of perm) 4.4.4 76.4 78.6 4. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of perm) 5. Inferential—(6) / 4. Use strategies to analyse text / (alliteration) 5. Inferential—(6) / 4. Use strategies to analyse text / (alliteration) 5. Inferential—(6) / 4. Use strategies to analyse text / (alliteration) 5. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 5. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 5. Inferential—(6) / 7. Demonstrating awareness that alt texts reflect a point of view / (identify speaker in text) 6. Inferential—(6) / 7. Demonstrating awareness that alt texts reflect a point of view / (identify speaker in text) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a point of view / (identify speaker in text) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a point of view / (identify speaker in text) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a pourose / otherse from text which represents the main idea) 7. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a pourose / otherse from text which represents the main idea) 7. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 7. Inferential—(6) / 7. Respondential (purpose of text) 7. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 7. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 7. Inferential—	Item	Cognitive Level - Outcome (item parameter)		[N=237]	
2. Inferential—(6) / 4. Use trategies to construct meaning / (feeling of poem) 4. Inferential—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 4. Comprehension—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 6. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 6. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point or view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (plurase from text which represents the main iden) 7. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (plurase from text which represents the main iden) 7. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (plurase from text which represents the main iden) 8. Inferential—(6) / 7. Demonstrating awareness that intexts reflect a purpose / (plurase from text which represents the main iden) 8. Inferential—(6) / 7. Demonstrating awareness that intexts reflect a purpose / (plurase from text which represents the main iden) 8. Inferential—(6) / 7. Demonstrating of (6) / 7. Demonstrating awareness that text / (will text all texts / will text all all texts / will text all all tex	Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of poem) 2. Comprehension—(6) / 4. Use clust gystems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 3. Inferential—(6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 3. Inferential—(6) / 7. Applying strategies to analyse text / (allieration) 3. Inferential—(7) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 3. Comprehension—(6) / 4. Using caing systems (e.g., content cluss) to construct meaning / (meaning of lines in poem) 4. Line frential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 3. Japan 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 3. Japan 2. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 3. Japan	 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	88.9	90.1	93.2
4. Comprehension - (6) / 4. Use cuiting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5.5. Inferential - (6) / 1. We features of lext to reinforce their in information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential - (6) / 7. Pophying strategies to analyse text / (allitication) 5.0. 42.5 5. Inferential - (6) / 7. Pophying strategies to analyse text / (allitication) 5.0. 42.5 6. Inferential - (6) / 7. Pophying strategies to analyse text / (allitication) 5.0. 42.5 6. Comprehension - (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 5.0. Inferential - (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential - (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential - (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential - (6) / 7. Responded rotically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 5. Response to text - (4) / 6. December, durate a discuss their promonal reactions in text / (will traditions continue into the future) 7. Responde ortically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 7. Responder to text - (4) / 6. December, durate and states with representation to text / (will traditions continue into the future) 7. Responder to text - (4) / 6. December, durate and states with representation to text / (will traditions continue into the future) 7. Responder to text - (4) / 6. December, durate and states with representation to text - (4) / 6. December, durate and states are discretionally an advantage and visual to extend on text by giving another example) 7. Response to text - (6) / 7. Demonstrating analysis and visual	2. Inferential	(6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	84.0	86.8
5. Inferential — (6) / A. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential — (6) / A. Using culing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 5. Inferential — (6) / A. Using culing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 5. Inferential — (6) / A. Using culing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 6. Comprehension — (6) / A. Using culing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 7. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 7. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 7. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 7. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 7. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 7. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (will indiction continue into the future) 7. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (will indiction continue into the future) 7. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 8. Inferential — (6) / 7. Use text [catures to verify their understanding of information / (main particles) 8. Inferen	3. Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	44.4	76.4	78.6
6. Inferential — (6) 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) 7. Demonstrating awareness that lets reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) 7. Demonstrating awareness that lets stretlect a purpose / (obrase from text which recressents the main idea) 9. Inferential — (6) 7. Demonstrating awareness that texts reflect a purpose / (obrase from text which recressents the main idea) 9. Inferential — (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. NA 9. Inferential — (6) 7. Demonstrating awareness that texts reflect a purpose / (obrase from text which recressents the main idea) 9. NA 9. Inferential — (6) 7. Exponder disculpt in text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 9. NA	4. Comprehe	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	55.6	70.8	77.9
7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 4.4.4 38.2 2 9. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3	 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.4	95.3	94.3
6. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in pocom) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (bursase from text which represents the main idea) 2. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (will traditions continue into the future) 2. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife a breath of the strategies to the st	Inferential	- (6) / 7. Applying strategies to analyse text / (alliteration)	50.0	42.5	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Inferential — (6) / 7. Deson dritically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 4. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 5. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. N/A 8. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. N/A 8. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. N/A			55.6	77.8	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 33.3 34.9 45.3 Constructed Response 1. Inferential — (6) / 7. Use background knowledge to analyse air formation / (meaning of a line in the poem) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 34.9 N/A			44.4	38.2	42.2
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describes, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Describes, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) **NA** N/A** N/			27.8	29.3	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts; (personal experience with tradition) 6. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a permanenter) 6. Response to text – (6) 6. Develop a personal response by making connections within texts (vertical permanenter) 6. Response to text – (6) 6. Develop a personal response by making connections within texts (vertical purpose of text) 6. Response to text – (6) 6. Develop a personal response by making connections within texts (vertical purpose of text) 6. Response to text – (6) 6. Develop a personal response by making connections within texts (vertical purpose of text) 6. Comprehension – (6) 7. Demonstrating awareness that texts reflect a purpose of text) 6. Comprehension – (6) 7. Use background knowledge to analyse information / (why is the term "activist" used) 6. Inferential – (5) 7. Use background knowledge to analyse information / (why is the term "activist" used) 6. Inferential – (5) 7. Use background knowledge to analyse information / (who personal p	Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	34.9	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N					
3. Response to text – (4) ⁶ . Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/					
4. Inferential – (6) / 7. Úse characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A					
N/A					
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension — (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential — (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential — (5) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential — (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential — (6) / 5. Object their opinion about texts / (is the main character a hero) 11. Inferential — (6) / 7. Support their opinion about texts / (is the main character a hero) 12. Response to text — (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential — (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential — (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 14. N/A 15. Inferential — (6) / 6. Develop a personal response by making connections within					
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 7. Use text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text of view) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view	3. Response to tea	t = (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1	1,77	14//
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	Non Ficti	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new occabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 23. N/A 24. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 35. N/A 36. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 36. N/A 37. N/A 37. N/A 38. N/A 38. N/A 38. N/A 38. N/A 39. N/A 40. N/A 41. N/A 42. Response to text – (6) / 6. Develop a personal response by making connections within text / (why is a personal narrative included in the text) 48. N/A 48. Response to text – (6) / 7. Use their knowledge base to question information in text / (why over a general some one else's point of view) 37. N/A 38. N/A 39. N	 Inferential 	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	80.0	83.2	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 8. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 23. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 24. Response to text – (5) / 6. Support their opinion about texts / (sit he main character a hero) 25. Inferential – (6) / 7. Use their knowledge base and experience with text to analyze information presented in text / (why is a personal narrative included in the text) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 26. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 26. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	12. Comprehe	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	50.0	75.3	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A			65.0	69.8	74.7
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 6. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 8. 8.6 8.6 8.9.6 7.0.0 7.0.0 8.6.4 8.6.1 3.3.2 3.4.1 6.6.1 8.9.9 3.2.0 3.3.2 3.4.1 6.6.1 8.9.9 3.0 5.0 5.0 5.0 5.0 5.0 5.0 5.0			85.0	84.2	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			55.0	72.8	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			65.0	86.6	89.6
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 70.0 64.4 66.1 70.0 64.4 66.1 70.0 53.0 57.0 N/A N/A N/A N/A N/A N/A N/A N/			70.0	79.2	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			25.0	33.2	34.1
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			70.0	64.4	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			35.0	53.0	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A					
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A					

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

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



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

11/7/2012

7

Grades: K-12 School #: 015 Lake Melville School, North West River

School #: 015	Lake Melville School, North West River Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=5]	[N=237]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	90.1	93.2
	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	84.0	86.8
	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
	sion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	70.8	77.9
5. Inferential	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	95.3	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	connuentiality.	42.5	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		77.8	82.2
	sion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		38.2	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		29.3	32.5
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		34.9	45.3
Constructed Respo				
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
	t – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A N/A	N/A N/A
	/ 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) t – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A N/A	N/A N/A
3. Response to tex	t = (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)		14//	1,471
Non Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		83.2	89.9
Compreher	sion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		75.3	78.9
	sion – (6) / 4. Use strategies to construct meaning / (read for meaning)		69.8	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		84.2	88.3
	sion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		72.8	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		86.6	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.2	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.2	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.4	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		53.0	57.0
Constructed Respo				
	/ 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
	t – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
	/ 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) t – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A N/A	N/A N/A
5 Inferential = (6)	/ 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A N/A	N/A N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A
		j	-	•

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

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



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

B.L. Morrison, Postville Grades: K-12 School #: 016

School #: 016	B.L. Morrison, Postville Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=2]	[N=237]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	90.1	93.2
2. Inferential	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	84.0	86.8
Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
	sion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	70.8	77.9
	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	95.3	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	confidentiality.	42.5	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		77.8	82.2
	sion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		38.2	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		29.3	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		34.9	45.3
Constructed Resp				
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A N/A	N/A N/A
	= (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
	= (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
•				
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		83.2	89.9
	sion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		75.3	78.9
	sion – (6) / 4. Use strategies to construct meaning / (read for meaning)		69.8	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		84.2	88.3
	sion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		72.8	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		86.6	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.2	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.2	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.4	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		53.0	57.0
Constructed Resp				
	/ 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) t – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A N/A	N/A N/A
	/7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A N/A	I N/A
	t - (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
	/7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A
		.1		

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

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

Source: Division of Evaluation and Research, Department of Education

8



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

Grades: K-12 Northern Lights Academy, Rigolet School #: 017

School #: 017 Northe	rn Lights Academy, Rigolet Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=3]	[N=237]	[N=5,029]
Poetic Selec	cted Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	Use strategies to construct meaning / (is the title a good one)	School data	90.1	93.2
	Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	84.0	86.8
	Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
	5) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	70.8	77.9
	Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	95.3	94.3
6. Inferential $-(6)/7$.	Applying strategies to analyse text / (alliteration)	connuernianty.	42.5	52.0
7. Inferential – (6) / 7.	Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		77.8	82.2
	5) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		38.2	42.2
	. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		29.3	32.5
10. Inferential $-(6)/7$.	. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		34.9	45.3
Constructed Response				
	background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
	ond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
	Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
	Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
3. Response to text – (0) / 0.	Exercise a personal response by making connections within texts / (personal experience with tradition)		. 47.	1
	lected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	Demonstrating awareness that texts reflect a purpose / (purpose of text)		83.2	89.9
	5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		75.3	78.9
	5) / 4. Use strategies to construct meaning / (read for meaning)		69.8	74.7
	Use background knowledge to analyse information / (why is the term "activist" used)		84.2	88.3
	6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		72.8	78.0
	Use pictures to verify their understanding of information / (purpose of visual)		86.6	89.6
	Use strategies to construct meaning / (feelings of the main character)		79.2	80.9
	Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.2	34.1
	Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.4	66.1
* *	Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		53.0	57.0
Constructed Response				
	features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
	. Support their opinion about texts / (is the main character a hero) their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A N/A	N/A N/A
	. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A N/A	N/A N/A
	their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
	ond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A
		J		

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

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

Source: Division of Evaluation and Research, Department of Education

9



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

J.R. Smallwood Middle School, Wabush School #: 381 Grades: 4-7

School #: 381 J.R. Smallwood Middle School, Wabush Grades: 4-7	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=91]	[N=237]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.4	90.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.7	84.0	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	91.4	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.8	70.8	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.3	95.3	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	38.3	42.5	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	86.4	77.8	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	30.9	38.2	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.4	29.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	34.9	45.3
Constructed Response		1	
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1471	1	1 177
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		1	
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.3	83.2	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	80.6	75.3	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	69.8	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	81.9	84.2	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	72.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.1	86.6	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	77.8	79.2	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.1	33.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.1	64.4	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	56.9	53.0	57.0
Constructed Response		1	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Informatical (6) / 7. Use their knowledge base and experience with texts to engly a information presented in text / (why is a personal negretive included in the text)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	I N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
(-) are the control of the control o	1 '***	1	

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

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

Source: Division of Evaluation and Research, Department of Education

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10



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

District

School

Province

11/7/2012

School #: 022 William Gillett Academy, Charlottetown, LAB Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	[N=3]	[N=838]	[N=5,029]
Po	etic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Infe	erential $-(6)/4$. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
	erential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	85.1	86.8
	erential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
	nprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.9	77.9
	erential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	93.9	94.3
6. Infe	erential – (6) / 7. Applying strategies to analyse text / (alliteration)	connuernanty.	49.6	52.0
	erential $-(6)/7$. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8. Cor	nprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9. Inf	erential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
	erential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Construct	ed Response			
	tial $-(5)/7$. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
	tial – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
	se to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
	tial – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A
5. Respon	se to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		IN/A	N/A
	n Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Infe	erential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
	nprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13. Cor	nprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
	erential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		87.4	88.3
	nprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
	erential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
	erential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
	erential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19. Infe	rential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20. Infe	erential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Construct	ed Response			
	tial – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
	se to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
	tial - (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
	se to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
	tial – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6. Inferen	tial – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A

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

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



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

School #: 023 Sacred Heart AG, Conche Grades: 1,3-5,7-10,12

School #: 023	Sacred Heart AG, Conche Grades: 1,3-5,7-10,12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=1]	[N=838]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	85.1	86.8
	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.9	77.9
 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	93.9	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	connaemanty.	49.6	52.0
Inferential	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9. Inferential	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Resp	onse			
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
	t – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A N/A	N/A N/A
	7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
5. Response to tea	t – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		14/71	14/71
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
	100 - (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
	100 - 100 - 100 = 100 (read for meaning)		73.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		87.4	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Resp				
)/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
	st – (5) / 6. Support their opinion about texts / (is the main character a hero) 1 / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A N/A	N/A N/A
	at $-(6)$ / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A N/A	N/A N/A
) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A
		J		

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 024 James Cook Memorial, Cook's Harbour Grades: K-1,5-12

Real	School #: 024 James Cook Memorial, Cook's Harbour Grades: K-1,5-12	School	District	Province
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one) 2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) School data with 5 or fewer state with 5 or fewer students with 6 in 85.1 86.8 85.1 86.8 85.1 86.8 85.1 86.8 87.9 93.9 93.9 94.3 93.9 94.3 93.9 94.3 93.9 94.3 93.9 94.3 93.9 94.3 95.0 95.0 96.0 97.9 9	Item Cognitive Level - Outcome (item parameter)		[N=838]	[N=5,029]
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response 76.4 78.6 77.9 78.9 93.9 94.3 78.6 77.9 49.6 72.0 79.3 82.2 45.7 42.2 42.2 45.3				
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response			76.4	78.6
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response 43.3 44.8 45.3 Constructed Response			78.9	
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response 49.6 79.3 42.2 45.3 Constructed Response	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of	93.9	94.3
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response 45.7 42.2 36.3 32.5 44.8 45.3	6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	connuertiality.	49.6	52.0
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response 32.5 44.8 45.3	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response 44.8 45.3			45.7	42.2
Constructed Response			36.3	32.5
	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)				
	1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)			
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) N/A N/A				
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A				
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)				
(b) of 20 velop a personal response of maning comments in an armine the original enterior with an armine the original enterior with a manine to the original enterior with a m				1 1111
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)			90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 79.2 78.9			79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)				
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 87.4				
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 77.2 78.0				78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 89.3				
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 80.9				
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 31.2				
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 67.2				
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 57.2			57.2	57.0
Constructed Response				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) N/A N/A N/A	1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text = (5) / 6. Support their entirion about texts / (is the main character a hore)			
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A N/A N/A				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

School #: 026 H.G. Fillier Academy, Englee Grades: K-9

School #: 026 H.G. Fillier Academy, Englee Grades: K-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=6]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	50.0	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	75.0	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.0	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	25.0	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	50.0	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	0.0	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1,471	14/7	1 177
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	75.0	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	50.0	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	50.0	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	100.0	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	I N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	1 777	1	•

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

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

Source: Division of Evaluation and Research, Department of Education

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11/7/2012



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

Canon Richards Memorial Academy, Flower's Cove School #: 027 Grades: K-12

School #: 027 Canon Richards Memorial Academy, Flower's Cove Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=18]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	72.2	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	61.1	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	72.2	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	50.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	27.8	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	72.2	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	16.7	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	44.4	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	38.9	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	14/71	14//
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	83.3	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	88.9	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	88.9	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	66.7	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.4	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.9	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	27.8	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	72.2	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. Interential – (0) / /. Respond critically to text by applying strategies to analyse and evaluate a text / (inealing of sentence in the text)	11/71	11/71	11/71

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

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



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

11/7/2012

Truman Eddison Memorial, Griquet Grades: K-6 School #: 032

School #: 032 Truman Eddison Memorial, Griquet Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=8]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	50.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	62.5	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	12.5	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	62.5	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.5	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	87.5	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	75.0	57.2	57.0
Constructed Response	N 1/A	N1/A	N1/0
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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



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

Mary Simms All-Grade, Main Brook Grades: K-12 School #: 039

School #: 039 Mary Simms All-Grade, Main Brook Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=1]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	confidentiality.	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)		14//	14/71
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response		N 1/A	N1/A
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A N/A	I N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A

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

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



11/7/2012

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

St. Mary's AG, Mary's Harbour Grades: K-12 School #: 040

School #: 040 St. Mary's AG, Mary's Harbour Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	57.1	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	71.4	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	71.4	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.9	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)			
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	71.4	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	57.1	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	71.4	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	42.9	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	85.7	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	28.6	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	28.6	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 2. Information (6) / 7. Use their length dead here and experience with toyte to analyze information presented in text / (why is a paragraph paragraph and in the text)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	l	1	

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM 18 O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT



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

11/7/2012

19

Bayside Academy, Port Hope Simpson Grades: K-12 School #: 046

Pare Cognitive Level - Outcome (them parameter) Pare	School #: 046	Bayside Academy, Port Hope Simpson Grades: K-12	School	District	Province
Inferential — (6) / 4. Use strategies to construct meaning / (see tittle a good one) School data \$3.4 \$3.2	Item	Cognitive Level - Outcome (item parameter)		[N=838]	[N=5,029]
Inferential = (a) / 7. Demonstrate awareness that texts reflect a purpose (purpose of text) Sea Sea Sea Sea Sea Inferential = (a) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) Sea	Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
Inferential — (6) / T. Demonstrate awareness that texts reflect a purpose (purpose of text) Sea Sea Sea Inferential — (6) / T. Demonstrating awareness that texts reflect in purpose of text) Sea Se	 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
1. Inferential — (6) / 4. Use strategies to construct meaning / (feeling of poem) 2. Inferential — (6) / 4. Use coing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 3. Inferential — (6) / 4. Use catures of fext to reinforce their understanding of information / (tuse text and visual to extend on text; apply a new situation to text) 3. Inferential — (6) / 7. Polying strategies to analyse text / (alleration) 3. Inferential — (6) / 7. Polying strategies to analyse text / (alleration) 4. Comprehension — (6) / 4. Using uniting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 4. Comprehension — (6) / 1. Using uniting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 5. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 6. Comprehension — (6) / 4. Using uniting systems (e.g., content clues) to construct meaning / (meaning of lines in the poem) 6. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 6. Control of (2) / 7. Use heart of the prophysic strategies to analyse and evaluate a text / (veill traditions continue into the future) 6. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 7. NA Na 7. Na 7. Na 7. Na Na 7. Na 7. Na 7. Na Na 7. Na					
4. Comprehension — (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Denoistrating awareness that allets restrict a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Denoistrating awareness that letts reflect a purious / (offrase from text which represents the main idea) 8. Inferential — (5) / 7. Secognize how conventions help understand that hey read / (why were lower case letters used after punctuation) 9. Inferential — (5) / 7. Secognize how conventions help understand that hey read / (why were lower case letters used after punctuation) 9. Inferential — (5) / 7. Demoistrating awareness that texts reflect a purious / (offrase from text which represents the main idea) 9. Inferential — (5) / 7. Execognize how conventions help understand with which represents the main idea) 9. Inferential — (5) / 7. Exepond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential — (5) / 7. Exepond critically to text by applying strategies to unalyse and evaluate a text / (will traditions continue into the future) 9. Response to text — (4) / 6. Describe, shate, and discoust their personal activation to text of use of the control of different types of print to help them understand what they read and view / (ose poem and visual to extend on text) 9. NA 9.				76.4	78.6
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text (will teaditions continue into the future) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text (will teaditions continue into the future) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 1. Inferential — (6) / 7. Use text features to verify their understanding of information / (text part part part part part part part par				78.9	77.9
Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) Inferential — (6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the pwem) Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) Inferential — (6) / 7. Use the activities of inferent types of pints to beh plue madersland what they resal and view / (use poem and visual to extent on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/				93.9	94.3
8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poom) 1. Inferential—(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 2. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 3. Say Sortice Response 1. Inferential—(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (will traditions continue into the future) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (will traditions continue into the future) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (wise poem and visual to extend on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (wise poem and visual to extend on text) 3. Response to ext—(6) / 6. Develop a personal reactions to ext / (wise poem and visual to extend on text) by giving another example) 3. Response to ext—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 3. Response to ext—(6) / 6. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential—(6) / 7. Use characteristics of different types of print to help them understanding of information / (bottain information from a map) 3. Comprehension—(6) / 4. Use strategies to construct meaning / (read for meaning) 3. Comprehension—(6) / 4. Use cutering systems (context clues) to construct meaning / (read for meaning) 3. Inferential—(6) / 7. Use characteristic clues) to construct meaning / (read for meaning) 3. Inferential—(6) / 4. Use cutering systems (context clues) to construct meaning / (read for meaning) 3. Inferential—(6) / 4. U			conndentiality.	49.6	52.0
9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (wby were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Use background cirically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 4. Inferential – (6) / 7. Describe, share, and discuss their personal reactions to text / (will tarbet presonal reactions to text / (will tarbet presonal reactions) 4. Inferential – (6) / 7. Describe, share, and discuss their personal reactions to text / (will tarbet presonal reactions) 4. Inferential – (6) / 7. Describe, share, and discuss their personal reactions to text / (will tarbet presonal exection) and visual to extend on text by giving another example) 4. Inferential – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 4. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential – (5) / 4. Use text leatures to verify their understanding of information / (obtain information from a map) 4. Inferential – (5) / 4. Use text leatures to verify their understanding of information / (why is the term "activist" used) 4. Inferential – (5) / 4. Use strategies to construct meaning / (new vocabulary) 4. Inferential – (5) / 4. Use situate so to construct meaning / (new vocabulary) 4. Inferential – (5) / 4. Use situate so to verify their understanding of information / (purpose of visual) 4. Inferential – (6) / 4. Use strategies to construct meaning				79.3	
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (with a letter home describing culture you experienced, based on text) 1. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Comprehension – (6) / 4. Use catering systems (context clues) to construct meaning / (new vocabulary) 3. Comprehension – (6) / 4. Use catering systems (context clues) to construct meaning / (new vocabulary) 3. Inferential – (6) / 7. Use strategies to construct meaning / (new vocabulary) 3. Inferential – (6) / 4. Use strategies to construct meaning / (new vocabulary) 3. Inferential – (6) / 4. Use strategies to construct meaning / (new vocabulary) 3. Inferential – (6) / 4. Use strategies to construct meaning / (read present context clues) to construct meaning / (read present context clues) to construct meaning / (read present clues) to const	8. Comprehe	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Bespond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. NA 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. NON Fiction Selected Response: (Grade Level) / Outcome / (Item parameter) 3. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 3. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 4. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 5. Comprehension – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 5. Inferential – (6) / 4. Use strategies to construct meaning / (new vocabulary) 5. Inferential – (6) / 4. Use strategies to analyse information / (purpose of visual) 5. Inferential – (6) / 4. Use strategies to analyse and evaluate text / (comparison made in text verify and reinforce their understanding of information / (purpose of visual) 5. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents	9. Inferential	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. To be characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/	Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA	Constructed Resp	onse			
3. Response to text – (4)/6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6)/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA NA NA NA NA NOR Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6)/7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension – (5)/4. Use text features to verify their understanding of information / (obtain information from a map) 3. Comprehension – (6)/4. Use strategies to construct meaning / (read for meaning) 3. Comprehension – (6)/4. Use cuting systems (context clues) to construct meaning / (new vocabulary) 3. Inferential – (5)/7. Use background knowledge to analyse information / (why is the term "activist" used) 3. Inferential – (6)/4. Use extrategies to construct meaning / (new vocabulary) 3. Inferential – (6)/4. Use pictures to verify their understanding of information / (purpose of visual) 4. Inferential – (6)/4. Use strategies to construct meaning / (new vocabulary) 4. Inferential – (6)/4. Use strategies to construct meaning / (new ocabulary) 4. Inferential – (6)/4. Use strategies to construct meaning / (feelings of the main character) 4. Inferential – (6)/4. Use strategies to construct meaning / (feelings of the main character) 4. Inferential – (6)/4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 4. Inferential – (6)/7. Applying strategies to analyze and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 5. Inferential – (6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 5. Inferential – (6)/7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpo					
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/					
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) NON Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 22. Comprehension – (5) / 4. Use strategies to construct meaning / (read for meaning) 23. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 24. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 25. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 26. Inferential – (6) / 4. Use strategies to construct meaning / (flew vocabulary) 27. 78.0 28. Inferential – (6) / 4. Use strategies to construct meaning / (fledings of the main character) 28. Inferential – (6) / 4. Use strategies to construct meaning / (fledings of the text to develop a broader perspective) 28. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 28. Response to text – (5) / 6. Support their opinion about texts / (sit the main character a hero) 38. Inferential – (6) / 1. Use their knowledge base and experience with texts / (write a journal entry from a soneone else's point of view) 38. Inferential – (6) / 1. Use their knowledge base to question information in text / (why is a personal narrative included in the text) 38. N/A 38.	3. Response to tex	tt – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)			
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use sitting is to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 12. Response to text – (6) / 6. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base on question information in the text / (do you agree/disgree with information in text) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do					
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (why is a personal narrative included in the text) N/A N/A N/A N/A N/A N/A N/A N/	5. Response to tex	t – (b) / b. Develop a personal response by making connections within texts / (personal experience with tradition)		IN/A	IN/A
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (write a journal entry from a someone else's point of view) 23. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in intext) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text	Non Ficti	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information presented in text / (why is a personal narrative included in the text) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 23. Inferential – (6) / 7. Use their knowledge base to question information in the text / (wire a journal entry from a someone else's point of view) 33. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 34. N/A 35. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	11. Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 33. Inferential – (6) / 7. Use their knowledge base and experience with text to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 4. Response to text – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/A	12. Comprehe	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/	13. Comprehe	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/	 Inferential 	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		87.4	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	Comprehe	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a journal entry from a someone else's point of view) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A	Inferential	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				79.1	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 57.2 57.0 N/A N/A N/A N/A N/A N/A N/A N/				31.2	34.1
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				67.2	66.1
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A	Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A	Constructed Resp	onse			
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A					
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A					
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)					
) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A N/A

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

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



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

St. Anthony Elementary, St. Anthony Grades: K-7 School #: 053

Proofic Solicited Responses (Grade Level) / Outcome No. / Outcome / (Item parameter) Proofic Solicited Responses (Grade Level) / Outcome No. / Outcome / (Item parameter) St. Inferential - (6) / 4. Use strategies to construct meaning / (ite letted is a good one) St.	School #: 053 St. Anthony Elementary, St. Anthony Grades: K-7	School	District	Province
Inferential - (6) / P. Demonstrating awareness that tests reflect a purpose / (purpose of test) 93.4 93.2	Item Cognitive Level - Outcome (item parameter)		[N=838]	
2. Inferential—(6) / 4. December to meaning / (feeding of poem) 4. Comprehension—(6) / 4. Esc using systems (e.g., content clues) to construct meaning / (feeding of poem) 4. Comprehension—(6) / 4. Esc using systems (e.g., content clues) to construct meaning / (feeding of poem) 5. Inferential—(6) / 4. Esc teatures of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential—(6) / 4. December to extend on text (alliteration) 5. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 5. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 5. Inferential—(6) / 7. Department of the poem of text / (alliteration) 5. Inferential—(6) / 7. Department of the poem of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) /	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(6) / 4. December to meaning / (feeding of poem) 4. Comprehension—(6) / 4. Esc using systems (e.g., content clues) to construct meaning / (feeding of poem) 4. Comprehension—(6) / 4. Esc using systems (e.g., content clues) to construct meaning / (feeding of poem) 5. Inferential—(6) / 4. Esc teatures of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential—(6) / 4. December to extend on text (alliteration) 5. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 5. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 5. Inferential—(6) / 7. Department of the poem of text / (alliteration) 5. Inferential—(6) / 7. Department of the poem of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 5. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) / 7. Department of text / (alliteration) 6. Inferential—(6) /	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.9	93.4	93.2
3. Inferential—(6)/4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension—(6)/4. Use cruit asystems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6)/4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 97.0 93.9 94.3 6. Inferential—(6)/7. Applying strategies to analyse text/ (allieration) 97.0 93.9 94.3 6. Inferential—(6)/7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension—(6)/4. Using cuting systems (e.g., content clues) to construct meaning of lines in poom) 9. 30.3 45.7 42.2 9. Inferential—(6)/7. Demonstrating awareness that at they read / (why were lower case letters used after punctuation) 9. Inferential—(6)/7. Broomstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 0. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 0. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 0. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 0. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 0. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose of text (will traditions continue into the future) 0. Inferential—(6)/7. Demonstrating awareness that attacks of different types of print to help them understand what they road and view / (use poem and visual to extend on text by giving another example) 0. NA 0.				
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 12. Inferential — (6) / 7. Des background knowledge to analyse information / (meaning of line in the poem) 13. Inferential — (6) / 7. Des background knowledge to analyse and evaluate a text / (will raditions continue into the future) 14. Inferential — (6) / 7. Desponsional reactions to ext / (write a letter home describing culture you experienced, based on text) 15. Inferential — (6) / 7. Desponsional reactions to ext / (write a letter home describing culture you experienced, based on text) 16. Inferential — (6) / 7. Desponsional reactions within texts / (personal experience with tradition) 17. Viva NA NA NA 18. NA NA NA 18. NA NA NA 18. NA NA NA 18. NA 18. Omprehension — (6) / 4. Use clue clue systems which we personal experience with tradition) 18. Omprehension — (6) / 4. Use clue traditions within texts / (personal experience with tradition) 18. Omprehension — (6) / 4. Use clue traditions within texts / (personal experience with tradition) 18. Omprehension — (6) / 4. Use clue traditions within texts / (personal experience with tradition) 18. Omprehension — (6) / 4. Use clue traditions within texts / (personal experience with tradition)		66.7	76.4	78.6
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 12. Inferential — (6) / 7. Des background knowledge to analyse information / (meaning of line in the poem) 13. Inferential — (6) / 7. Des background knowledge to analyse and evaluate a text / (will raditions continue into the future) 14. Inferential — (6) / 7. Desponsional reactions to ext / (write a letter home describing culture you experienced, based on text) 15. Inferential — (6) / 7. Desponsional reactions to ext / (write a letter home describing culture you experienced, based on text) 16. Inferential — (6) / 7. Desponsional reactions within texts / (personal experience with tradition) 17. Viva NA NA NA 18. NA NA NA 18. NA NA NA 18. NA NA NA 18. NA 18. Omprehension — (6) / 4. Use clue clue systems which we personal experience with tradition) 18. Omprehension — (6) / 4. Use clue traditions within texts / (personal experience with tradition) 18. Omprehension — (6) / 4. Use clue traditions within texts / (personal experience with tradition) 18. Omprehension — (6) / 4. Use clue traditions within texts / (personal experience with tradition) 18. Omprehension — (6) / 4. Use clue traditions within texts / (personal experience with tradition)	4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	78.8	78.9	77.9
6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Denonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Denonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. NA	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.0	93.9	94.3
6. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (will traditions continue into the future) 3. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Develop a personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(6) / 6. Develop a personal reactions to ext / (with text / (personal experience with tradition) 3. NA 3. NA		39.4	49.6	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a nurrose / (phrase from text which represents the main idea) 22. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 23. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 23. Inferential — (6) / 7. Deson dritically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 24. Inferential — (6) / 7. Deson factor into a personal response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 25. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 26. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 26. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 27. Non Fiction Selected Response: (Grade Level) / Outcome / (Item parameter) 28. Comprehension — (5) / 4. Use text leatures to verify their understanding of information / (obtain information from a map) 28. 29. 29. 29. 29. 29. 29. 29. 29. 29. 29	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	78.8	79.3	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to ext — (4) / 6. Describe, share, and discuss their personal reactions to text / (wire poem and visual to extend on text) giving another example) 1. Response to ext — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text) giving another example) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Comprehension — (6) / 4. Use cutefing systems (context clues) to construct meaning / (read for meaning) 4. Inferential — (6) / 7. Use chackground knowledge to analyse information / (why is the term "activist" used) 5. Comprehension — (6) / 4. Use cutefing systems (context clues) to construct meaning / (rew vocabulary) 6. Inferential — (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 6. Inferential — (6) / 8. Use strategies to construct meaning / (remained) 7. Inferential — (6) / 8. Use strategies to construct meaning / (remained) 8. Basical and the properties of the properties of the main character of text to develop a broader perspective) 8. Basical and the properties of the properties of the main character a leave to a similar comparison in everyday life) 8. Inferential — (6) / 8. Use strategies to construct meaning / (remained) 9. Inferentia		30.3	45.7	42.2
Constructed Response 1. Inferential – (6) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) NA N		33.3	36.3	32.5
1. Inferential – (5) 77. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 77. Responde critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 77. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 5. Response to text – (6) 6. Develop a personal response by making connections within texts of which texts of the text of develop and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections with intexts / (will be parameter) 5. Response to text – (6) 6. Develop a personal response by making connections with intexts / (will be parameter) 5. Response to text – (6) 6. Develop a personal response by making connections with intexts of which makes and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections with intext of will read five meaning visually and parts of text to will read five meaning visually and parts of text to will read for meaning visually and parts of text to will read for meaning visually and parts of the text to develop a broader perspective) 5. Inferential – (6) 7. Use because of text to verify and rei	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	39.4	44.8	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter hose describing culture) you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/				
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and visual to extend on text by giving another example) NA N/A N/A N/A N/A N/A N/A N/A N/A N/A N	2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)			
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 5. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 6. Develop a personal response by making connections within text / (wite a journal entry from a someone else's point of view) 13. Inferential – (6) / 6. Develop a personal response by making connections within text / (wite a journal entry from a some				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (why is a personal narrative included in the text) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (write a journal entry from a someone else's point of view) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 14. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view)	3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	13/7	14,71	1,7,7
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why of a geres/disagree with information in text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		80.7	90.0	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with text to analyze information presented in text / (why is a personal narrative included in the text) 24. Response to text – (5) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 26. N/A 27. N/A 38.		74.2	79.2	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/				
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A				
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		77.4	77.2	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 71.0 67.2 66.1 67.0 67.				80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 54.8 57.2 57.0 N/A N/A N/A N/A N/A N/A N/A N/				
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		54.8	57.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				

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

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



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

School #: 054 St. Lewis Academy, St. Lewis Grades: K-12

Orlow #. 004 Ot. Lewis Academy, Ot. Lewis Orlades. IC 12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	connuernianty.	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response			
1. Inferential $-(5)/7$. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A N/A	N/A N/A
o. Informati – (0) / /. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	J	11/71	IN/A

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

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



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

St. Peter's Academy, Benoit's Cove Grades: K-9 School #: 057

School #: 057 St. Peter's Academy, Benoit's Cove Grades: K-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=15]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	93.3	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.3	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	80.0	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.7	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	13.3	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	53.3	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.3	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	86.7	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.0	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	93.3	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	93.3	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.7	89.3	89.6
 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 	66.7	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	53.3	31.2	34.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	73.3 66.7	67.2 57.2	66.1
Constructed Response	00.7	57.2	57.0
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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



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

C.C. Loughlin Elementary, Corner Brook Grades: K-6 School #: 060

School #: 060 C.C. Loughlin Elementary, Corner Brook Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=60]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.3	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	88.9	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	79.6	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.9	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.7	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	51.9	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.2	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.3	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	44.4	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.7	44.8	45.3
Constructed Response	!	1	
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	!	1	
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	82.7	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	84.6	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	69.2	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	84.6	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.1	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.3	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	84.6	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	26.9	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	65.4	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	36.5	57.2	57.0
Constructed Response	!	1	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. Inferential – (0) / /. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	IN/A	IN/A	IN/A

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

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



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

School #: 065 Humber Elementary, Corner Brook Grades: K-6

Proofic Solected Responses: Grade Level / Outcome No. / Outcome / (Item parameter) Proofic Proofic Solected Responses: Grade Level / Outcome No. / Outcome / (Item parameter) 93.2 93.4 93.2 93.2 93.4 93.2 93.5	School #: 065 Humber Elementary, Corner Brook Grades: K-6	School	District	Province
1. Inferential—(6) / A. Use strategies to construct meaning / (set title a good one) 2. Inferential—(6) / F. Demonstrate awareness that learts reflect a purpose / (purpose of text) 3. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension—(6) / 4. Use culsary systems (e.g., content clears) to construct meaning of phrase in the poem) 5. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 8. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 8. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a print of view / (identify opender in poem) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a print of view / (identify opender in poem) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a print of view / (why were tower case letters used after punctuation) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (why were tower case letters used after punctuation) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (why were tower case letters used after punctuation) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (why were tower case letters used after punctuation) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (why were tower case letters used after punctuation) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (why were tower case letters used after punctuation) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (why were tower case) that texts reflect a purpose / (why were towered tower tower) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (why were tower) 8. Response to text (6) / 6. Develop a personal response by making connections	Item Cognitive Level - Outcome (item parameter)		[N=838]	
2. Inferential—(6)/4. December that leasts reflect a purpose (purpose of lest) 3. Inferential—(6)/4. Use tratigies to construct meaning / (feeding of poem) 4. Comprehension—(6)/4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 4. Comprehension—(6)/4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6)/4. Use features of text to reinforce their understanding of information / (use lext and visual to extend on text; apply a new situation to text) 6. Inferential—(6)/4. The cluents of text to reinforce their understanding of information / (use lext and visual to extend on text; apply a new situation to text) 7. Inferential—(6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential—(6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6)/4. Descripts bow conventions help understand that they read / (vity) were lower case letters used after punctuation) 9. Inferential—(6)/4. Descripts where the state of vitil traditions continue into the future) 9. Inferential—(6)/4. Descripts of the state of the state of vitil traditions continue into the future) 9. Inferential—(6)/4. Describe, share, and discuss their personal reactions to text / (vitile a letter home describing cutture you experienced, hated on text) 9. NA N/A N/A N/A N/A N/A N/A N/A N/A N/A	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(6)/4. December that leasts reflect a purpose (purpose of lest) 3. Inferential—(6)/4. Use tratigies to construct meaning / (feeding of poem) 4. Comprehension—(6)/4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 4. Comprehension—(6)/4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6)/4. Use features of text to reinforce their understanding of information / (use lext and visual to extend on text; apply a new situation to text) 6. Inferential—(6)/4. The cluents of text to reinforce their understanding of information / (use lext and visual to extend on text; apply a new situation to text) 7. Inferential—(6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential—(6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6)/4. Descripts bow conventions help understand that they read / (vity) were lower case letters used after punctuation) 9. Inferential—(6)/4. Descripts where the state of vitil traditions continue into the future) 9. Inferential—(6)/4. Descripts of the state of the state of vitil traditions continue into the future) 9. Inferential—(6)/4. Describe, share, and discuss their personal reactions to text / (vitile a letter home describing cutture you experienced, hated on text) 9. NA N/A N/A N/A N/A N/A N/A N/A N/A N/A	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.2	93.4	93.2
Inferential — (6) / 4. Use strategies to construct meaning / (feeling of poem)		82.5	85.1	86.8
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts treflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Demonstrating awareness that exist reflect a purpose / (will traditions continue into the future) 1. Inferential — (6) / 7. Demonstrating awareness that exist are flex on a day view / (use poem and visual to extend on text) by giving another example) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 1. Inferential — (6) / 7. Use text (eathers to verify their understanding of information / (repulsed for meaning) 1. Inferential — (6) / 7. Use text (eathe		81.0	76.4	78.6
6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. NA 8. N	4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	71.4	78.9	77.9
7. Inferential — (6) /7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) /4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension— (6) /4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (thruse from text which represents the main idea) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (thruse from text which represents the main idea) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (thruse from text which represents the main idea) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (thruse from text which represents the main idea) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (thruse from text which represents the main idea) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect apurpose / (thruse from text which represents the main idea) 9. N/A 9	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.1	93.9	94.3
8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(5) / 7. Demonstratine awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 11. Inferential—(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 12. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife la texter place to control the first of the first o		71.4	49.6	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 11. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poom) 12. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 13. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 14. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 15. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 16. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 17. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 18. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 19. Inferential — (6) / 7. Use background knowledge to analyse information / (obtain information from a map) 19. Separate of text of the share of text of the s	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	79.3	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (5) / 7. Use background knowledge to analyse and revaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (vive poem and visual to extend on text) 1. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (vive poem and visual to extend on text) giving another example) 1. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text) giving another example) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Use shared traditions of information / (obtain information from a map) 2. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 2. Comprehension — (6) / 4. Use categies to construct meaning / (read for meaning) 3. Esponse to extern — (6) / 4. Use categies to construct demonstrating of information / (why is the term "activist" used) 3. Comprehension — (6) / 4. Use categies to construct demonstrating / (read propose) 2. Inferential — (6) / 7. Use strategies to construct demansing / (read propose) 3. Inferential — (6) / 4. Use strategies to construct demansing / (read propose) 3. Inferential — (6) / 4. Use strategies to construct meaning / (read propose) 3. Inferential — (6) / 4. Use strategies to analyse and evaluate text / (comparison made in text relates to a similar comp	8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.0	45.7	42.2
Constructed Response 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describes, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Describes, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Demonstrating from understand what they read and view / (use poem and visual to extend on text by giving another example) 4. Inferential – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) **Non Fiction** **Non Fiction** **No		46.0	36.3	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the peem) 2. Inferential – (6) 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts; (personal experience with tradition) 5. Response to text – (6) 6. Develop a personal response) 5. Response to text – (6) 6. Develop a personal response by making connections within texts; (with a personal narrative included in the text) 5. Response to text – (6) 6. Develop a personal response by making connections within texts; (will be a personal narrative included in the text) 5. Response to text – (6) 6. Develop a personal response by making connections within texts. (Parsonal experience with tradition) 5. Response to text – (6) 6. Develop a personal response by making connections with intexts. (Parsonal experience with traditions) 5. Response to text – (6) 6. Develop a personal response by making connections with intexts. (Parsonal experience with traditions) 5. Response to text – (6) 6. Develop a personal response by making connections with intext of a purpose of part of the text to develop a broader perspective) 5. Comprehension – (6) 4. Use strategies to construct meaning / (nany) sign parts of the text to develop a broader perspective) 5. Inferential – (6) 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 5. Inferential – (6) 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 5. Inferential – (6) 7. Use their	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	49.2	44.8	45.3
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter hose escribing eulture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A				
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A	2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)			
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with trudition) N/A N/A N/A NON Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use strategies to construct meaning / (flew vocabulary) 17. Inferential – (6) / 4. Use strategies to construct meaning / (flegings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (fledings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 7. Use teatures of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (why is a personal narrative included in the text) 5. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze informat				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 6. Develop a personal response by making comnections within text / (write a journal entry from a someone else's point of view) 14. Inferential – (6) / 7. Use their knowledge base on question information in				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text of verify on a someone else's point of view) 14. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base to question information in t	5. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	14//	14// (
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why of a geres/disagree with information in text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why of a geres/disagree with information in text)		88.7	90.0	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with text to analyze information presented in text / (why is a personal narrative included in the text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 26. N/A 27. N/A 38. N/A 38. N/A 38. N/A 38. N/A 39.		82.3	79.2	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/				
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18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 67.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 66.1 74.2 67.2 66.1 74.2 66.				
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		46.8	57.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A N/A N/A N/A N/				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

School #: 066 J.J. Curling Elementary, Corner Brook Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	[N=37]	[N=838]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferentia 	al - (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.3	93.4	93.2
	al - (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	91.4	85.1	86.8
Inferentia	al – (6) / 4. Use strategies to construct meaning / (feeling of poem)	82.9	76.4	78.6
	nension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	74.3	78.9	77.9
 Inferentia 	al - (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.6	93.9	94.3
6. Inferentia	al – (6) / 7. Applying strategies to analyse text / (alliteration)	57.1	49.6	52.0
Inferentia	al – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	65.7	79.3	82.2
 Compreh 	nension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	62.9	45.7	42.2
9. Inferenti	al - (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	34.3	36.3	32.5
10. Inferenti	ial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	54.3	44.8	45.3
Constructed Res	sponse			
	(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	rext – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to t	ext – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	al - (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.1	90.0	89.9
	nension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	88.6	79.2	78.9
	nension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.1	73.7	74.7
	al – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	88.6	87.4	88.3
	nension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	88.6	77.2	78.0
	al – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.3	89.3	89.6
	al - (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.6	79.1	80.9
	al – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	42.9	31.2	34.1
	al – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	77.1	67.2	66.1
Inferentia	al – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	57.2	57.0
Constructed Re				
	(6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to	text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	(6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	(6) / 7. Ose their knowledge base to question information in the text / (do you agree/disagree with information in text) (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. inicicintal –	(0) / /. Respond critically to text by applying strategies to analyse and evaluate a text / (incaming of sentence in the text)	1 11/7	IN/ /\	I N/ /~\

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM 25

District

School

Province



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

11/7/2012

Sacred Heart Elementary, Corner Brook Grades: K-6 School #: 069

School #: 069 Sacred Heart Elementary, Corner Brook Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=38]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.3	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.3	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	60.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	91.4	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	34.3	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	51.4	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.4	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	77.1	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	71.4	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	88.6	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	57.1	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	80.0	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	77.1	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	22.9	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	51.4	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	48.6	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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



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

St. Gerard's Elementary, Corner Brook Grades: K-6 School #: 070

School #: 070 St. Gerard's Elementary, Corner Brook Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=13]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	91.7	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	66.7	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	41.7	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	41.7	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	66.7	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)		,	
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	83.3	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.7	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	58.3	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.3	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	•		

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

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



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

School #: 072 Holy Cross All Grade School, Daniel's Harbour Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	[N=2]	[N=838]	[N=5,029]
Po	petic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. In:	ferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
	ferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	85.1	86.8
	ferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
	omprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.9	77.9
	ferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	93.9	94.3
6. In	ferential – (6) / 7. Applying strategies to analyse text / (alliteration)	connuernanty.	49.6	52.0
	ferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8. Co	omprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	ļ	45.7	42.2
9. In	aferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
	afferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	ļ	44.8	45.3
Construc	cted Response			
	ntial $-(5)/7$. Use background knowledge to analyse information / (meaning of a line in the poem)	ļ	N/A	N/A
	ntial – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	ļ	N/A	N/A
	onse to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
	ntial – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	ļ	N/A N/A	N/A N/A
5. Respo	onse to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		IN/A	IN/A
	on Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	l		
	ferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
	omprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	ļ	79.2	78.9
	omprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
	ferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	ļ	87.4	88.3
	omprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	ļ	77.2	78.0
	ferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	ļ	89.3	89.6
	ferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	ļ	79.1	80.9
	ferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	ļ	31.2	34.1
	ferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20. In:	ferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	ļ	57.2	57.0
Constru	cted Response			
	ential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	ļ	N/A	N/A
	onse to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	ļ	N/A	N/A
	contial - (6)/7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	ļ	N/A	N/A
	onse to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	ļ	N/A N/A	N/A N/A
	ential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) ential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	ļ	N/A N/A	N/A N/A
o. miere	inual = (0) / /. Respond enticany to text by apprying strategies to analyse and evaluate a text / (incaming of sentence in the text)	!	11/7	1 N/ /\tau

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

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

Source: Division of Evaluation and Research, Department of Education

District

School

Province



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

Grades: K-12 Hampden Academy, Hampden School #: 075

School #: 075	Hampden Academy, Hampden Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=4]	[N=838]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential	(6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
	(6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	85.1	86.8
	(6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
	sion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.9	77.9
	(6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	93.9	94.3
6. Inferential	(6) / 7. Applying strategies to analyse text / (alliteration)	connuernianty.	49.6	52.0
7. Inferential	(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
	sion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Respo				
	7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
	- (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
	- (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A N/A
3. Response to tex	- (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)		. 47.	1,471
	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
	sion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
	sion – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
	(5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		87.4	88.3
	sion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
	(5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
	(6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
	(6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
	(6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Respo				
	/ 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) = (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
	/7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A N/A	N/A N/A
	t = -(6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
	7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A
		•		

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

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



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

St. James All Grade, Lark Harbour Grades: K-12 School #: 079

School #: 079 St. James All Grade, Lark Harbour Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=13]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	70.0	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	90.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	90.0	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	60.0	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	10.0	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	70.0	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 	81.8	90.0	89.9
	54.6	79.2	78.9
 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 	63.6 72.7	73.7 87.4	74.7
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	81.8	77.2	88.3
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)			78.0
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.8 72.7	89.3 79.1	89.6 80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.4	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	81.8	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	45.5	57.2	57.0
Constructed Response	40.0	07.2	07.0
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

Grades: K-12 Templeton Academy, Meadows School #: 080

School #: 080 Templeton Academy, Meadows Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=39]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.3	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	91.4	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	77.1	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.3	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.7	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.9	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	51.4	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.7	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	31.4	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.4	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	80.6	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	86.1	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	94.4	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.1	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	91.7	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	27.8	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	80.6	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.3	57.2	57.0
Constructed Response	N1/A	N 1/A	N1/A
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT



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

Pasadena Elementary School, Pasadena Grades: K-6 School #: 082

Proofic Solicited Responses: Grade Level Outcome No.	School #: 082 Pasadena Elementary School, Pasadena Grades: K-6	School	District	Province
Inferential - (6) / P. Demonstrating awareness that the stra fellect a purpose / (purpose of text) 68.7 76.4 78.6	Item Cognitive Level - Outcome (item parameter)		[N=838]	
2. Inferential—(6) / 4. December to meaning / (feeding of poem) 4. Comprehension—(6) / 4. Exe using systems (e.g., content clues) to construct meaning / (feeding of poem) 4. Comprehension—(6) / 4. Exe using systems (e.g., content clues) to construct meaning / (feeding of poem) 5. Inferential—(6) / 4. Exe testures of text to reinforce their understanding of information / (text ext and visual to extend on text; apply a new situation to text) 6. Inferential—(6) / 4. Deciminant of text of the construct meaning / (meaning of phrase in text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 7. Deprendix of the construct meaning / (meaning of lines in poem) 8. 2. 2. 8. Comprehension—(6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point or view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the text) (personal response to text—(6) / 6. Describe, share, and disease their personal response by making connections within texts / (personal experiment) 9. Inferential—(6) / 7. Demonstra	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(6) / 4. December to meaning / (feeding of poem) 4. Comprehension—(6) / 4. Exe using systems (e.g., content clues) to construct meaning / (feeding of poem) 4. Comprehension—(6) / 4. Exe using systems (e.g., content clues) to construct meaning / (feeding of poem) 5. Inferential—(6) / 4. Exe testures of text to reinforce their understanding of information / (text ext and visual to extend on text; apply a new situation to text) 6. Inferential—(6) / 4. Deciminant of text of the construct meaning / (meaning of phrase in text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 7. Deprendix of the construct meaning / (meaning of lines in poem) 8. 2. 2. 8. Comprehension—(6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point or view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the text) (personal response to text—(6) / 6. Describe, share, and disease their personal response by making connections within texts / (personal experiment) 9. Inferential—(6) / 7. Demonstra	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
4. Comprehension – (6) / 4. Use cuiting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 7. Wes features of lext to reinforce their on information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Popplying strategies to analyse text / (alliteration) 7. Reoposite (a.g., content clues) to construct meaning / (meaning of lines in poem) 7. Inferential – (6) / 7. Pomonstrating awareness that all texts reflect a point of view / (dentify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Recognize how conventions help understand that they read of the text which represents the main idea) 1. Inferential – (6) / 7. Beakground knowledge to analyse information / (meaning of a line in the poem) NA N		81.5	85.1	86.8
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. De background knowledge in analyse information / (meaning of in line in the poem) 1. Inferential — (6) / 7. De background knowledge in analyse information / (meaning of intervential particular) 1. Inferential — (6) / 7. Deponderitically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Deponderitically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Deponderitically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Deponderitically to text by applying strategies to nonly and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Deponderitically to text by applying strategies to nonly and evaluate text / (will traditions) 1. Inferential — (6) / 7. Use text (cat	3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	76.4	78.6
6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 77.8 48.6 52.0 78. Inferential — (6) / 7. Denonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Respond critically to text by applying strategies on analyse and evaluate a text / (will traditions continue into the future) 10. Inferential — (6) / 7. Respond critically to text by applying strategies on analyse and evaluate a text / (will traditions continue into the future) 10. Response to ext — (6) / 6. Develop a personal response by making connections within texts / (personal experienced, based on text) 10. Inferential — (6) / 7. Develop a personal response by making connections within texts / (personal experience with taxtion) 10. Inferential — (6) / 7. Develop a personal response by making connections within texts / (personal experience with taxtion) 11. Inferential — (6) / 7. Develop a personal response by making connections within texts / (personal experience with taxtion) 12. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 13. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential — (6) / 7. Develop a personal response by making connections within a text / (will represent a personal response) 13. Inferential — (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 13. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning	4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.9	78.9	77.9
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Responder circularly to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential – (6) / 7. Sepander circularly to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential – (6) / 7. Sepander circularly to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect approper of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect apprope of fext) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect apprope of fext) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect apprope of fext) 1. Comprehension – (5) / 4. Use start features to verify their understanding of information / (tobtain information from a map) 1. Comprehension – (5) / 4. Use start features to verify their understanding / (read for meaning) 1. Comprehension – (6) / 4. Use startage is to construct meaning / (read for meaning) 1. Inferential – (6) / 7. Use background knowledge to analyse information / (why is the term "activits" used) 1. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning) 1. Inferential – (6) / 4. Use strategies to construct meaning /	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.6	93.9	94.3
6. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (will traditions continue into the future) 2. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Develop a personal reactions to ext / (with text / (personal experience with tradition) 3. NA 3.		77.8	49.6	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a nurrose / (phrase from text which represents the main idea) 11. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 12. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 13. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 14. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 15. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 16. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 17. NA	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	92.6	79.3	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to ext — (4) / 6. Describe, share, and discuss their personal reactions to text / (wire poem and visual to extend on text) giving another example) 3. Response to ext — (6) / 6. Describe, share, and discuss their personal reactions to text / (wire poem and visual to extend on text) giving another example) 3. Response to ext — (6) / 6. Develop a personal response by making connections within texts / (jeepsonal experience with tradition) 3. Response to ext — (6) / 6. Develop a personal response with metasts / (personal experience) 3. Response to ext — (6) / 6. Develop a personal response with metasts / (personal experience) 3. Response to ext — (6) / 6. Develop a personal response with metasts / (personal experience) 3. Response to ext — (6) / 6. Develop a personal response with metasts / (personal experience) 3. Response to ext — (6) / 6. Develop a personal response by making connections with intexts / (personal experience) 3. Response to ext — (6) / 6. Develop a personal response by making connections with intexts / (personal experience) 3. Response to ext — (6) / 6. Develop a personal response by making connections with intext / (personal experience) 3. Response to ext — (6) / 6. Develop a personal response by making connections within text / (personal experience) 3. Response to ext — (6) / 6. Develop a personal response with text for the develop a broader personal response by making connections within text / (personal experience) 3. Response to ext — (6) / 6. Develop a personal response by making connections within text / (personal experience) 3. Response to ext — (6) / 6. Develop a personal respon	8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.4	45.7	42.2
Constructed Response 1. Inferential – (6) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Use background knowledge to analyse and evaluate a text / (with a latter home describing culture you experienced, based on text) 3. Response to text – (4) 6. Describes, share, and discuss their personal reactions to text / (write a latter home describing culture you experienced, based on text) 3. Response to text – (6) 6. Describes, share, and discuss their personal reactions to text / (write a latter home describing culture you experienced, based on text) 3. Response to text – (6) 6. Describes, share, and discuss their personal reactions to text members of different types of print to help them understand with view / (use poem and visual to extend on text by giving another example) 3. Road of the standard of the		25.9	36.3	32.5
1. Inferential – (5) 77. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 77. Responde critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 77. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 5. Response to text – (6) 6. Develop a personal response by making connections within texts of which texts of the text of develop and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections with intexts / (will read for meaning / (well parameter) 5. Response to text – (6) 6. Develop a personal response by making connections with intexts of which texts of experiments of the future o	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.4	44.8	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter hose escribing euture) you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/				
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and visual to extend on text by giving another example) NA N/A N/A N/A N/A N/A N/A N/A N/A N/A N	2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)			
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 3. Inferential – (6) / 6. Develop a personal response by making connections within text / (weite a journal entry from a				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text of view) 14. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry fro	3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/71	14//	14/73
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal narrative included in the text) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why on agree/disagree with information in text) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		91.7	90.0	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with text to analyze information presented in text / (why is a personal narrative included in the text) 24. Response to text – (5) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 26. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 26. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		87.5	79.2	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/				
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A				
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		91.7	77.2	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 4. N/A N/A N/A N/A N/A N/A N/A N/A				
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		62.5	57.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				

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

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



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

Grades: K-12 Gros Morne Academy, Rocky Harbour School #: 086

Cognitive Lovel - Outcome (tient parameter) Poetic Solected Responses: (Grade Level) / Outcome No. / Outcome / (tem parameter) 100.0 23.4 23.2 25.2	School #: 086 Gros Morne Academy, Rocky Harbour Grades: K-12	School	District	Province
Inferential — (6) / P. Demonstratine awareness that texts reflect a purpose / (purpose of lext) 93.4 93.2	Item Cognitive Level - Outcome (item parameter)			
2. Inferential—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (feeling of poem) 4. Comprehension—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 6. Inferential—(6) / 4. Use cluting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 6. Inferential—(6) / 7. Applying strategies to analyses text/ (alliteration) 6. Inferential—(6) / 7. Applying strategies to analyses text/ (alliteration) 6. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that text / (viet a latert home describing culture you experienced, based on text) 9. NA N/A N/A N/A N/A N/A N/A N/A N/A N/A	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (feeling of poem) 4. Comprehension—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 6. Inferential—(6) / 4. Use cluting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 6. Inferential—(6) / 7. Applying strategies to analyses text/ (alliteration) 6. Inferential—(6) / 7. Applying strategies to analyses text/ (alliteration) 6. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that text / (viet a latert home describing culture you experienced, based on text) 9. NA N/A N/A N/A N/A N/A N/A N/A N/A N/A	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
4. Comprehension – (6) / 4. Use cuiting systems (e.g., content clues) to construct meaning / (meaning of phrace in the poem) 5. Inferential – (6) / 1. Vise features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 8. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 8. Inferential – (6) / 7. Pomonstrating awareness that all texts reflect a print of view / (identify speaker in text) 8. Inferential – (6) / 7. Peconiparios to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (5) / 7. Demonstrating awareness that a ltexts reflect a purpose / (orbrase: from text which represents the main idea) 9. Inferential – (5) / 7. Demonstrating awareness that texts reflect a purpose / (orbrase: from text which represents the main idea) 9. Vise background knowledge to analyse information / (meaning of a line in the poem) 9. NA		93.8	85.1	86.8
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (imeaning of lines in poem) 8. Comprehension — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Des beakground knowledge to analyse information / (meaning of a line in the poem) 8. Inferential — (6) / 7. Des beakground knowledge to analyse information / (meaning of a line in the poem) 8. Inferential — (6) / 7. Desponde critically to text by applying strategies to analyse and evaluate a text / (will teaditions continue into the future) 8. Inferential — (6) / 7. Despond critically to text by applying strategies to analyse and evaluate a text / (will teaditions continue into the future) 8. Inferential — (6) / 7. Despond critically to text by applying strategies to analyse and evaluate a text / (will teaditions continue into the future) 8. Inferential — (6) / 7. Despond critically text by applying strategies to analyse and evaluate a text / (will teaditions continue into the future) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 8. Inferential — (6) / 7. Use text (centures to verify their un	3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	76.4	78.6
Inferential — (6) / 7, Applying strategies to analyse text / (alliteration) 62.5 43.6 52.0	4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.9	77.9
7. Inferential — (6) /7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) /4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension — (6) /4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) /7. Beach ground knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) /7. Beach ground knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) /7. Beach ground knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) /7. Beach ground knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) /7. Beach ground knowledge to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential — (6) /7. Beach ground knowledge to analyse information to text / (write a letter home describing culture you experienced, based on text) 9. Inferential — (6) /7. Beach ground knowledge to the present a letter home describing culture you experienced, based on text) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (purpose of ext) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (purpose of fext) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (purpose of fext) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (purpose of fext) 9. Inferential — (6) /7. Use background knowledge to analyse information / (obtain information from a map) 9. Inferential — (6) /7. Use background knowledge to analyse information / (why is the term "activits" use	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	93.9	94.3
8. Comprehension—(6) / 4, Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential—(5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 11. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 12. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (wire la treath one describing culture you experienced, based on text) 13. Response to ext—(9) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 14. Inferential—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 15. Response to ext—(6) / 6. Develop a personal reactions to ext / (will read with tradition) 16. Response to ext—(6) / 6. Develop a personal reactions to within text / (prenand experience with tradition) 17. Inferential—(6) / 7. Use retarterises to verify their understanding of information / (bottain information from a map) 18. Comprehension—(6) / 4. Use extrategies to construct meaning / (read for meaning) 18. Comprehension—(6) / 4. Use cuteriage of the understanding of information / (but informati	6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	62.5	49.6	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a nurrose / (phrase from text which represents the main idea) 11. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 12. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 13. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 14. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 15. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 16. NA	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.3	79.3	82.2
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will radiitons continue into the future) 1. Response to ext – (4) / 6. Describe, share, and discuss their personal reactions to text / (wire labelly a letter home describing culture you experienced, based on text) 1. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Use sharkground knowledge to analyse information / (obtain information from a map) 2. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Exponse to ext – (6) / 6. Use categies sto construct meaning / (read for meaning) 4. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 3. Comprehension – (6) / 4. Use categies to construct meaning / (read for meaning) 4. Inferential – (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 5. Comprehension – (6) / 4. Use categies to construct meaning / (read for meaning) 4. Inferential – (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 5. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (6) / 7. Use pictures to verify their understanding of information / (purpose of visual) 5. Inferent		62.5	45.7	42.2
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Room Fiction Selected Response: (Grade Level) / Outcome / (Item parameter) 3. Comprehension – (5) / 7. Demonstrating awareness that texts reflect a purpose of text) 4. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 4. Inferential – (5) / 7. Use strategies to construct meaning / (read for meaning) 4. Inferential – (5) / 7. Use strategies to analyse information / (obtain information from a map) 4. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 4. Inferential – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 4. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 5. Comprehension – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 6. Inferential – (6) / 4. Use strategies to construct meaning / (new vocabulary) 6. Inferential – (6) / 4. Use strategies to analyse information / (purpose of visual) 7. Inferential – (6) / 4. Use strategies to analyse and evaluate text of text to develop a broader perspective) 7. Inferential – (6) / 4. Use strategies to analyse and evaluate text / (comparison made in text values to a similar comparison in everyday life) 7. Inferential – (6) / 3. Applying s		25.0	36.3	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (will eactivation as evaluate a text / (will traditions continue into the future) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (will read the poem) 5. Response to text – (6) 6. Develop a personal response by making connections within text / (write a purmose) 5. Response to text – (6) 6. Develop a personal response by making connections within text / (will pound to presented in text) 6. NA	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.8	44.8	45.3
2. Inferential – (6) 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text. – (4) 6. Describe, share, and discust sheir personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text—(4)/6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential—(6)/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A				
4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N/A N/A N/A N/A N/A N/A N/A N/A N/A N	2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)			
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A NON Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use strategies to construct meaning / (read for meaning) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use strategies to construct meaning / (new vocabulary) 17. Inferential – (6) / 4. Use strategies to construct meaning / (fleen yocabulary) 18. Inferential – (6) / 4. Use strategies to construct meaning / (fleen yocabulary) 19. Inferential – (6) / 4. Use strategies to construct meaning / (fleen yocabulary) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. N/A 5. Inferential – (6) / 6. Develop a personal response by making connections within text / (why is a personal narrative included in the text) N/A N/A N/A N/A N/A N/A N/A N/				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential – (6) / 5. Outport their opinion about texts / (is the main character a hero) 20. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 31. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 32. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 33. Inferential – (6) / 7. Use their knowledge ba				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 8. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Inferential – (6) / 1. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 23. Inferential – (6) / 1. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 23. Inferential – (6) / 1. Use their knowledge base and experience with texts to analyze information in text / (write a journal entry from a someone else's point of view) 24. Response to text – (6) / 6. Develop a personal response by making connections with text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1,47,1	1,77	14/7
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Constructed Response 23. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 23. N/A 24. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 24. Response to text – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 26. N/A 27. N/A 27. N/A 27. N/A 28. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 27. N/A 28. N/A 29. N/A 29	Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new cocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		94.1	90.0	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 1. Inferential – (6) / 7. Use their knowledge base to question information in text / (write a journal entry from a someone else's point of view) 1. Inferential – (6) / 7. Use their knowledge base to question information in text / (write a journal entry from a someone else's point of view) 1. Inferential – (6) / 7. Use their knowledge base to question information in text / (write a journal entry from a someone else's point of view) 1. Inferential – (6) / 7. Use their knowledge base to question information in text / (write a journal entry from a someone else's point of view) 1. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with		82.4	79.2	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/		94.1	73.7	74.7
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A		82.4	87.4	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		82.4	77.2	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		94.1	89.3	89.6
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 70.6 67.2 66.1 70.6 70.6 70.6 70.6 70.6 70.6 70.6 70.7 N/A N/A N/A N/A N/A N/A N/A N/		76.5	79.1	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		35.3		34.1
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				66.1
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		70.6	57.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				

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

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



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

Grades: K-12 Main River Academy, Pollard's Point School #: 088

Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one) 2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 76.4 78	93.2 86.8 78.6 77.9 94.3 52.0 82.2 42.2
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one) 2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 7. School data with 5 or fewer students or fewer	86.8 78.6 77.9 94.3 52.0 82.2 42.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 76.4 The strategies to construct meaning / (feeling of poem)	86.8 78.6 77.9 94.3 52.0 82.2 42.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 85.1 76.4 78.	78.6 77.9 94.3 52.0 82.2 42.2
	77.9 94.3 52.0 82.2 42.2
	94.3 52.0 82.2 42.2
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) withheld for 78.9	52.0 82.2 42.2
Contidentiality	82.2 42.2
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42.2

	32.5
	45.3
Constructed Response	
	N/A
	N/A N/A
	N/A
	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	
	89.9
	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	74.7
	88.3
	78.0
	89.6
	80.9
	34.1
	66.1
	57.0
Constructed Response	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A
	N/A N/A
	N/A N/A
	N/A
	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

Jakeman All Grade, Trout River Grades: K-12 School #: 089

School #: 089 Jakeman All Grade, Trout River Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	88.9	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	55.6	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	66.7	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	55.6	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	66.7	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.4	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	22.2	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	66.7	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	77.8	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	66.7	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	66.7	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	44.4	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	44.4	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	33.3	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. Interential – (0) / /. Respond critically to text by apprying strategies to analyse and evaluate a text / (interining of sentence in the text)	IN/A	IN/A	IN/A

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

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



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

11/7/2012

Grades: K-12 Burgeo Academy, Burgeo School #: 091

School #: 091	Burgeo Academy, Burgeo Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=13]	[N=838]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.3	93.4	93.2
	(6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.3	85.1	86.8
	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	76.9	76.4	78.6
4. Comprehe	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	76.9	78.9	77.9
Inferential	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.3	93.9	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	30.8	49.6	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.6	79.3	82.2
	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	23.1	45.7	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	30.8	36.3	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	46.2	44.8	45.3
Constructed Resp				
	1/7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	/ 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) t – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
	1.7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text)	N/A	N/A	N/A
	t = (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
•				
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	84.6	90.0	89.9
	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	92.3	79.2	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	53.9	73.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	92.3	87.4	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	53.9	77.2	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	84.6	89.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	84.6	79.1	80.9
	 (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 	38.5	31.2	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday me) - (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	100.0	67.2	66.1
		61.5	57.2	57.0
Constructed Resp	onse 1 / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	tt – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
	7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
	at – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6	7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6	7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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



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

Grandy's River Collegiate, Burnt Islands Grades: K-12 School #: 092

Poolity Solicited Responses: Grade Level / Outcome No. / Outcome / (Item parameter) Poolity Poolity Solicited Responses: Grade Level / Outcome No. / Outcome / (Item parameter)	School #: 092 Grandy's River Collegiate, Burnt Islands Grades: K-12	School	District	Province
Inferential - (6) / P. Demonstrating awareness that tests reflect a purpose / (purpose of test) 93.4 93.2	Item Cognitive Level - Outcome (item parameter)		[N=838]	
2. Inferential—(6) / 4. Decemberate awareness that texts reflect a purpose / (purpose of text) 3. Inferential—(6) / 4. Use strategies to construct meaning / (feeding of porm) 4. Comprehension—(6) / 4. Use using systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use textures of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential—(6) / 4. Use textures of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 7. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point or view / (identify speaker in text) 8. Comprehension—(6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the number of text of the part of the pa	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(6) / 4. Decemberate awareness that texts reflect a purpose / (purpose of text) 3. Inferential—(6) / 4. Use strategies to construct meaning / (feeding of porm) 4. Comprehension—(6) / 4. Use using systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use textures of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential—(6) / 4. Use textures of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 7. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point or view / (identify speaker in text) 8. Comprehension—(6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (phrase from text which represents the number of text of the part of the pa	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.9	93.4	93.2
3. Inferential—(6)/4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension—(6)/4. Use cruit asystems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6)/4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential—(6)/7. Applying strategies to analyse text/ (allieration) 7. Inferential—(6)/7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension—(6)/4. Using curing systems (e.g., content clues) to construct meaning of lines in poom) 7. Z7 457 8. Comprehension—(6)/4. Using curing systems (e.g., content clues) to construct meaning of lines in poom) 7. Z7 457 8. Comprehension—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Linferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Constructed Response 8. Linferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Response to text—(4)/4. Describe, share, and discuss their personal reactions to text / (vivil Intathions continue into the future) 9. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. NA NA 9. NA		90.9	85.1	86.8
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (dentify speaker in text) 8. Comprehension — (6) / 4. Using equing systems (e.g., content leues) to construct meaning / (ineaning of lines in poem) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 11. Inferential — (6) / 7. Des background knowledge to analyse information / (meaning of a line in the poem) 12. Inferential — (6) / 7. Despond critically to text by applying strategies to analyse and evaluate a text / (will teadifions continue into the future) 13. Inferential — (6) / 7. Despond critically to text by applying strategies to analyse and evaluate a text / (will teadifions continue into the future) 14. Inferential — (6) / 7. Despond critically to text by applying strategies to analyse and evaluate a text / (will teadifions continue into the future) 15. Inferential — (6) / 7. Despond critically to text by applying strategies to analyse and evaluate a text / (will teadifions continue into the future) 16. Inferential — (6) / 7. Despond critically to text by applying strategies to analyse and evaluate a text / (will teadifions continue into the future) 17. Inferential — (6) / 7. Despond critically to text by applying strategies to analyse and evaluate a text / (will teadifions continue into the future) 18. Inferential — (6) / 7. Despond areactions to text / (will teadifions continue into the future) 18. Inferential — (6) / 7. Despond areactions to text (will teadifions continue into the future) 18. Inferential — (6) / 7		72.7	76.4	78.6
6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Denonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Denonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of phrase from text which represents the main idea) 9. NA		72.7	78.9	77.9
7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Responder circularly to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Sepander circularly to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Sepander circularly to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect approper of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect apprope of fext) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect apprope of fext) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect apprope of fext) 1. Comprehension — (5) / 4. Use startegies to construct meaning / (read for meaning) 1. Comprehension — (5) / 4. Use startegies to construct meaning / (read for meaning) 1. Comprehension — (5) / 4. Use startegies to construct meaning / (read for meaning) 1. Inferential — (6) / 7. Demonstrating awareness that text clues) to construct meaning / (read for meaning) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (why is the term "activitis" used) 1. Inferential — (6) / 4. Use strategies to construct meaning / (read for meaning) 1. Infere	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 7.77 45.7 42.2 7.8 1. 1. 1. 1. 1. 1. 1.		72.7	49.6	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a nurrose / (phrase from text which represents the main idea) 27.3 45.3 45.3 45.5 44.8 45.3 Constructed Response 1. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 4. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 4. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 5. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. NA	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	72.7	79.3	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (5) / 7. Use background knowledge to analyse air formation / (meaning of a line in the poem) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to ext — (4) / 6. Describe, share, and discuss their personal reactions to text / (wire poem and visual to extend on text) giving another example) 1. Response to ext — (6) / 6. Develop a personal response by making connections with intexts / (personal experienced in text) 1. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text) giving another example) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Use strategies to construct meaning / (read for meaning) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 1. Inferential — (6) / 8. Use crategies to construct meaning / (read for meaning) 1. Inferential — (6) / 8. Use strategies to construct meaning / (read for meaning) 1. Inferential — (6) / 8. Use strategies to construct meaning / (feelings of the main character) 1. Inferential — (6) / 8. Use strategies to construct meaning / (feelings of the main character) 1. Inferential — (6) / 8. Use strategies to construct meaning / (feelings of the main charact		72.7	45.7	42.2
Constructed Response 1. Inferential – (6) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) NA N		27.3	36.3	32.5
1. Inferential – (5) 77. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 77. Responde critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 77. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 5. Response to text – (6) 6. Develop a personal response by making connections within texts of with traditions on text of very with interval on the text of the text of develop a personal response by making connections within texts of the text of develop and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (will praintion for the future) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (will praintion formation in formation formation in fo	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	45.5	44.8	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter hose describing culture) you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/				
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and visual to extend on text by giving another example) NA N/A N/A N/A N/A N/A N/A N/A N/A N/A N	2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)			
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 11. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (why is a personal narrative included in the text) 14. N/A 15. Inferential – (6) / 6. Develop a personal response by making connenct				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 8. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 9. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Tools of the features of text to verify and reinforce their understanding of information in text / (why is a personal narrative included in the text) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry f	3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14//1	14//	14/73
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 23. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 24. Response to text – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		100.0	90.0	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with text to analyze information presented in text / (why is a personal narrative included in the text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal narrative included in the text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal narrative included in the text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why on agree/disagree with information in text)		81.8	79.2	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/				
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A				
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		100.0	77.2	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 63.6 67.2 57.0 57.2 57.0 N/A N/A N/A N/A N/A N/A N/A N/				
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		72.7	57.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/	1. Interential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)			
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A	2. Response to text – (3) / 0. Support their opinion about texts / (is the main character a nero) 3. Inferential (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal parrative included in the text)			
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				

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

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

Source: Division of Evaluation and Research, Department of Education



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

11/7/2012

Our Lady of the Cape School, Cape St. George Grades: K-8 School #: 096

School #: 096 Our Lady of the Cape School, Cape St. George Grades: K-8	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	71.4	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	57.1	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	42.9	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	85.7	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42.9	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	57.1	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	57.1	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	85.7	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IWA	IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	37.5	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	87.5	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	62.5	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	87.5	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	87.5	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT



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

St. James' Elementary, Channel-Port Aux Basques Grades: K-6 School #: 097

Poetic Selected Response: (Grade Levell) / Outcome No. / Outcome / (Item parameter) 1. Inferential – (6) / A. Use strategies to construct meaning / (is the title a good one) 2. Inferential – (6) / A. Use strategies to construct meaning / (is the title a good one) 3. Inferential – (6) / A. Use strategies to construct meaning / (is the title a good one) 4. Comprehension – (6) / A. Use caring systems that texts reflect a purpose / (purpose of text) 5. Inferential – (6) / A. Use caring systems (e.g., content clusters) is construct meaning / (incenting of phrase in the poem) 5. Inferential – (6) / A. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 6. Comprehension – (6) / A. Using curpus systems (e.g., content clustes) to construct meaning / (incening of lines in poem) 6. Comprehension – (6) / A. Using curpus systems (e.g., content clustes) to construct meaning / (incening of lines in poem) 6. Comprehension – (6) / A. Using curpus systems (e.g., content clustes) to construct meaning / (incening of lines in poem) 7. Inferential – (6) / 7. Demonstrating awareness that lexts reflect a purpuse / (inferential condition) 7. Inferential – (6) / 7. Recognize how conventions help understand that they read / (vhy were lower case letters used after punctuation) 7. Inferential – (6) / 7. Recognize how conventions help understand that they read / (vhy were lower tase letters used after punctuation) 7. Inferential – (6) / 7. Peronostrating awareness that lexts reflect a purpuse / (inferential awareness used on text) 8. Vision of the future of the future) 8. Vision of the future of the fu	Item	Cognitive Level - Outcome (item parameter)	[N=45]	[N=838]	[N=5,029]
Enferential — (6) / T. Demonstrate awareness that tests reflect a purpose (furpose of text)	Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
Enferential — (6) / T. Demonstrate awareness that tests reflect a purpose (furpose of text)	1. Inferentia	1 – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.5	93.4	93.2
Inferential — (6) / 4. Use strategies to construct meaning / (feeling of poem) 78.6 78.6 78.6 78.6 78.5 78.9 5. Inferential — (6) / 4. Use cuitary systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 76.2 78.9 78.9 5. Inferential — (6) / 4. Use cuitary systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 78.6 78.9 78.9 78.9 78.0					
4. Comprehension – (6)/4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phreain the poem) 5. Inferential – (6)/7. Regitatings of less features of less to reinforce their of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6)/7. Applying strategies to analyse text / (dillicration) 7.8 6. 73 8. Comprehension – (6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential – (6)/7. Demonstrating waveness that all texts reflect a pour loss / (presenting of lines in poem) 8. Inferential – (6)/7. Peopoliza how conventions help understand that they read / (why were lower case letters used after punctuation) 8. Inferential – (6)/7. Demonstrating waveness that letts reflect a purpose / (phrase from text which represents the main idea) 7. Inferential – (6)/7. Peopoliza how conventions help understand that they read / (why were lower case letters used after punctuation) 8. Inferential – (6)/7. Peopoliza how ledge to analyse information / (meaning of a line in the poem) 8. Inferential – (6)/7. Responde critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 8. Response to sext – (6)/6. Develop a personal response by making connections within extend on text) 8. Response to sext – (6)/6. Develop a personal response by making connections within exts / (personal experience with traditions) 8. Response to sext – (6)/6. Develop a personal response by making connections within exts / (personal experience with traditions) 8. Response to sext – (6)/6. Develop a personal response by making connections within exts / (personal experience with traditions) 8. Response to sext – (6)/6. Develop a personal response by making connections within exts / (personal experience with traditions) 8. Response to sext – (6)/6. Develop a personal response by making connections within exts / (personal experience with traditions) 8. Response			73.8	76.4	78.6
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential — (6) / 7. Demonstrating awareness that all texts reflect at point of view / (identify speaker in text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect at point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phanes from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phanes from text which represents the main idea) 8. Inferential — (6) / 7. Debender on analyse information / (meaning of a line in the poem) 8. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 8. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 8. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 8. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 8. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 8. Inferential — (6) / 7. Debender approval response by making connections to text / (will traditions) 8. NA 8. N			76.2	78.9	77.9
6. Inferential — (6) /7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) /7. Demonstrating uwarcness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) /4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) /7. Demonstrating awarcness that lets reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) /7. Demonstrating awarcness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) /7. Demonstrating awarcness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) /7. Responde critically to text by applying strategies to analyse and evaluate a text / (will radiations continue into the future) 9. Inferential — (6) /7. Responde critically to text by applying strategies to analyse and evaluate a text / (will radiations continue into the future) 9. Inferential — (6) /7. Des characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 9. NA			92.9	93.9	94.3
8. Comprehension—(6) / 4. Using using systems (e.g., content clues) to construct meaning / (meaning of lines in poom) 9. Inferential—(5) / 7. Becognize how conventions help understand that they read / (why were lower cale tern used after punctuation) 10. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(5) / 7. Demonstrating awareness that texts reflect a purpose / (which is text) (will traditions continue into the future) 11. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 12. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 13. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 14. N/A 15. Response to text—(6) / 6. Describe, share, and discuss their personal reactions to text / (will traditions) 16. Response to text—(6) / 6. Describe, share, and discuss their personal reactions to text / (will traditions) 17. N/A 18.			66.7	49.6	52.0
9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 28.6 44.8 45.3 Constructed Response 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 4. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential – (5) / 4. Use tox features to verify their understanding of information / (obtain information from a map) 4. Inferential – (5) / 4. Use tox features to verify their understanding of information / (obtain information from a map) 4. Inferential – (5) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (5) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (5) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (6) / 4. Use	7. Inferential	1-(6)/7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	78.6	79.3	82.2
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 28.6 44.8 45.3 Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (wire a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal response by making connections to text / (wire a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal response by making connections within texts / (letter and wise / (use poem and visual to extend on text by giving another example) 3. Response to text – (6) / 6. Describe, share, and discuss their personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 6. Describe, share, and discuss their personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 6. Describe, share, and discuss their personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 6. Describe, share, and discuss the personal response by making connections within texts / (personal experience with texts and texts reflect a purpose / (personal experience with texts and texts reflect a purpose / (personal experience with texts on text / (personal experience with texts to a similar comparison in everyday life) 3. Response to text – (6) / 6. Develop a personal response with texts to a result in the	8. Comprehe	ension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.8	45.7	42.2
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their presonal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (4) / 6. Describe, share, and discuss their presonal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their presonal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Describe, share, and discuss their presonal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) **NA** NIA** NIA** **NOA** Fitting** NoA** NIA** NIA** **NOA** Fitting** NoA** NIA** NIA** **NOA** Fitting** NoA** NIA** NIA** NIA** **NOA** Fitting** NoA** NIA** NIA** NIA** **NOA** Fitting** NoA** NIA** NIA** NIA** NIA** **NOA** Fitting** NoA** NIA**	9. Inferentia	al - (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.3	36.3	32.5
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they repeated and view / (use poem and visual to extend on text by giving another example) 5. Response to text — (6) / 6. Develop a personal response by making connections within texts / (write a letter home describing culture you experience, based on text) N/A	Inferentia	al – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	28.6	44.8	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / will raditions continue into the future) 3. Response to text.—(4) 6. Describe, share, and discuss their personal reactions to text / (will realtions continue into the future) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N	Constructed Resp	ponse	 	1	
3. Response to text – (4)/6. Describe, share, and discuss their personal reactions to text / (vrite a letter home describing culture you experienced, based on text) 4. Inferential – (6)/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/					
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N/A N/A N/A N/A N/A N/A N/A N/A N/A N					
5. Response to text—(6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/					
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension — (6) / 4. Use tstrategies to construct meaning / (read for meaning) 14. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension — (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential — (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential — (6) / 4. Use strategies to construct meaning / (inalyzing parts of the text to develop a broader perspective) 19. Inferential — (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential — (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential — (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 1. Inferential — (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (with a picural entry from a someone else's point of view) 1. Inferential — (6) / 7. Use their knowledge base and experience with texts to analyze information in the text / (with a picural entry from a someone else's point of view) 1. Inferential — (6) / 7. Use their knowledge base and experience with texts to analyze information in the text / (with a picural					
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A N/A N/A N/A N/A N/A N/A N/	5. Response to te	ext – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (nanlyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (why is a personal narrative included in the text) 14. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 15. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (why is a personal narrative included in the text) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (doy on agree/disagree with information in text)					
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) N/A N/A N/A N/A N/A N/A Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A N/A N/A N/A N/			95.4	90.0	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (inalyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 3. Inferential – (6) / 7. Use their knowledge base to question in			67.4	79.2	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/			69.8	73.7	74.7
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A			90.7	87.4	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			74.4	77.2	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a journal entry from a someone else's point of view) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 1. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 1. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)			83.7	89.3	89.6
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 58.1 67.2 66.1 62.8 57.2 57.0 N/A			79.1	79.1	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			23.3	31.2	34.1
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			62.8	57.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			 	1	
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A			,		
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A					
			,		
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text) N/A N/A N/A					

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

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

Source: Division of Evaluation and Research, Department of Education

District

School

Province



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

Grades: K-9 School #: 103 LeGallais Memorial, Isle aux Morts

School #: 103 LeGallais Memorial, Isle aux Morts Grades: K-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=8]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	85.7	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.7	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	57.1	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	42.9	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	14.3	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	28.6	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1471	. 47.1	14/71
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	71.4	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	57.1	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.7	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	42.9	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	42.9	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.4	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	42.9	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

Lourdes Elementary, Lourdes Grades: K-8 School #: 106

School #: 106 Lourdes Elementary, Lourdes Grades: K-8	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=13]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.7	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	50.0	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	83.3	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	66.7	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.3	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.3	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	58.3	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.7	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 	100.0	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	58.3	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	41.7	73.7 87.4	74.7 88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	_	
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	41.7	77.2	78.0
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	66.7 75.0	89.3 79.1	89.6 80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)			
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	0.0 75.0	31.2 67.2	34.1 66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	75.0 75.0	57.2	57.0
Constructed Response	75.0	37.2	57.0
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

St. Thomas Aquinas, Port au Port East Grades: K-8 School #: 111

School #: 111 St. Thomas Aquinas, Port au Port East Grades: K-8	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=15]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.9	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	64.3	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	50.0	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.6	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	57.1	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	84.6	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.9	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	84.6	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	76.9	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.9	77.2	78.0
 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 	100.0	89.3	89.6
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	84.6	79.1	80.9
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	38.5	31.2	34.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	61.5 53.9	67.2 57.2	66.1 57.0
Constructed Response	55.9	57.2	57.0
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

St. Boniface All Grade, Ramea Grades: K-12 School #: 113

School #: 113 St. Boniface All Grade, Ramea Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=5]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	confidentiality.	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)		14//	14/7
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A
	1		

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

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

Source: Division of Evaluation and Research, Department of Education



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

District

School

Province

11/7/2012

School #: 115 Our Lady of Mercy Elementary, St. George's Grades: K-8

Item	Cognitive Level - Outcome (item parameter)	[N=16]	[N=838]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.7	85.1	86.8
3. Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	93.3	76.4	78.6
4. Comprehe	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	93.3	78.9	77.9
 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	86.7	93.9	94.3
6. Inferential	- (6) / 7. Applying strategies to analyse text / (alliteration)	73.3	49.6	52.0
Inferential	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	86.7	79.3	82.2
 Comprehe 	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.7	45.7	42.2
9. Inferentia	1 – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.3	36.3	32.5
10. Inferentia	1-(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	73.3	44.8	45.3
Constructed Resp	onse			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	st – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	77. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to tex	at – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	– (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	73.3	79.2	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	86.7	73.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	93.3	87.4	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	86.7	77.2	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.3	89.3	89.6
17. Inferential	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	86.7	79.1	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	31.2	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	67.2	66.1
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.0	57.2	57.0
Constructed Resp				
) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	xt - (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
)/7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to te	xt - (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
)/7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A N/A
o. mierennal – (b) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	IN/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

St. Michael's Elementary, Stephenville Crossing Grades: K-8 School #: 123

School #: 123 St. Michael's Elementary, Stephenville Crossing Grades: K-8	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=21]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.7	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.2	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	52.6	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	79.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42.1	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	89.5	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	31.6	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.6	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	52.6	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/73	14/71	14/71
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.8	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	62.5	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.8	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	93.8	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	37.5	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	62.5	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	1		

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

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

Source: Division of Evaluation and Research, Department of Education

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

St. Simon and St. Jude Academy, Francois Grades: K,3,5-10,12 School #: 137

School #: 137	St. Simon and St. Jude Academy, Francois Grades: K,3,5-10,12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=3]	[N=838]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
	(b) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	85.1	86.8
	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.9	77.9
 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	93.9	94.3
	(alliteration) 7. Applying strategies to analyse text / (alliteration)	cornideritiality.	49.6	52.0
Inferential	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Resp				
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
	t – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
	t - (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A N/A	N/A N/A
3. Response to tex	t = (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)			1471
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		87.4	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Resp				
	/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
	tt – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
	7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) (t – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A N/A	N/A N/A
	1.7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A N/A	N/A N/A
	77. Esse then knowledge base to question information in the text / (do you agree disagree with information in text) 77. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

Long Range Academy, Cow Head Grades: K-12 School #: 388

School #: 388	Long Range Academy, Cow Head Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=11]	[N=838]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.9	93.4	93.2
	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	72.7	85.1	86.8
	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	36.4	76.4	78.6
	sion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	63.6	78.9	77.9
	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential	- (6) / 7. Applying strategies to analyse text / (alliteration)	36.4	49.6	52.0
Inferential	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	63.6	79.3	82.2
	sion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	45.5	45.7	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	18.2	36.3	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	36.4	44.8	45.3
Constructed Respo			1	
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) = (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
	/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A	N/A N/A
	= (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
·		 	1	
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	 	1	
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.9	90.0	89.9
	sion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.8	79.2	78.9
	sion – (6) / 4. Use strategies to construct meaning / (read for meaning)	81.8	73.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	63.6	87.4	88.3
	sion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	63.6	77.2	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.9	89.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	90.9	79.1	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) - (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	45.5	31.2	34.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	90.9 45.5	67.2 57.2	66.1 57.0
Constructed Resp		45.5	57.2	57.0
	/ 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	t – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
	/ 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
4. Response to tex	t – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6)	/ 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6)	/ 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

Grades: 6-9 Xavier Junior High, Deer Lake School #: 391

School #: 391 Xavier Junior High, Deer Lake Grades: 6-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=50]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.2	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.5	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	78.6	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.1	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.2	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	47.6	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	69.1	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.3	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.0	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1471	14//	14/7
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.4	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.2	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	69.2	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	89.7	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.1	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	89.7	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	74.4	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	38.5	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.0	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	•		

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 393 Bonne Bay Academy, Woody Point Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	[N=6]	[N=838]	[N=5,029]
Poetic	c Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferer 	$a_{\text{ntial}} = \frac{1}{4}$. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
	$\frac{1}{1}$ ntial $-(6)$ / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	60.0	85.1	86.8
Inferer	tial - (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	76.4	78.6
	rehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.9	77.9
 Inferer 	$\frac{1}{2}$ tial $-(6)/4$. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	80.0	93.9	94.3
Inferer	ntial – (6) / 7. Applying strategies to analyse text / (alliteration)	20.0	49.6	52.0
Inferer	ntial – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	79.3	82.2
 Compr 	rehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	80.0	45.7	42.2
9. Infere	ntial – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	80.0	36.3	32.5
Infere	ntial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.0	44.8	45.3
Constructed 1	Response			
	- (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	- (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	- (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response t	to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ntial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	83.3	90.0	89.9
	rehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.2	78.9
	rehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	73.7	74.7
	ntial – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	87.4	88.3
	rehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	50.0	77.2	78.0
	ntial – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
	ntial – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	79.1	80.9
	ntial – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	31.2	34.1
	ntial – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	67.2	66.1
	ntial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	33.3	57.2	57.0
Constructed 1				
	- (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	- (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A	N/A
	to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	- (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) - (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. micremua	(6) 1. Lespond efficient to the of appring stategies to und evaluate a text (mounting of sentence in the text)	1 1// 1	1 1// 1	1 1// 1

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

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

Source: Division of Evaluation and Research, Department of Education

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Province

District

School



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

E.A. Butler All Grade, McKay's Grades: K-12 School #: 394

School #: 394	E.A. Butler All Grade, McKay's Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=5]	[N=838]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.4	93.2
2. Inferential	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	85.1	86.8
3. Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	76.4	78.6
	sion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.9	77.9
	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	93.9	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	connactuality.	49.6	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		79.3	82.2
	sion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		45.7	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		36.3	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		44.8	45.3
Constructed Resp				
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A N/A	N/A N/A
	t – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
	t - (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
•				
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.0	89.9
	sion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.2	78.9
	sion – (6) / 4. Use strategies to construct meaning / (read for meaning)		73.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		87.4	88.3
	sion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.2	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		89.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)		79.1	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		31.2	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		67.2	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		57.2	57.0
Constructed Resp			N1/A	N1/0
	/ 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) t – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A N/A	N/A N/A
	/7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A N/A	I N/A
	t - (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
	/7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6. Inferential – (6	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A
		J		

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

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

Source: Division of Evaluation and Research, Department of Education



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

Stephenville Middle School, Stephenville School #: 396 Grades: 6-8

School #: 396 Stephenville Middle School, Stephenville Grades: 6-8	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=85]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.5	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.0	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.3	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.8	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	35.0	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	66.3	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	43.8	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	45.0	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	47.5	44.8	45.3
Constructed Response	21/2	21/2	21/2
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A N/A	N/A N/A	N/A N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.7	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	82.1	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	70.5	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	84.6	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.1	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	79.5	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.1	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	21.8	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.0	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	56.4	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a nero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

Belanger Memorial School, Upper Ferry Grades: K-12 School #: 397

School #: 397 Belanger Memorial School, Upper Ferry Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=20]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			T
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	88.2	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	82.4	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	58.8	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.2	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.2	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	41.2	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.2	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	52.9	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	47.1	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	35.3	44.8	45.3
Constructed Response		1	
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	19/75	IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		1	
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.1	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	82.4	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	58.8	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	82.4	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.4	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.1	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.4	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	35.3	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	88.2	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	41.2	57.2	57.0
Constructed Response		1	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

Cloud River Academy, Roddickton Grades: K-12 School #: 474

School #: 474 Cloud River Academy, Roddickton Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.5	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	75.0	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	87.5	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	12.5	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	12.5	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	37.5	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	25.0	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	66.7	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	55.6	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	55.6	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	88.9	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	66.7	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	66.7	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	22.2	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	55.6	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	88.9	57.2	57.0
Constructed Response	N1/A	N1/A	N1/A
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 475 Viking Trail Academy, Plum Point Grades: K-12

School #: 475 Viking Trail Academy, Plum Point Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=13]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	61.5	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	38.5	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	76.9	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.2	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	15.4	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	61.5	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	,, .	. 47.1	1 4,7 1
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	63.6	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	90.9	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	90.9	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.9	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.8	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	9.1	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	72.7	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	72.7	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education



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

11/7/2012

Grades: K-12 Labrador Straits Academy, L'Anse au Loup School #: 487

School #: 487 Labrador Straits Academy, L'Anse au Loup Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=19]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	84.2	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	68.4	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	52.6	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	79.0	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	84.2	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	21.1	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.2	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	47.4	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	52.6	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	36.8	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.5	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	89.5	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	63.2	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	79.0	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.2	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.7	89.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	63.2	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	21.1	31.2	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.9	67.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	68.4	57.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. Inference (0)/ /. Respond entitionly to text by applying strategies to analyse and evaluate a text/ (inclaiming of sentence in the text)	111/7	1 13// 1	1 4/ / 1

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT



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

56

French Shore Academy, Port Saunders Grades: K-12 School #: 488

School #: 488 French Shore Academy, Port Saunders Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=23]	[N=838]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.4	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.2	85.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	94.7	76.4	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	89.5	78.9	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.7	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	52.6	49.6	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.2	79.3	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	57.9	45.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	36.8	36.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	52.6	44.8	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.0	90.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	65.0	79.2	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	73.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	95.0	87.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.0	77.2	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	89.3	89.6
 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 	80.0	79.1	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	35.0	31.2	34.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.0	67.2	66.1
	70.0	57.2	57.0
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 125 Copper Ridge Academy, Baie Verte Grades: K-12

School #: 125 Copper Ridge Academy, Baie Verte Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=20]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.7	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	94.7	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	73.7	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	89.5	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	89.5	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	89.5	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	68.4	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	15.8	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	63.2	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	14//	1 177
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	1		
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.9	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	94.4	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.8	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	94.4	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	55.6	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	83.3	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	61.1	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

School #: 133 Memorial Academy, Botwood

Item Cognitive Level - Outcome (item parameter)

Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)

- 1. Inferential (6) / 4. Use strategies to construct meaning / (is the title a good one)
- 2. Inferential (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)
- 3. Inferential (6) / 4. Use strategies to construct meaning / (feeling of poem)
- 4. Comprehension (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)
- Inferential (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)

Grades: K-6

- 6. Inferential (6) / 7. Applying strategies to analyse text / (alliteration)
- 7. Inferential (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)
- 8. Comprehension (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)
- 9. Inferential (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)
- 10. Inferential (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)

Constructed Response

- 1. Inferential (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)
- 2. Inferential (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)
- 3. Response to text (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)
- 4. Inferential (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)
- 5. Response to text (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)

Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)

- 11. Inferential (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)
- 12. Comprehension (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)
- 13. Comprehension (6) / 4. Use strategies to construct meaning / (read for meaning)
- 14. Inferential (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)
- 15. Comprehension (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)
- 16. Inferential (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)
- 17. Inferential (6) / 4. Use strategies to construct meaning / (feelings of the main character)
- 18. Inferential (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)
- 19. Inferential (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)
- 20. Inferential (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)

Constructed Response

- 1. Inferential (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)
- 2. Response to text (5) / 6. Support their opinion about texts / (is the main character a hero)
- 3. Inferential (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)
- 4. Response to text (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)
- 5. Inferential (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)
- 6. Inferential (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)

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

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

Source: Division of Evaluation and Research, Department of Education

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District

[N=922]

93.1

87.7

78.5

76.5

93.6

53.4

81.9

40.8

31.4

45.3

N/A

N/A

N/A

N/A

N/A

89.0

79.4

76.4

89.9

77.3

88.4

78.0

33.7

64.2

54.3

N/A

N/A

N/A

N/A

N/A

N/A

School

[N=51]

93.3

95.6

82.2

80.0

95.6

68.9

82.2

46.7

28.9

44.4

N/A

N/A

N/A

N/A

N/A

93.2

77.3

77.3

97.7

79.6

90.9

75.0

29.6

79.6

52.3

N/A

N/A

N/A

N/A

N/A

N/A

Province

[N=5,029]

93.2

86.8

78.6

77.9

94.3

52.0

82.2

42.2

32.5

45.3

N/A

N/A

N/A

N/A

N/A

89.9

78.9

74.7

88.3

78.0

89.6

80.9

34.1

66.1

57.0

N/A

N/A

N/A

N/A

N/A

N/A



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

School #: 143 Millcrest Academy, Grand Falls-Windsor Grades: 4-6

School #: 143 Millcrest Academy, Grand Falls-Windsor Grades: 4-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=101]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.9	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.9	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.7	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	71.4	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.9	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	51.0	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	73.5	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.8	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	14/71	14// (
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.3	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	75.3	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	78.5	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	85.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.3	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.2	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.3	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.0	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	64.5	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.8	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

Sprucewood Academy, Grand Falls-Windsor Grades: K-6 School #: 144

Province Item Cognitive Level - Outcome (item parameter) [N=31] [N=922] [N=5,029]
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one) 2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 96.8 93.1 93.2 93.2 93.2 93.6 94.7 95.5 96.8 97.9 96.8 97.4 96.8 97.4 96.8 97.4 97.5 97.9 90.3 93.6 94.3 93.6 94.3 95.6 94.3 95.6 94.3 95.6 95.6 96.8 97.4 96.8 97.4 96.8 97.7 96.5 97.9 90.3 93.6 94.3 95.6 94.3 95.6 94.3 95.6 95.6 96.8 97.7 96.5 97.9 90.3 90.3 90.3 90.3 90.3 90.3 90.3 90
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 7. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 7. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9.3 93.6 94.3 9.6 1.0 94.3 93.6 94.3 9.7 1.0 99.3 93.6 94.3 9.7 2.0 99.3 93.6 94.3 9.7 2.0 99.3 93.6 94.3 9.7 3.0
 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 67. 76.5 77.9 93.6 94.3 52.0 87.1 81.9 82.2 40.8 42.2
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9.3 93.6 94.3 52.0 87.1 81.9 82.2 40.8 42.2
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 82.2 40.8 42.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 35.5 40.8 42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 41.9 31.4 32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 45.3 45.3
Constructed Response
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) N/A N/A N/A N/A N/A N/A N/A N/
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)
5. Response to text (6) / 6. Develop a personal response by making connections within texts / (personal experience with audition)
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 96.4 89.0 89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 89.3 79.4 78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 82.1 76.4 74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 89.9 89.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 82.1 77.3 78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 85.7 88.4 89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 78.6 78.0 80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 33.7 34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 71.4 64.2 66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 75.0 54.3 57.0
Constructed Response
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) N/A N/A N/A N/A N/A N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A N/A N/A N/A N/A N/A N/A N/
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A N/A N/A N/A N/
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text) N/A N/A N/A

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT



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

11/7/2012

St. Joseph's Elementary, Harbour Breton Grades: K-6 School #: 150

School #: 150 St. Joseph's Elementary, Harbour Breton Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=20]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.7	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	68.4	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	84.2	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	89.5	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42.1	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	89.5	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	31.6	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	21.1	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	63.2	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	1477	14//
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.1	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	94.1	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	82.4	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	88.2	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.4	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.2	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.2	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.2	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	58.8	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.8	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. Inferential – (0) / /. Respond efficient to text by applying strategies to analyse and evaluate a text / (inclaiming of sentence in the text)	14/4	13/73	111/7

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT



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

School #: 151 John Watkins Academy, Hermitage Grades: K-12

OCHOO! #. 101	Grades. R 12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=7]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	1 – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
 Inferential 	1 – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	87.7	86.8
Inferential	1 – (6) / 4. Use strategies to construct meaning / (feeling of poem)	71.4	78.5	78.6
Comprehe	ension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.7	76.5	77.9
 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
	1 – (6) / 7. Applying strategies to analyse text / (alliteration)	71.4	53.4	52.0
	1 – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	81.9	82.2
	ension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	14.3	40.8	42.2
	1 - (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.9	31.4	32.5
	d - (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	57.1	45.3	45.3
Constructed Resp				
	5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	5) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	xt – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A	N/A
	5) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) xt – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to te	xt = (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/71	14/73	14/7
	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	1 – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
	ension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.4	78.9
	ension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.7	76.4	74.7
	1 – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
	ension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.3	78.0
	1 – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	71.4	88.4	89.6
	1 – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	78.0	80.9
	1 – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	57.1	33.7	34.1
	l – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.1	64.2	66.1
Inferential	1 – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	54.3	57.0
Constructed Resp				
	6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	ext – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	ext – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	5) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. micremai – (t	5/1 1. Tespond officially to text of apprying strategies to analyse and evaluate a text / (incaming of sometice in the text)	I W/ Ch	1 1/73	14/74

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

Grades: K-12

Valmont Academy, King's Point School #: 152

School #: 152 Valmont Academy, King's Point Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=11]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	72.7	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.8	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	54.6	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.8	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	36.4	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	45.5	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	36.4	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.8	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	63.6	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	90.9	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	90.9	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.4	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	100.0	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	63.6	54.3	57.0
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N1/A	N1/A	N1/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT



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

Hillside Elementary, La Scie Grades: K-6 School #: 154

School #: 154 F	fillside Elementary, La Scie Grades: K-6	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=19]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6	6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
	5) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	77.8	87.7	86.8
3. Inferential – (6	5) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	78.5	78.6
4. Comprehensio	$\sin - (6) / 4$. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	72.2	76.5	77.9
5. Inferential – (6	6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
	6) / 7. Applying strategies to analyse text / (alliteration)	16.7	53.4	52.0
	6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.9	81.9	82.2
	on – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	38.9	40.8	42.2
	5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	38.9	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	45.3	45.3
Constructed Response				
	. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	(4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
	Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – ((0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	14//	1071	14//
Non Fiction	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
	$\sin - (5) / 4$. Use text features to verify their understanding of information / (obtain information from a map)	77.8	79.4	78.9
	$\sin - (6) / 4$. Use strategies to construct meaning / (read for meaning)	72.2	76.4	74.7
	5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	88.9	89.9	88.3
	$\sin - (6) / 4$. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	77.3	78.0
	5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.4	88.4	89.6
	6) / 4. Use strategies to construct meaning / (feelings of the main character)	72.2	78.0	80.9
	6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	27.8	33.7	34.1
	6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.1	64.2	66.1
	6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	44.4	54.3	57.0
Constructed Response				
	. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	(5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
	(6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	. Ose their knowledge base to question information in the text / (do you agree/disagree with information in text) . Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A N/A
5. Interential (0) / /	. Temporal efficients to text of applying stateges to understand a text (mounting of sentence in the text)	1 13//	1 17/1	1 1// 1

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

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

Source: Division of Evaluation and Research, Department of Education



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

11/7/2012

H.L. Strong Academy, Little Bay Islands School #: 156 Grades: 6,9

Positic Selected Responses; (Grade Level) / Outcome No. / Outcome (Item parameter) Net and Selected Responses; (Grade Level) / Outcome No. / Outcome No. Outcome N	School #: 156 H.L. Strong Academy, Little Bay Islands Grades: 6,9	School	District	Province
1. Inferential — (6) / 4. Use strategies to construct meaning / (feeling of poem) 2. Inferential — (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential — (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension — (6) / 4. Use curing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) / 4. Use curing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Applying strategies to malyse text / (alliteration) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (with wear lower case letters used after punctuation) 9. Inferential — (5) / 7. Demonstrating awareness that letts reflect a point of view / (with wear lower case letters used after punctuation) 9. Inferential — (5) / 7. Demonstrating awareness that letts reflect a purpose / (with wear lower case letters used after punctuation) 9. Inferential — (5) / 7. Demonstrating awareness that letts reflect a purpose / (with wear lower case letters used after punctuation) 9. Inferential — (5) / 7. Demonstrating awareness that letts reflect a purpose / (with wear lower case letters used after punctuation) 9. Inferential — (5) / 7. Demonstrating awareness that letts reflect a purpose / (with wear lower case letters used after punctuation) 9. Inferential — (6) / 7. Demonstrating awareness that letts reflect a purpose / (with wear lower case letters used after punctuation) 9. Inferential — (6) / 7. Respond critically to text by applying strategies to onstruct meaning / (reped m	Item Cognitive Level - Outcome (item parameter)		[N=922]	[N=5,029]
2. Inferential—(a) // 1. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential—(b) // 1. Use strategies to construct meaniny / (feeling of potent) 4. Comprehension—(b) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(b) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 6. Inferential—(b) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of inferential—(b) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of inferential—(b) // 4. Described in the poem) 6. Inferential—(b) // 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 7. Inferential—(c) // 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential—(c) // 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(c) // 5. Described in the poem) 1. Inferential—(c) // 5. Described in the poem // 5.	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(a) // 1. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential—(b) // 1. Sea tratageies to construct meaning / (fellening of penn) 4. Comprehension—(b) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(b) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 6. Inferential—(b) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 7. Inferential—(b) // 4. Use cluents of text to refine the refinement of the view / (identify speaker in text) 8. Comprehension—(b) // 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential—(c) // 7. Demonstrating awareness that all texts reflect a purpose / (phrase from text which represents the main idea) 7. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(c) // 7. Demonstrating awareness that texts reflect in purpose / (purpose of te	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.1	93.2
4. Comprehension— (6) / 4. Use euing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential— (6) / 7. Use features of fext to reinforce their understanding of information / (use text and visual to extend on text: apply a new situation to text) 7. Inferential— (6) / 7. Applying strategies to analyse text / (alliteration) 8. Comprehension— (7) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Line of the content of		with 5 or fewer	87.7	86.8
- Comprehension - (c) / - Cose place (c) - Control clause) volonistic internal (s) (realing) (relating) (relat			78.5	78.6
5. Inferential — (6) /7. A greatures of text for refore their understanding of information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential — (6) /7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 5. Comprehension — (6) /4. Using cuiting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 5. Inferential — (5) /7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential — (5) /7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential — (5) /7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential — (5) /7. Use background knowledge to analyse information / (meaning of a line in the poem) 5. Inferential — (5) /7. Use background knowledge to analyse information / (meaning of a line in the poem) 5. Response to ext. — (4) 6. Describe, share, and discuss their personal reactions to text / (write a leuter home describing culture you experience, based on text) 5. Response to text. — (6) 6. Develop a personal response by making connections within texts / (personal experience with traditions) 5. Response to text. — (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 5. Response to text. — (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 5. Response to text. — (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 5. Response to text. — (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 5. Response to text. — (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 5. Response to text. — (6) 6. Develop a persona	4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)		76.5	77.9
6. Inferential — (6) /7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) /4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) /7. Demonstrating awareness that alt texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 11. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 12. Inferential — (6) /7. Desponder of the purpose / (phrase from text which represents the main idea) 13. Response 1. Inferential — (6) /7. Responder chitcally to text by applying strategies to analyse and evaluate a text / (viril raditions continue into the future) 13. Response 1. Level — (4) /6. Despensive haven and indicasts their personal reactions to text / (viric a letter home describing culture you experienced, based on text) 13. Response to text — (4) /6. Describe, share, and likeuss their personal reactions to text / (viric a letter home describing culture you experienced, based on text) 13. Response to text — (6) /6. Develop a personal repositor by thin texts / (personal experience with tradition) 13. Response to text — (6) /6. Develop a personal repositor by thin texts / (personal experience with tradition) 13. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 13. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 14. Inferential — (6) /4. Use text feeding to understand that they read and view / (see poem and vi	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		93.6	94.3
8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning of lines in poem) 9. Inferential—(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential—(5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(5) / 7. Desponstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 10. Inferential—(6) / 7. Sespond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 10. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (with a discussion text) 10. Response to text—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 10. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 11. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension—(5) / 4. Use tax (catures to verify their understanding of information / (obtain information from a map) 13. Comprehension—(6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential—(5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 15. Inferential—(5) / 4. Use strategies to construct meaning / (read for meaning) 16. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of visual) 17. Inferential—(6) / 4. Use strategies to construct clues) to construct meaning / (read pe		connuentiality.	53.4	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 25. 3 25. Constructed Response 1. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential — (6) / 4. Use text features to verify their understanding of information / (why is the term "activist" used) 4. Comprehension — (5) / 4. Use text features to verify their understanding of information / (why is the term "activist" used) 4. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 4. Inferential — (5) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential — (5) / 4. Use strategies to construct meaning / (new tocabulary) 4. Inferential — (5) / 4. Use strategies to construct meaning / (mean formation / (why is the term "activist" used) 4. Inferential — (5) / 4. Use strategies to construct meaning / (mean formation / (which is the minimation / (which is the m			81.9	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will Iraditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (wire leater home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal expersions with radition) 5. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal expersions within texts / (personal expersions with radition) 5. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal expersions with radition) 5. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal expersions) 5. Response to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 5. Comprehension — (6) / 4. Use extrategies to construct meaning / (read for meaning) 5. Comprehension — (6) / 4. Use extrategies to construct decising / (new vocabulary) 5. Comprehension — (6) / 4. Use practical — (6) / 5. Demonstrating awareness that texts reflect a purpose / (phrase			40.8	42.2
Constructed Response 1. Inferential – (5) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, hased on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, hased on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, hased on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, hased on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, hased on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, hased on text) 3. Response to text – (6) / 6. Use cited season and response by making connections within text / (personal experience with tradition) 3. Response to text – (6) / 6. Use cited season and response by making connections within text / (personal experience with tradition) 3. Inferential – (6) / 7. Ley background knowledge to analyse information / (why is the term "activist" used) 3. Inferential – (6) / 7. Ley categies to construct meaning / (feeting material response) 3. Inferential – (6) / 7. Demonstrating awareness that text reflect a purpose / (phr			31.4	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poet Inferential – (6) 7. Response to text + (4) /6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (4) /6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) /7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) /6. Develop a personal response by making connections within texts / (personal experience with tradition) 6. Response to text – (6) /6. Develop a personal response by making connections within texts / (personal experience with tradition) 7. NA 8. NA 8. NA 8. NA			45.3	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/				
3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/				
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/				
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use strategies to construct meaning / (read for meaning) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cuing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) N/A N/A N/A N/A N/A N/A N/A N/				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/	Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 23. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 24. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 25. N/A 26. Response to text – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 26. N/A 27. N/A 28. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	, , , , ,		89.0	89.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning / (new vocabulary) 18. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning / (purpose of visual) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 18. Inferential – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)				
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 33. Inferential – (6) / 7. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 38. Sada	13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)			
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A	14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)			
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 80.9 33.7 34.1 64.2 66.1 57.0 80.9 80.9 80.9 80.9 84.1 66.1 66.1 66.1 67.0 68.1 69.7 69.7 69.7 69.7 69.7 69.7 69.7 69.7	15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.3	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a journal entry from a someone else's point of view)	16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		88.4	89.6
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 64.2 66.1 57.0 N/A N/A N/A N/A N/A N/A			78.0	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 54.3 57.0 N/A N/A N/A N/A N/A N/A			33.7	34.1
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A			64.2	66.1
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A			54.3	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A				
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text) N/A N/A				

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

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

Source: Division of Evaluation and Research, Department of Education



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

Grades: 2,5-6,8-12

St. Peter's AG, McCallum School #: 157

Popular Cognitive Level - Outcome (Item parameter) Popular	School #: 157	St. Peter's AG, McCallum	Grades: 2,5-6,8-12	chool	District	Province
1. Inferential - (6) / A. Une strategies to construct meaning / (ise the life a good one) 2. Inferential - (6) / A. Une strategies to construct meaning / (feeling of poem) 3. Inferential - (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension - (6) / 4. Use strategies to construct meaning / (feeling of poem) 5. Inferential - (6) / 4. Use strategies to construct meaning / (feeling of poem) 6. Inferential - (6) / 4. Use strategies to construct meaning / (incenting of phrase in the poem) 7. Inferential - (6) / 7. Applying strategies to analyse feet / (alliceration) 7. Inferential - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 7. Inferential - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential - (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 9. Inferential - (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 9. Inferential - (6) / 7. Demonstrating awareness that texts reflect a purpose / (including to text to speaker in text) 9. Inferential - (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 9. Inferential - (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 9. Inferential - (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 9. Inferential - (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 9. Inferential - (6) / 7. Demonstrating a	Item	Cognitive Level - Outcome (item pa			[N=922]	[N=5,029]
2. Inferential—(6) / 7. Demonstrate awareness that texts reflect a purpose of text) 3. Inferential—(6) / 4. Use crategies to construct meaning / (feeding of poem) 4. Comprehension—(6) / 4. Use crategies to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use features of text to restrict edge of poem) 6. Inferential—(6) / 4. Use features of text to restrict standing of information / (see text and visual to extend on text; apply a new situation to text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 8. 1. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 8. 1. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. 2. 2. 3. Comprehension—(6) / 4. Using esting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. 1. Inferential—(5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the fration) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. 2. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	Poetic	Selected Response: (Grade Level) / Ou	utcome No. / Outcome / (Item parameter)			
2. Inferential—(6) / 7. Demonstrate awareness that texts reflect a purpose of text) 3. Inferential—(6) / 4. Use crategies to construct meaning / (feeding of poem) 4. Comprehension—(6) / 4. Use crategies to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use features of text to restrict edge of poem) 6. Inferential—(6) / 4. Use features of text to restrict standing of information / (see text and visual to extend on text; apply a new situation to text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 8. 1. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 8. 1. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. 2. 2. 3. Comprehension—(6) / 4. Using esting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. 1. Inferential—(5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the fration) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. 2. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	1. Inferential	- (6) / 4. Use strategies to construct meaning / (is	the title a good one)	nool data	93.1	93.2
Interential — (6) / 4. Use strategies to construct meaning / (feeling of poem) Students of the construct meaning / (feeling of poem) Students of the construct meaning / (meaning of phrase in the poem) reasons of 93.6 77.9						
4. Comprehension—(6) / 4. Use cuitag systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use clutares of lext to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 7. Promostrating awareness that all exts reflect a point of view / (deutify speaker in text) 8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Recognize does conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential—(6) / 7. Recognize does conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from texts which represents the main idea) 10. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from texts which represents the main idea) 10. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from texts which represents the main idea) 10. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (wire a letter home describing culture you experienced, based on text) 10. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (wire a letter home describing culture you experienced, based on text) 10. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (wire a letter home describing culture you experienced, based on text) giving another example) 10. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (wire a letter home describing culture you experienced, based on text) giving another example) 10. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (wire a letter home describing cult			eling of noem)		78.5	78.6
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (dentify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (dentify speaker in text) 8. Comprehension — (6) / 4. Using cuiting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential — (6) / 7. Use text features to verify their understanding of information / (obtain information from a map) 8. Inferential — (6) / 7. Use text features to verify their understanding of information / (purpose of visual) 8. Inferential — (6) /			ues) to construct meaning / (meaning of phrase in the poem)		76.5	77.9
6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 5. Inferential — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awareness that tlexts reflect a purpose / (phruse from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phruse from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phruse from text which represents the main idea) 9. Inferential — (6) / 7. Use background knowledge to analyse infermation / (meaning of a line in the poem) 9. Inferential — (6) / 7. Respond critically to test by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential — (6) / 7. Respond critically to test by applying strategies to analyse and evaluate a text / (will raditions continue into the future) 9. Inferential — (6) / 7. Describe, share, and discoust their personal respondence to ext / (will raditions) 9. Inferential — (6) / 7. Describe, share, and discoust their personal respondence to ext / (will raditions) 9. Inferential — (6) / 7. Describe, share, and discoust their personal respondence with the present and response by making connections within text / (personal especial experiments) 1. Inferential — (6) / 4. Use text features to verify their understanding of information / (but an advisor of visual) 1. Infe			deretending of information / (use text and visual to extend on text) apply a pay situation to text)			
8. Comprehension—(6)/4, Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(5)/7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (will traditions continue into the future) 9. Inferential—(6)/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential—(6)/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential—(6)/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text) by giving another example) 9. NA 9. N				derillality.	53.4	52.0
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 4. Use text features to verify their understanding of information / (obtain information from a map) 3. Comprehension – (6) / 4. Use strategies to construct meaning / (read lye in text) (received by a personal response by text)	7. Inferential	-(6) / 7. Demonstrating awareness that all texts re-	eflect a point of view / (identify speaker in text)		81.9	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Wes background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (wife a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text — (6) / 6. Develop a personal response with intexts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/	 Compreher 	nsion $-(6)$ / 4. Using cuing systems (e.g., content	clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 2. Inferential – (6) / 7. Use characteristics of different types of print to help them describing culture you experienced, based on text) NA NA NA NA NA NA NA NA NA N					31.4	32.5
1. Inferential — (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text.— (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text.— (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/	Inferential	- (6) / 7. Demonstrating awareness that texts refle	ect a purpose / (phrase from text which represents the main idea)		45.3	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N/A						
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N						
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/						
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information from a map) 13. Comprehension – (6) / 4. Use trategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cuting systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use strategies to construct meaning / (new vocabulary) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 8. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 12. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a soneone else's point of view) 13. Inferential – (6) / 7. Use their knowledge base on a experience with texts to analyze information in the text / (do you agree/disagree with information in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree						
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (5) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 4. Use strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A N/A N/A N/A Exponse to text – (6) / 6. Develop a personal response by making connections within text / (wite a journal entry from a someone else's spoint of view) N/A N/A N/A N/A N/A N/A N/A N/						
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 24. Response to text – (5) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base and experience with text of do you agree/disagree with information in text) 25. Inferential – (6) / 7. Use their knowledge base of question information in tex	J. Response to tex	t – (0) / 0. Develop a personal response by making com	nections within texts / (personal experience with tradition)		14/71	14//
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 7. Use teatures of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Response to text – (5) / 6. Support their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in the text / (write a journal entry from a someone else's point of view) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 26. Inferential – (6) / 8. Develop a personal response by making connec						
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (write a journal entry from a someone else's point of view) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you					89.0	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					79.4	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A		, ,			76.4	74.7
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A					89.9	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)					77.3	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A					88.4	89.6
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)					78.0	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A						_
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A						
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A		<u> </u>	ect a purpose / (phrase from text which represents main idea)		54.3	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A						
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A	1. Interential – (6)) / 4. Use teatures of text to verify and reinforce their ur	nderstanding of information / (select feature of text and explain its purpose)			
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A						
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)						
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text) N/A N/A					N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

MSB Regional Academy, Middle Arm Grades: K-12 School #: 158

School #: 158 MSB Regional Academy, Middle Arm Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=16]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	81.3	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	68.8	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	68.8	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	31.3	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.3	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	43.8	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	18.8	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	6.3	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	78.6	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	92.9	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	92.9	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	64.3	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.7	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	71.4	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	85.7	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	71.4	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	1	1	•

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 163 Point Learnington Academy, Point Learnington Grades: K-12

School #: 163 Point Learnington Academy, Point Learnington Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	28.6	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	71.4	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	71.4	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.6	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	71.4	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	14//	14/73
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	85.7	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.7	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	57.1	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	14.3	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	85.7	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	85.7	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
(a) and (b) are the control of the c			

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 165 St. Stephen's AG, Rencontre East Grades: K-4,6-7,9-12

School School	District	Province
Item Cognitive Level - Outcome (item parameter) [N=1]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	78.5	78.6
4. Comprehension = (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) reasons of confidentiality.	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	45.3	45.3
Constructed Response		
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.3	57.0
Constructed Response	N1/A	N1/A
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

Green Bay South Academy, Robert's Arm Grades: K-6 School #: 167

School #: 167 Green Bay South Academy, Robert's Arm Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=37]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	94.3	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	71.4	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.1	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	62.9	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	65.7	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.1	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	20.0	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	37.1	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1,7,1		1,471
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.9	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.9	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.9	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	87.9	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.9	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	84.9	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	42.4	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	69.7	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Informatical (6) / 7. Use their length does have and experience with toyte to engly a information presented in toyt / (why is a personal paraetics included in the toyt)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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70



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

11/7/2012

Grades: K-1,4-7,9-12

St. Peter's Academy, Westport School #: 174

Poetic Selected Response: (Grade Level) / Outcome / (Item parameter) N=02 N=0.02	School #: 174	St. Peter's Academy, Westport Grades: K-1,4-7,9-12	School	District	Province
1. Inferential - (6) / A. Use strategies to construct meaning / (is the title a good one) 2. Inferential - (6) / A. Use strategies to construct meaning / (tepling of poem) 3. Inferential - (6) / A. Use strategies to construct meaning / (tepling of poem) 4. Inferential - (6) / A. Use strategies to construct meaning / (tepling of poem) 5. Inferential - (6) / A. Use strategies to construct meaning / (meaning of phrase in the poem) 6. Inferential - (6) / A. Use strategies to analyse text / (alliteration) 7. Inferential - (6) / A. Use strategies to analyse text / (alliteration) 7. Inferential - (6) / A. Ober Campeton and (all the poem) 7. Inferential - (6) / A. Use strategies to analyse text / (alliteration) 7. Inferential - (6) / A. Use strategies to analyse text / (alliteration) 7. Inferential - (6) / A. Use graine systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 7. Inferential - (6) / A. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 7. Inferential - (6) / A. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 7. Inferential - (6) / A. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 7. Inferential - (6) / A. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 7. Inferential - (6) / A. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 7. Inferential - (6) / A. Use strategies to malyse and evaluate a text / (will traditions continue into the future) 7. Inferential - (6) / A. Use strategies to construct meaning / (immunitation continue into the future of text of texts o	Item	Cognitive Level - Outcome (item parameter)		[N=922]	[N=5,029]
Inferential — (6) / 7. Demonstrate awareness that texts reflect a purpose of text) State of State	Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential — (6) /7. Demonstrate awareness that texts reflect a purpose of text) 3. Inferential — (6) /4. Use critical systems (e.g., content clines) to construct meaning / (meaning of phrase in the poem) 4. Comprehension — (6) /4. Use critical systems (e.g., content clines) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) /4. Use frathers of texts to refine the cline of text and visual to extend on text; apply a new situation to text) 6. Inferential — (6) /7. A pplying strategies to analyse (e.g., content clines) to construct meaning / (meaning of lines in poem) 6. Inferential — (6) /7. A pplying strategies to analyse (e.g., content clines) to construct meaning / (meaning of lines in poem) 7. Inferential — (6) /7. A pplying strategies to malyse (e.g., content clines) to construct meaning / (meaning of lines in poem) 8. Inferential — (6) /7. Demonstrating awareness that all texts reflect a purpose / (pulms from text which represents the main idea) 8. Inferential — (6) /7. Demonstrating awareness that lets reflect a purpose / (pulms from text which represents the main idea) 8. Inferential — (6) /7. Demonstrating awareness that lets reflect a purpose / (pulms from text which represents the main idea) 8. Inferential — (6) /7. Demonstrating awareness that lets reflect a purpose / (pulms from text which represents the main idea) 8. Inferential — (6) /7. Demonstrating awareness that lets reflect a purpose / (pulms from text which represents the fration of from text which represents the fration of fration of from text which represents the fration of fratio	1. Inferential	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.1	93.2
3. Inferential - (6) / A. Use strategies to construct meaning / (feeling of porem) 4. Comprehension - (6) / L. Use claus systems (e.g., content claus) to construct meaning / (meaning of phrase in the poem) 5. Inferential - (6) / A. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 7. Inferential - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension - (6) / 4. Use given systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension - (6) / 4. Use given systems (e.g., content clues) to construct meaning of lines in poem) 9. Inferential - (6) / 7. Demonstrating awareness that itexts reflect a purrose / (phrase from text which represents the main idea) 9. Inferential - (6) / 7. Demonstrating awareness that texts reflect a nurrose / (phrase from text which represents the main idea) 9. Inferential - (6) / 7. Demonstrating awareness that texts reflect a nurrose / (phrase from text which represents the main idea) 9. Inferential - (6) / 7. Use background knowledge to analyse information / (weil iterations continue into the future) 9. Inferential - (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential - (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential - (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential - (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text) 9. Inferential - (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential - (6) / 7. Demonstrating awareness that					
4. Comprehension—(6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use clutares of lext to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential—(6) / 7. Applying strategies to analyses text / (alliticration) 5. Inferential—(6) / 7. Applying strategies to analyses text / (alliticration) 7. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Recognize show conventions help understand that they read / (will write lower case letters used after punctuation) 1. Inferential—(6) / 7. Demonstrating awareness that it extended to a purpose of primase from text which represents the main idea) 7. Inferential—(6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 8. Inferential—(6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential—(6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential—(6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential—(6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential—(6) / 7. Demonstrating awareness the main indeas of the control of the strategies to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential—(6) / 7. Demonstrating awareness the main indeas of the certain of the future year and visal (trade parts of the			students	78.5	78.6
5. Inferential — (6) / A. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (ohrsee from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (ohrsee from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (ohrsee from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (ohrsee from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (ohrsee from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (ohrsee from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (ohrsee from text which represents the main idea) 8. Response to text — (6) / 6. Develop a personal response to text / (write a letter home describing culture you experienced, based on text) 8. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. Response to text — (6) / 7. Use text text text to verify their understanding of information / (obtain information from a map) 8. Comprehension — (6) / 4. Use strateg					
6. Inferential — (6) / 7. Applying strategies to analyse rext / (alliferation) 7. Inferential — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awareness that telts to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awareness that telts to reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) / 7. Demonstrating watered actions to text // (wite a letter home describing culture you experienced, based on text) 9. Inferential — (6) / 7. Demonstrating watered actions to text // (wite a letter home describing culture you experienced, based on text) 9. Inferential — (6) / 7. Demonstrating watered actions to text // (wite a letter home describing culture you experienced, based on text by giving another example) 9. Inferential — (6) / 7. Demonstrating watered actions to text // (wite a letter home describing culture you experienced, based on text by giving another example) 9. Inferential — (6) / 7. Demonstrating watered actions to text // (wite a letter home describing culture you experienced what they read and view / (use a letter home describing culture you experienced has described to text of the second on text of the second on text by giving another example) 9. Inferential — (6)					
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (will teach text) 9. Inferential – (6) / 7. Seepond critically to text by applying strategies to analyse and evaluate a text / (will teach text) 9. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (wite la text) for the poem and visual to extend on text) 9. NA			connaentiality.	53.4	52.0
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 1. Inferential – (5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential – (5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 4. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential – (5) / 7. Use background knowledge to analyse information / (obtain information from a map) 4. Comprehension – (6) / 4. Use text features to verify their understranding of information / (obtain information from a map) 4. Comprehension – (6) / 4. Use text features to verify their understranding of information / (obtain information from a map) 4. Inferential – (5) / 7. Use background knowledge to analyse information / (obtain information from a map) 4. Inferential – (5) / 4. Use background knowledge to analyse information / (why is the term "activist" used) 4. Inferential – (5) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (5) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (5) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (5) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (5) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (6) / 4. Use strategies to construct meaning / (read for meanin	7. Inferential	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		81.9	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. We background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential — (6) / 7. We sponder critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (wint a letter home describing culture you experienced, based on text) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (wint a letter home describing culture you experienced, based on text) 3. Response to text — (4) / 6. Describe, share, and discuss their personal response to text / (wint a letter home describing culture you experienced, based on text) 3. Response to text — (4) / 6. Describe, share, and discuss their personal response to text / (wint a letter home describing culture you experienced, based on text) 3. Response to text — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 3. Response to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential — (6) / 7. Use text articles to construct meaning / (reur porsonal response) 4. Inferential — (6) / 4. Use extrategies to construct meaning / (read for meaning) 4. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 4. Comprehension — (6) / 4. Use cut-given systems (context clues) to construct meaning / (rew vocabulary) 4. Inferential — (6) / 4. Use cut-given systems (context clues) to construct meaning / (rew vocabulary) 4. Inferential — (6) / 4. Use cut-given systems (context clues) to construct meaning / (rew vocabulary) 4. Inferential — (6) / 4. Use strategies to construct meaning / (rew vocabul	8. Comprehe	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (wilt traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing voltulery ou experienced, based on text) NA 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing voltulery ou experienced, based on text) NA NA NA NA NA NA NA NA NA N				31.4	32.5
Inferential - (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		45.3	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NOR 5. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) NOR Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (tem parameter) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension — (5) / 4. Use text features to verify their understanding of information / (botain information from a map) 13. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension — (6) / 4. Use cucing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential — (5) / 4. Use pictures to verify their understanding of information / (purpose of viousl) 17. Inferential — (6) / 4. Use pictures to verify their understanding of information / (purpose of viousl) 18. Inferential — (6) / 4. Use pictures to verify their understanding of information / (purpose of viousl) 19. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential — (6) / 7. Demonstratin					
3. Response to lext - (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential - (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NOA N/A NOA N/A NOA N/A NOA PICTION Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential - (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension - (6) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension - (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential - (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension - (6) / 4. Use cueing systems (context clues) to construct meaning / (rew occabulary) 16. Inferential - (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential - (6) / 4. Use strategies to construct meaning / (relatings of the main character) 18. Inferential - (6) / 4. Use strategies to construct meaning / (relatings of the text to develop a broader perspective) 18. Inferential - (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 18. Inferential - (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 18. Inferential - (6) / 7. Use broad the text of the time derstanding of information / (select feature of text and explain its purpose) 18. Inferential - (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 18. Inferential - (6) / 7. Use their knowledge base and experience with itexts to analyze information in text) 18. Inferential - (6) / 7. Us					
4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/					
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 12. Comprehension — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential — (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension — (6) / 4. Use cuteing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 17. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential — (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 11. Inferential — (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Inferential — (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 13. Inferential — (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 13. Inferential — (6) / 4. Use features of text to verify and reinforce their understanding of information in text / (why is a personal narrative included in the text) 13. Inferential — (6) / 7. Use their knowledge base and experience with texts to analyze information in the text / (write a journal antry from a soneone else's point of view)					
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 4. Use strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (sit he main character a hero) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 1. Inferential – (6) / 7. Use their knowledge base on a experience with texts to analyze information in text / (why is a personal narrative included in the text) 1. Inferential – (6) / 7. Use their knowledge base on experience with texts to analyze information in text) 1. Inferential – (6) / 7. Use their knowledge base on experience with texts to analyze information in the text / (doy on agree/disagree					
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 1. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 1. Inferential – (6) / 7. Use their knowledge base and experience with text / (wire a journal entry					
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13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a pournal entry from a someone else's point of view) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 14. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with infor					
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19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				33.7	34.1
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A	19. Inferential	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)			
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5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)					

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM 71 O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT



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

School #: 177 Greenwood Academy, Campbellton Grades: K-9

School #: 177 Greenwood Academy, Campbellton Grades: K-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=15]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.3	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.7	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	73.3	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	86.7	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	93.3	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	13.3	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.7	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	66.7	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1471	1,471	1,471
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.9	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	53.9	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	84.6	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.9	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.9	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	30.8	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	53.9	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	23.1	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	1	1	

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

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

Source: Division of Evaluation and Research, Department of Education

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11/7/2012

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

School #: 178 Phoenix Academy, Carmanville Grades: K-12

School #: 178 Phoenix Academy, Carmanville Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=27]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.0	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	96.0	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	76.0	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	68.0	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.0	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	16.0	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.0	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	60.0	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	16.0	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	24.0	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	59.1	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.2	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	86.4	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	68.2	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.4	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.8	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	18.2	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.1	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	40.9	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

Centreville Academy, Centreville-Wareham Grades: K-9 School #: 179

School #: 179 Centreville Academy, Centreville-Wareham Grades: K-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	85.7	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	71.4	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	28.6	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	71.4	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	57.1	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	14.3	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	45.3	45.3
Constructed Response	N/A	N1/A	N1/A
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A N/A	N/A N/A	N/A N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	71.4	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.7	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	71.4	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	0.0	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.1	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	14.3	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

A. R. Scammell Academy, Change Islands Grades: K-12 School #: 180

School #: 180 A. R. Scammell Academy, Change Islands Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=2]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	confidentiality.	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		00.0	00.0
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		89.0	89.9
13. Comprehension – (5) / 4. Use strategies to construct meaning / (read for meaning)		79.4	78.9
13. Comprehension = (0) / 4. Ose strategies to constitue incanning / (read for incanning) 14. Inferential = (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		76.4 89.9	74.7 88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		IN/A	IN/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

11/7/2012

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Grades: K-9 William Mercer Academy, Dover School #: 183

School #: 183 William Mercer Academy, Dover Grades: K-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=12]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.7	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	91.7	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new	situation to text) 100.0	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	75.0	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.3	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	16.7	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	45.3	45.3
Constructed Response		21/2	N./A
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A N/A	N/A N/A	N/A N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential $-(6)/7$. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by		N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.7	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.7	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.7	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday	life) 91.7	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	33.3	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the	text) N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT



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

Grades: K-3,5-6 Sandstone Academy, Ladle Cove School #: 188

Residence Responses Grade Levell / Outcome (Item parameter) Residence Responses Grade Levell / Outcome / Item parameter) Residence Responses Grade Levell / Outcome / Item parameter) Residence Responses Grade Levell / Outcome / Responses Residence Responses Residence Responses Residence Response Residence	School #: 188	Sandstone Academy, Ladle Cove Grades: K-3,5-6	School	District	Province
1. Inferential—(6) / P. Demonstrate awareness that lexts reflect a purpore / (purpope of lext) 2. Inferential—(6) / P. Demonstrate awareness that lexts reflect a purpore of (purpope of lext) 3. Inferential—(6) / L. Use strategies to construct meaning / (feeling of poem) 4. Comprehension—(6) / 4. Use cuitag systems (e.g., content cheen by construct meaning of phrase in the poem) 5. Inferential—(6) / 7. Applying strategies to analyse interval (allieration) 6. Inferential—(6) / 7. Applying strategies to analyse text / (allieration) 7. Inferential—(6) / 7. Applying strategies to analyse interval (allieration) 8. Inferential—(6) / 7. Depromstrating awareness that all custs reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Depromstrating awareness that lexts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Depromstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Depromstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(6) / 7. Demonstrating	Item	Cognitive Level - Outcome (item parameter)		[N=922]	[N=5,029]
1. Inferential—(6) / P. Demonstrate awareness that lexts reflect a purpore / (purpope of lext) 2. Inferential—(6) / P. Demonstrate awareness that lexts reflect a purpore of (purpope of lext) 3. Inferential—(6) / L. Use strategies to construct meaning / (feeling of poem) 4. Comprehension—(6) / 4. Use cuitag systems (e.g., content cheen by construct meaning of phrase in the poem) 5. Inferential—(6) / 7. Applying strategies to analyse interval (allieration) 6. Inferential—(6) / 7. Applying strategies to analyse text / (allieration) 7. Inferential—(6) / 7. Applying strategies to analyse interval (allieration) 8. Inferential—(6) / 7. Depromstrating awareness that all custs reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Depromstrating awareness that lexts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Depromstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Depromstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (dentify epacker in text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Inferential—(6) / 7. Demonstrating	Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(a) // 1. Demonstrate awareness that texts reflect a purpose (fext) Inferential—(b) // 1. Set strategies to construct meaning / (feeding of porm) Accomprehension—(b) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) Inferential—(b) // 4. Use testures of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) Inferential—(b) // 4. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 4. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 4. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in the poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines in the poem) Inferential—(b) // 5. Describes the construct meaning / (meaning of lines i	1. Inferential		School data	93.1	93.2
1. Inferential — (6) / 4. Use strategies to construct meaning / (feeling of poem) 2. Inferential — (6) / 4. Use cuitag systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 3. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 3. Inferential — (6) / 7. Polyping strategies to analyse text / (allieration) 3. Inferential — (6) / 7. Polyping strategies to analyse text / (allieration) 3. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 4. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a numbors / (phrase from text which represents the main idea) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a numbors / (phrase from text which represents the main idea) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a numbors / (phrase from text which represents the main idea) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a numbors / (phrase from text which represents the main idea) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a numbor / (proving a later town electricity) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a numbor / (proving a later town electricity) 4. Inferential — (6) / 7. Demonstrating awareness by making comections with its exert / (personal experience), based on text / (personal experience), based on text / (personal experience) with representative of the future of text — (personal experience) with representative of the future of text — (personal experience) with representative of text — (personal experienc					
4. Comprehension — (6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) / 7. Desteutures of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Denonstrating awareness that all texts reflect a primor of view / (identify speaker in text) 8. Inferential — (6) / 7. Becomes that all texts reflect a primor of view / (identify speaker in text) 9. Inferential — (6) / 7. Percognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 11. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 12. Inferential — (6) / 7. Des background knowledge to analyse information / (meaning of a line in the poem) 12. Inferential — (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 13. Response to eat — (4) in Describe, share, and discous their personal excitons to text / (will raditions continuiture to the future) 13. Response to eat — (4) in Describe, share, and discous their personal excitons to text / (will raditions continuiture) on experienced, based on text) 13. Response to eat — (4) in Describe, share, and discous their personal excitons to text / (will raditions continuiture) on experienced, based on text) 13. Response to eat — (6) in Develop a personal response by making connections within exts / (personal experience with tradition) 13. Response to eat — (6) in Develop a personal response by making connections within exts / (personal experience with tradition) 14. Inferential — (6) / 7. Use text features to verify their understanding of information / (beta and				78.5	78.6
5. Inferential — (6) / 4. Use features of rext to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text — (will teaditions continue into the future) 8. Inferential — (6) / 7. Bespond critically to text by applying strategies to analyse and evaluate a text / (will teaditions continue into the future) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text — (will teaditions continue into the future) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text — (will tead and view / tisse poem and visual to extend on text by giving another example) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of fext) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of fext) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of fext) 8. Comprehension — (5) / 4. Use strategies to construct meaning / (meaning / text) for meaning) 8. Infer					
6. Inferential — (6) /7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) /7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) /4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (5) /7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) /7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential — (6) /7. Dee donates reflect a purpose of view of the personal researches where, and discuss their presonal reactions to text / (will traditions continue into the future) 9. Response to text — (6) /6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/					
7. Inferential — (6) /7. Demonstrating awareness that letxs reflect a point of view / (identify speaker in text) 8. Comprehension — (6) /4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) / 7. Debonstrating awareness that texts to advantage a text / (will funditions continue into the future) 9. Inferential — (6) / 7. Debonstrating awareness that texts to the plant and advantage a text / (will funditions continue into the future) 9. Inferential — (6) / 7. Debonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential — (6) / 7. Debonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Selected Response: (Grade Level) / Outcome No. / Outcome / (tem parameter) 9. Selected Responses: (Grade Level) / Outcome No. / Outcome / (tem parameter) 9. Selected Responses: (Grade Level) / Outcome No. / Outcome / (tem parameter) 9. Selected Responses: (Grade Level) / Outcome No. / Outcome / (tem parameter) 9. Selected Responses: (Grade Level) / Outcome No. / Outcome / (tem parameter) 9. Selected Responses: (Grade Level) / Outcome No. / Outcome / (tem parameter) 9. Selected Responses: (Grade Level) / Outcome No. / Outcome / (tem parameter) 9. Selected Responses: (Grade Level) / Outcome No. / Outcome / (tem parameter) 9. Selected Responses: (Grade Level) / Outcome No. / Outcome / (tem parameter) 9. Selected Responses: (Grade Le			confidentiality.	53.4	52.0
8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 1. Inferential—(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 1. Inferential—(5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 2. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (will preter home describing culture you experienced, based on text) 3. Response to text—(6) / 6. Describe, share, and discuss their personal reactions to text / (will preter home describing culture you experienced, based on text) 3. Response to text—(6) / 6. Develop a personal reactions to text / (will be text for the future) 3. Response to text—(6) / 6. Develop a personal reactions to text / (will be text for the future) 3. Response to text—(6) / 6. Develop a personal reactions to text / (will be text for the future) 3. Response to text—(6) / 6. Develop a personal reactions to text / (will be text for the future) 3. Response to text—(6) / 6. Develop a personal reactions to text / (will be text for the future) 3. Response to text—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Response to text—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 3. Response to text—(6) / 4. Use cutterial experiments of the main character) 3. Response to text—(6) / 4. Use cutterial experiments of text in development of text of text of develop a broader perspective) 3. Inferential—(
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential — (6) / 7. Desponder cirtically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 4. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the thuture) 4. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the thuture) 4. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the thuture) 4. Inferential — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) **Non Fiction** **Non Fiction** **Seponse to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) **Non Fiction** **Non Fiction** **Seponse to text — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension— (6) / 4. Use text features to verify their understanding of information / (why is the term "activist" used) 3. Comprehension— (6) / 4. Use strategies to construct meaning / (new vocabulary) 3. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 3. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 3. Inferential — (6) / 4. Use strategies to analyse and evaluate text /					
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 45.3 45.3 Constructed Response 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (with a letter home describing culture you experienced, based on text) 1. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (with a letter home describing culture you experienced, based on text) 1. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 5. Comprehension – (6) / 4. Use cuteing systems (context clues) to construct meaning / (reaw vocabulary) 6. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 7. Inferential – (6) / 4. Use strategies to construct meaning / (ream vocabulary) 8. Bas a sa				31.4	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. To be characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/				45.3	
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (write a letter home describing culture you experienced, based on text) N/A N/A N/A N/A N/A N/A N/A N/	Constructed Resp	onse			
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA NA NA NA NA NOR Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension – (5) / 4. Use set teatures to verify their understanding of information / (obtain information from a map) 3. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 4. Inferential – (6) / 4. Use pictures to verify their understanding of information / (why is the term "activist" used) 4. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 4. Inferential – (6) / 4. Use strategies to construct meaning / (rew vocabulary) 4. Inferential – (6) / 4. Use strategies to construct meaning / (purpose of visual) 4. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 4. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 4. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 5. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 5. Inferential – (6) / 6. Support their opinion about texts / (is the main character a hero) 5. Inferential – (6) / 6. Develop a personal response by making connections within text / (why is a personal narrative included in the text) 5. Inferential – (6) / 7. Use their knowledge base and experience wit				N/A	N/A
4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/					
NA Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use strategies to construct meaning / (read for meaning) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use strategies to construct meaning / (new vocabulary) 17. Inferential – (6) / 4. Use strategies to construct meaning / (fleed proceabulary) 18. Inferential – (6) / 4. Use strategies to construct meaning / (fleed parameter) 19. Inferential – (6) / 4. Use strategies to construct meaning / (fleed parameter) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts / (write a journal entry from a soneone else's point of view) 14. Inferential – (6) / 7. Use their knowledge base to question information in the text / (wyo us agreed/disagree with information in text) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (doy ou agreed/disagree with information in text) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (doy ou agreed/disagree with information in the text)	3. Response to tex	at – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)			
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use sittedgies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 1. Inferential – (6) / 1. Use their knowledge base and experience with texts to analyze information in text / (wite a journal entry from a someone else's point of view) 1. Inferential – (6) / 1. Use their knowledge base on text – (6) / 6. Develop a personal response by making connections within text / (wire a journal entry from a someone else's					
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (why is a personal narrative included in the text) N/A N/A N/A N/A N/A N/A N/A N/	5. Response to tex	ct – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		IN/A	IN/A
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (inalyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (write a journal entry from a someone else's point of view) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in intext) 14. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 14. Response to text – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	Non Ficti	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 3. Use features of text to verify and reinforce their understanding of information presented in text / (why is a personal narrative included in the text) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	 Inferential 	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		89.0	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use their knowledge base and experience with text so analyze information presented in text / (why is a personal narrative included in the text) 1. Inferential – (6) / 7. Use their knowledge base to question information in text / (write a journal entry from a someone else's point of view) 1. Inferential – (6) / 7. Use their knowledge base to question information in text / (write a journal entry from a someone else's point of view) 1. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	12. Comprehe	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.4	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with text to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	13. Comprehe	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)		76.4	74.7
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their poinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	 Inferential 	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		89.9	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				77.3	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a journal entry from a someone else's point of view) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				88.4	89.6
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				78.0	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A				33.7	34.1
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				64.2	66.1
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A	Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		54.3	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A	Constructed Resp	onse			
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A					
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A					
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)					
				N/A	N/A N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

Grades: K-6 School #: 189 Lewisporte Academy, Lewisporte

3011001 #. 109	Lewisporte Academy, Lewisporte Grades. N-0	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=51]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	79.6	93.1	93.2
 Inferential 	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.8	87.7	86.8
3. Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	65.3	78.5	78.6
4. Comprehe	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	69.4	76.5	77.9
 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.9	93.6	94.3
6. Inferential	- (6) / 7. Applying strategies to analyse text / (alliteration)	46.9	53.4	52.0
Inferential	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.8	81.9	82.2
8. Comprehe	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	38.8	40.8	42.2
Inferential	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.9	31.4	32.5
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	36.7	45.3	45.3
Constructed Resp	onse		I	
	7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	tt – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	77. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A N/A
5. Response to tex	tt – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	IN/A
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.0	89.0	89.9
	100 - (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	84.0	79.4	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	76.0	76.4	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	82.0	89.9	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	78.0	77.3	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.0	88.4	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.0	78.0	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	50.0	33.7	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	72.0	64.2	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	52.0	54.3	57.0
Constructed Resp			I	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	xt – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) (xt – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
	(t – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 1 / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A	N/A N/A
o. micremai – (0	, The spond critically to text of applying strategies to analyse and critical a text (mounting of sentence in the text)	14/1	14//1	1 4/ / 1

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

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

Source: Division of Evaluation and Research, Department of Education

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11/7/2012

78



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

Grades: K-9 Lumsden Academy, Lumsden School #: 192

Item Cognitive Level - Outcome (item parameter) [N=10] [N=922] [N=5,029]	School #: 192	Lumsden Academy, Lumsden Grades: K-9	School	District	Province
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one) 2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 77.8 81.9 82.2 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 44.4 40.8 42.2	Item	Cognitive Level - Outcome (item parameter)		[N=922]	[N=5,029]
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 44.4 40.8 42.2	Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 7. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 4. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	1. Inferential	1-(6)/4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 88.9 76.5 77.9 93.6 94.3 52.0 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 81.9 82.2 82.2 44.4 40.8 42.2 			77.8	87.7	86.8
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 93.6 94.3 52.0 77. Before their understanding of information / (use text and visual to extend on text; apply a new situation to text) 77. Applying strategies to analyse text / (alliteration) 77. Before their understanding of information / (use text and visual to extend on text; apply a new situation to text) 94.3 52.0 75. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 81.9 42.2	3. Inferential	1 – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.9	78.5	78.6
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 40.8 41.9 42.2			88.9	76.5	77.9
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 40.8 81.9 82.2 42.2	 Inferential 	l – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 44.4 40.8 42.2			33.3	53.4	52.0
			77.8	81.9	
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)			44.4	40.8	42.2
		1 - (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	77.8	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 11.1 45.3 45.3			11.1	45.3	45.3
Constructed Response					
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) N/A N/A N/A N/A N/A					
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) N/A N/A N/A N/A N/A N/A N/A N/					
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A					
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A					
	•				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)					
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)			70.0	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 78.9			90.0	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)				76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 90.0 89.9 88.3			90.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 70.0 77.3 78.0			70.0	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 70.0 88.4 89.6					
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 80.0 78.0 80.9					
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 20.0 33.7 34.1					
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 30.0 64.2 66.1					
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 50.0 54.3 57.0			50.0	54.3	57.0
Constructed Response					
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/					
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A N/A N/A N/A N/A N/A N/A N/					
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A N/A N/A N/A N/					
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)					
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text) N/A N/A					

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

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

Source: Division of Evaluation and Research, Department of Education



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

11/7/2012

Gill Memorial Academy, Musgrave Harbour Grades: K-12 School #: 194

School #: 194 Gill Memorial Academy, Musgrave Harbour Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=15]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	86.7	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	73.3	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	60.0	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	60.0	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	93.3	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	53.3	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	46.7	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	53.3	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	'''	14,71	1,471
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	71.4	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	57.1	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	64.3	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	78.6	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	92.9	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	78.6	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	64.3	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 2. Informatical (6) / 7. Use their broughedge base and experience with texts to engly a information presented in text / (why is a personal permetty included in the text)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	Į. Š	1	

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

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

Grades: K-1,4-12

St. Gabriel's AG, St. Brendan's School #: 196

School #: 196	St. Gabriel's AG, St. Brendan's	Grades: K-1,4-12	School	District	Province
Item	Cognitive Level - Outcome (item parame	ter)	[N=2]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcor	me No. / Outcome / (Item parameter)			
 Inferential 	-(6) / 4. Use strategies to construct meaning / (is the t	tle a good one)	School data	93.1	93.2
	-(6)/7. Demonstrate awareness that texts reflect a pu		with 5 or fewer	87.7	86.8
	- (6) / 4. Use strategies to construct meaning / (feeling		students	78.5	78.6
		o construct meaning / (meaning of phrase in the poem)	withheld for	76.5	77.9
		anding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of	93.6	94.3
	-(6)/7. Applying strategies to analyse text / (alliteration)		confidentiality.	53.4	52.0
	-(6)/7. Demonstrating awareness that all texts reflect			81.9	82.2
8. Comprehe	nsion - (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9. Inferentia	1 - (5) / 7. Recognize how conventions help understand	that they read / (why were lower case letters used after punctuation)		31.4	32.5
10. Inferentia	1 - (6) / 7. Demonstrating awareness that texts reflect a	purpose / (phrase from text which represents the main idea)		45.3	45.3
Constructed Resp	onse				
) / 7. Use background knowledge to analyse information / (m			N/A	N/A
		se and evaluate a text / (will traditions continue into the future)		N/A	N/A
		ns to text / (write a letter home describing culture you experienced, based on text)		N/A	N/A
		m understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
5. Response to te	xt - (6) / 6. Develop a personal response by making connection	ns within texts / (personal experience with tradition)		IN/A	IN/A
	ion Selected Response: (Grade Level) / Outc				
	$-$ (6) / 7. Demonstrating awareness that texts reflect a μ			89.0	89.9
		nding of information / (obtain information from a map)		79.4	78.9
	nsion $-$ (6) $/$ 4. Use strategies to construct meaning $/$ (re			76.4	74.7
	- (5) / 7. Use background knowledge to analyse inform			89.9	88.3
	nsion $-(6)/4$. Use cueing systems (context clues) to co			77.3	78.0
	-(5) / 4. Use pictures to verify their understanding of i			88.4	89.6
	- (6) / 4. Use strategies to construct meaning / (feeling			78.0	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzi			33.7	34.1
		ext / (comparison made in text relates to a similar comparison in everyday life)		64.2	66.1
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a 1	ourpose / (phrase from text which represents main idea)		54.3	57.0
Constructed Resp					
		anding of information / (select feature of text and explain its purpose)		N/A	N/A
	xt - (5) / 6. Support their opinion about texts / (is the main ch			N/A	N/A
		nalyze information presented in text / (why is a personal narrative included in the text)		N/A	I N/A
	xt – (6) / 6. Develop a personal response by making connection of the connection of the connection of the connection in the connection in the connection of	ons within text / (write a journal entry from a someone else's point of view)		N/A N/A	N/A N/A
) / 7. Respond critically to text by applying strategies to analy			N/A N/A	N/A N/A
J. Interential – (C	, , , respond critically to text by applying strategies to analy	be and evaluate a text / (modning of bontonee in the text)		1 4/ / 1	1 4/ / 1

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

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

Source: Division of Evaluation and Research, Department of Education



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

11/7/2012

Twillingate Island Elementary, Twillingate Grades: K-6 School #: 202

School #: 202 Twillingate Island Elementary, Twillingate Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=18]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	88.2	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.1	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	64.7	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	94.1	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	76.5	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	70.6	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	94.1	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	23.5	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29.4	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.2	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another exampl 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	le) N/A N/A	N/A N/A	N/A N/A
5. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/1	14/71	14/71
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	75.0	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	75.0	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	87.5	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	62.5	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.5	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	93.8	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	12.5	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	43.8	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	31.3	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	I N/A	IN/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT



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

Grades: K-12 Pearson Academy, Wesleyville School #: 204

School #: 204 Pearson Academy, Wesleyville Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=17]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.5	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.8	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.0	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	87.5	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	43.8	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	31.3	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.5	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.3	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	62.5	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	93.8	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	81.3	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	6.3	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	43.8	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	37.5	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	ı	ı	

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 206 Riverwood Academy, Wing's Point Grades: K-12

School #: 206	Riverwood Academy, Wing's Point Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=24]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.3	93.1	93.2
	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	78.3	87.7	86.8
3. Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	56.5	78.5	78.6
	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	69.6	76.5	77.9
 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.7	93.6	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	43.5	53.4	52.0
Inferential	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.3	81.9	82.2
 Comprehe 	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	21.7	40.8	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	30.4	31.4	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	30.4	45.3	45.3
Constructed Resp 1. Inferential – (5	onse 0 / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6	7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	st – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
·	7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to tex	st – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	79.0	89.0	89.9
	-(5)/4. Use text features to verify their understanding of information / (obtain information from a map)	47.4	79.4	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	52.6	76.4	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	68.4	89.9	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	26.3	77.3	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	63.2	88.4	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	79.0	78.0	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	21.1	33.7	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.2	64.2	66.1
 Inferential Constructed Response 	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	52.6	54.3	57.0
	onse) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	xt - (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to te	xt – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

Avoca Collegiate, Badger Grades: K-9 School #: 398

School #: 398	Avoca Collegiate, Badger Grades: K-9	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=13]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential – 	(6) / 4. Use strategies to construct meaning / (is the title a good one)	90.9	93.1	93.2
2. Inferential –	(6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.7	86.8
3. Inferential –	6) / 4. Use strategies to construct meaning / (feeling of poem)	81.8	78.5	78.6
	on – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.8	76.5	77.9
5. Inferential –	6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.9	93.6	94.3
6. Inferential –	(6) / 7. Applying strategies to analyse text / (alliteration)	90.9	53.4	52.0
7. Inferential –	(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	27.3	81.9	82.2
	on – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	27.3	40.8	42.2
	(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	18.2	31.4	32.5
 Inferential – 	(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	54.6	45.3	45.3
Constructed Respon				
	7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	(4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	(6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A N/A
J. Response to text -	(0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	14/71	14//	1,7,1
	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	72.7	89.0	89.9
	on $-(5)/4$. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.4	78.9
	on $-(6)/4$. Use strategies to construct meaning / (read for meaning)	63.6	76.4	74.7
	(5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	90.9	89.9	88.3
	on $-(6)/4$. Use cueing systems (context clues) to construct meaning / (new vocabulary)	63.6	77.3	78.0
	(5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	81.8	88.4	89.6
	(6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	78.0	80.9
	(6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	18.2	33.7	34.1
	(6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	81.8	64.2	66.1
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	36.4	54.3	57.0
Constructed Respon				
	4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	(5) / 6. Support their opinion about texts / (is the main character a hero) 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
	(6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
	7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
		J		

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

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

Source: Division of Evaluation and Research, Department of Education

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

Helen Tulk Elementary, Bishop's Falls Grades: K-6 School #: 400

School #: 400 Helen Tulk Elementary, Bishop's Falls Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=28]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.6	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	88.9	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.9	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	66.7	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	48.2	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.9	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	48.2	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.9	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.4	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	'''	1,77	1,77
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	92.6	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	92.6	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.2	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	92.6	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.2	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.9	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	74.1	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	37.0	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.3	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	63.0	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	I N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A	N/A
Comment of the control of the contro	1	I ''''	

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

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

Grades: K-12

Lakeside Academy, Buchans School #: 403

School #: 403	Lakeside Academy, Buchans Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=8]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential - 	(6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
 Inferential - 	(6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.5	87.7	86.8
	(6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	78.5	78.6
	sion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	87.5	76.5	77.9
	(6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	93.6	94.3
	(6) / 7. Applying strategies to analyse text / (alliteration)	0.0	53.4	52.0
	(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	81.9	82.2
	sion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.5	40.8	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	31.4	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	37.5	45.3	45.3
Constructed Respo			1	
	7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
	(4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter nome describing culture you experienced, based on text) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	- (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
•			l	
	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		I	
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	75.0	89.0	89.9
	sion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	50.0	79.4	78.9
	sion - (6) / 4. Use strategies to construct meaning / (read for meaning)	62.5	76.4	74.7
	(5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
	sion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	77.3	78.0
	(5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.5	88.4	89.6
	(6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	78.0	80.9
	(6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	33.7	34.1
	(6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	50.0	64.2	66.1
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	62.5	54.3	57.0
Constructed Respo			1	
	/ 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	- (5) / 6. Support their opinion about texts / (is the main character a hero) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
	- (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
	7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
()		,		

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

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

Source: Division of Evaluation and Research, Department of Education

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

Grades: 1-3.5-7.9-12

School #: 405 Cottrell's Cove Academy, Cottrell's Cove

District Province School Cognitive Level - Outcome (item parameter) [N=1] [N=922] [N=5,029]Item Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) Poetic Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one) School data 93.1 93.2 Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) with 5 or fewer 87.7 86.8 students Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 78.5 78.6 withheld for Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 76.5 77.9 reasons of Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 93.6 94.3 confidentiality 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 53.4 52.0 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 81.9 82.2 Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 40.8 42.2 Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 31.4 32.5 Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 45.3 45.3 Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) N/A N/A N/A 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) N/A 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) N/A N/A N/A N/A 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 89.0 89.9 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 79.4 78.9 Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 76.4 74.7 Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 89.9 88.3 Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 77.3 78.0 Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 88.4 89.6 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 78.0 80.9 Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 33.7 34.1 Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 64.2 66.1 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 54.3 57.0 Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) N/A N/A 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A N/A 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A

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

O:\CRT12\LANG 6\MC\EL12 6CL W.RPT

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

6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)

Source: Division of Evaluation and Research, Department of Education

N/A

N/A



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

District 3 - Nova Central

Fitzgerald Academy, English Harbour West Grades: K-12 School #: 406

Response Cognitive Level - Outcome (tiem parameter) Response
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one) 2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (freeling of poem) 5. Inferential – (6) / 4. Use using systems (e.g., content clues) to construct meaning / (freeling of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (fine analyse of text) 8. Comprehension – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Comprehension – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Constructed Response 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Linferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 8. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text) by giving another example) 8. Response to text – (4) / 6. Describe, share, and discuss their personal response by making connections within texts / (personal experience with tradition) 8. Response to text – (6) / 6. Develop a persona
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use strategies to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that exist reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that exist reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that exist reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that exist reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Desonbeat the personal reactions to text / (will traditions continue into the future) 9. N/A 9. N
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose of text) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension – (6) / 4. Use strategies to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that exist reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that exist reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that exist reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that exist reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Desonbeat the personal reactions to text / (will traditions continue into the future) 9. N/A 9. N
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 7. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 81.8 53.4 52.0 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a text / (write a letter home describing culture you experienced, based on text) 9. Inferential – (6) / 7. Demonstrating awareness by making connections within texts / (personal experience with tradition) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (6) / 4. Use text features to verify their understan
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 8. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential – (5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 8. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 8. Inferential – (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 8. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 8. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. Response to text – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 8. Response to text – (6) / 6. Develop a personal response by making connections within texts / (
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (5) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (wirl text home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (brase from text which represents the main idea) 20. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 7. Use characteristics of different types of print to help them understand what they giving another example) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 4. NA 4. NA 4. NA 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 4. NA 5. Response to text – (6) / 6. Develop a personal responses that texts reflect a purpose / (purpose of text) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (6) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use cuering systems (context clues) to construct
8. Comprehension – (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 54.6 31.4 32.5 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (wirl a eltter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 54.6 31.4 32.5 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) N/A N/A N/A N/A N/A N/A N/A N/
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 18. Outper description of the parameter of them parameter) 19. Outcome No. / Outcome / (Item parameter) 19. Outcome No. / Outcome / (Item parameter) 19. Outcome / (purpose of text) 19. Outcome No. / Outcome / (purpose of text) 19. Outcome No. / Outcome / (purpose of text) 19. Outcome No. / Outcome No. / Outcome / (purpose of text) 19. Outcome No. / Outcome No. / Outcome No. / Outcome No. / Outcome / (purpose of text) 19. Outcome No. / Outcom
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 173.3 189.0 189.9 18.9 18.9 18.9 18.1 18.0 18.0 18.0 18.0 18.0 18.0 18.0 18.0
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)73.379.478.913. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)86.776.474.714. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)89.988.315. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)53.377.378.0
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)86.776.474.714. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)80.089.988.315. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)53.377.378.0
14.Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)80.089.988.315.Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)53.377.378.0
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 53.3 77.3 78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 73.3 78.0 80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 33.3 33.7
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 73.3 64.2 66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 73.3 54.3 57.0
Constructed Response
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A N/A N/A N/A N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A N/A N/A N/A N/
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text) N/A N/A N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 407 Bay d'Espoir Academy, Milltown Grades: K-12

School #: 407	Bay d'Espoir Academy, Milltown Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=27]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.2	93.1	93.2
	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.3	87.7	86.8
Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	76.9	78.5	78.6
 Comprehe 	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	88.5	76.5	77.9
 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.2	93.6	94.3
Inferential	- (6) / 7. Applying strategies to analyse text / (alliteration)	65.4	53.4	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	92.3	81.9	82.2
	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	42.3	40.8	42.2
	1 – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.9	31.4	32.5
Inferentia	I - (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.3	45.3	45.3
Constructed Resp				
) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
)/7. Respond critically to text by applying strategies to analyse and evaluate a text/(will traditions continue into the future)	N/A	N/A	N/A
	xt – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
)/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to te	xt - (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IV/A	IN/A	IN/A
Non Fict	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
Comprehe	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.0	79.4	78.9
Comprehe	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	92.0	76.4	74.7
14. Inferential	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	96.0	89.9	88.3
Comprehe	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	72.0	77.3	78.0
Inferential	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	84.0	88.4	89.6
17. Inferential	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.0	78.0	80.9
18. Inferential	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.0	33.7	34.1
19. Inferential	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.0	64.2	66.1
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	64.0	54.3	57.0
Constructed Resp	oonse			
	6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	xt – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	7) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	xt - (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
	7) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Interential – (6	7) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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11/7/2012



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

School #: 409 Indian River Academy, Springdale Grades: K-6

Response Comprehension Col. A Use strategies to construct meaning / (is the title a good one) Problem Comprehension Col. A Use strategies to construct meaning / (is the title a good one) Section S	School #: 409 Indian River Academy, S	Springdale Grades: K-6	School	District	Province
1. Inferential—(6) / A. Use strategies to construct meaning / (see title a good one) 2.5 Inferential—(6) / A. Use strategies to construct meaning / (feeling of poem) 3. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension—(6) / 4. Use cuting systems (e.g., content cleave) to construct meaning / (feeling of poem) 5. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential—(6) / 7. Deprometrating ovarcness that all texts reflect a point of view / (decinify equator in text) 7. Inferential—(6) / 7. Deprometrating ovarcness that all texts reflect a point of view / (decinify equator in text) 7. Inferential—(6) / 7. Deprometrating ovarcness that all texts reflect a point of view / (decinify equator in text) 7. Inferential—(6) / 7. Deprometrating ovarcness that texts reflect a point of view / (decinify equator in text) 7. Inferential—(6) / 7. Deprometrating ovarcness that texts reflect a point of view / (decinify equator in text) 7. Inferential—(6) / 7. Deprometrating ovarcness that texts reflect a point of view / (decinify equator in text) 8. Inferential—(6) / 7. Demonstrating avarcness that texts reflect a point of line in the poem) 8. Inferential—(6) / 7. Demonstrating avarcness that texts reflect a point of line in the poem) 8. Inferential—(6) / 7. Demonstrating avarcness that texts reflect a point of line in the poem) 8. Inferential—(6) / 7. Demonstrating avarcness that texts reflect a point of line in the poem) 8. Inferential—(6) / 7. Demonstrating avarcness that texts reflect a point of line in the poem) 8. Inferential—(6) / 7. Demonstrating avarcness that texts reflect a point of line in the poem) 8. NA 8	Item Cognitive Le	Level - Outcome (item parameter)			
2. Inferential—(a) // 1. Demonstrate awareness that texts reflect a purpose (purpose of text) 3. Inferential—(b) // 1. Use trategies to construct meaning / (feeling of poem) 4. Comprehension—(b) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 4. Comprehension—(c) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(b) // 1. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential—(b) // 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(b) // 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 6. Comprehension—(c) // 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 6. Inferential—(c) // 7. Demonstrating awareness that all texts reflect a purpose / (why were lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that letts reflect a purpose / (why were lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that letts reflect a purpose / (why were lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that letts reflect a purpose / (why were lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (why were lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (why were lower lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (why were lower of letter) 6. Inferential—(c) // 7. Demonstrating wareness that text reflect a purpose / (purpose of text) 6. Inferential—(c) // 7. Demonstrating invariances that text reflect a purpose / (purpose of text) 6. Inferential—(c) // 7. Demonstra	Poetic Selected Response	e: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(a) // 1. Demonstrate awareness that texts reflect a purpose (purpose of text) 3. Inferential—(b) // 1. Use trategies to construct meaning / (feeling of poem) 4. Comprehension—(b) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 4. Comprehension—(c) // 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(b) // 1. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential—(b) // 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(b) // 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 6. Comprehension—(c) // 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 6. Inferential—(c) // 7. Demonstrating awareness that all texts reflect a purpose / (why were lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that letts reflect a purpose / (why were lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that letts reflect a purpose / (why were lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that letts reflect a purpose / (why were lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (why were lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (why were lower lower case letters used after punctuation) 6. Inferential—(c) // 7. Demonstrating awareness that texts reflect a purpose / (why were lower of letter) 6. Inferential—(c) // 7. Demonstrating wareness that text reflect a purpose / (purpose of text) 6. Inferential—(c) // 7. Demonstrating invariances that text reflect a purpose / (purpose of text) 6. Inferential—(c) // 7. Demonstra	1. Inferential – (6) / 4. Use strategies to	construct meaning / (is the title a good one)	92.5	93.1	93.2
Inferential = (i) / 4. Use strategies to construct meaning / (feeling of poem) 82.5 78.5 78.6					
4. Comprehension – (6) / 4. Use cuiting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 7. Defauters of feet to treinforce their on information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential – (6) / 7. Pophying strategies to analyses text / (allification) 7.7. So. 5.4 5.0 6. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuiting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a promose / (othrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a promose / (othrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a promose / (othrase from text which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a promose / (othrase from texts which represents the main idea) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a promose / (othrase from texts which represents the main idea) 9. NA			85.0	78.5	78.6
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 11. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 12. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 13. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 14. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (will traditions continue into the future) 15. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text (will traditions continue into the future) 16. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 17. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 18. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 18. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 18. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 18. Comprehension — (5) / 4. Use clusted speakers (context clusted in main) 18. Comprehension — (6) / 4. Use cutage speakers (context clusted in main) 18. Inferential — (6) / 7. Use text [calures to verify their understanding of information / (p					
6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 77.5 53.4 52.0 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. 22 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 10. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 10. Response to text — (6) / 6. Develop a personal response by making connections within texts / (will traditions continue into the future) 10. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 10. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 10. Inferential — (6) / 7. Develop a personal response by making connections within texts / (personal experience with tradition) 10. Inferential — (6) / 4. Use strategies to construct meaning / (read for meaning) 10. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 10. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 10. Inferential — (6) / 7. Use background knowledge to analyse information / (with six for the construction of the personal response by itsual in text in the personal response by itsual in the personal response t	5. Inferential – (6) / 4. Use features of te	text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	85.0	93.6	94.3
8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential—(5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(5) / 7. Demonstrating awareness that texts reflect an autorial continue into the future) 10. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 10. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 10. Inferential—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text) 10. Response to text—(6) / 6. Develop a personal reactions to text / (wife a breath one describing culture you experienced, based on text) 11. Inferential—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 12. Comprehension—(5) / 4. Use extrategies to construct meaning / (read for meaning) 13. Comprehension—(6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential—(6) / 7. Use chargeround knowledge to analyse information / (why is the term "activist" used) 15. Comprehension—(6) / 4. Use cutering systems (context clues) to construct meaning / (new vocabulary) 16. Inferential—(6) / 4. Use cutering systems (context clues) to construct meaning / (new vocabulary) 17. Inferential—(6) / 4. Use cutering of information / (why is the term "activist" used) 18. Inferential—(6) / 4. Use cutering of information / (why is the term "activist" used) 18. Inferential—(6) / 4. Use cutering of information / (white prevention in the cute			77.5	53.4	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after puncuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. NA 3. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. NA 3. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. NA 3. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. NA 3. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. NA 3. NA 4. NA 4. NA 4. NA 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential — (6) / 4. Use citations to verify their understanding of information / (obtain information from a map) 4. Inferential — (6) / 4. Use strategies to construct meaning / (neal vocabulary) 4. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 4. Inferential — (6) / 4. Use str	7. Inferential – (6) / 7. Demonstrating av	awareness that all texts reflect a point of view / (identify speaker in text)	92.5	81.9	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (wire late the form describing culture you experienced, based on text) 1. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 1. Inferential — (6) / 7. Use characteristics of different types of text) 2. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Comprehension — (6) / 4. Use cut-identity their understanding of information / (why is the term "activist" used) 3. Comprehension — (6) / 4. Use cut-ing systems (context clues) to construct meaning / (read wocabulary) 3. Expense to text — (6) / 6. Use cut-ing systems (context clues) to construct meaning / (read vocabulary) 3. Inferential — (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Inferential — (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Inferential — (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential — (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential — (6) / 4. Use strategies to construct meaning / (rea	8. Comprehension – (6) / 4. Using cuing	ng systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	47.5	40.8	42.2
Constructed Response 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) NON FIGURE 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 2. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Comprehension – (6) / 4. Use strategies to analyse and construct meaning / (read for meaning) 4. Inferential – (6) / 2. Use pictures to verify their understanding of information / (why is the term "activist" used) 4. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 4. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 4. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 4. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 4. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 4. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 4. Inferential – (6) / 4. Use strategies to analyse and			42.5	31.4	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a letter home describing culture you experienced, based on text) 6. NA 6. NA 7. NA	10. Inferential – (6) / 7. Demonstrating a	awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	45.3	45.3
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the tuture) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter hose escribing euture) you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N	Constructed Response				
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/					
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N/A N/A N/A N/A N/A N/A N/A N/A N/A N	2. Inferential – (6) / 7. Respond critically to text	xt by applying strategies to analyse and evaluate a text / (will traditions continue into the future)			
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/					
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 5. Outport their opinion about texts / (is the main character a hero) 11. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 6. Develop a personal response by making connections within text / (wite a journal entry from a someone else's point of view) 14. N/A 15. Inferential – (6					
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A N/A N/A N/A N/A N/A N/A N/	3. Response to text – (6) / 6. Develop a persona.	iar response by making connections within texts / (personal experience with tradition)	14/71	14/71	14//
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 16. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of v					
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 14. VA 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)			89.5	89.0	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 33. Inferential – (6) / 7. Use their knowledge base and experience with text to analyze information presented in text / (why is a personal narrative included in the text) 34. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 35. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 36. N/A 36. N/A 37. N/A 38. N/			79.0	79.4	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A					
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A					
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18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a journal entry from a someone else's point of view) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 42. 1 33.7 42.1 63.2 64.2 66.1 65.2 54.3 57.0 N/A N/A N/A N/A N/A N/A N/A N/					
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 63.2 64.2 66.1 67.0 68.1 69.5 7.0 8.0 8.0 8.0 8.0 8.0 8.0 8.0					
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/	. ,	awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.5	54.3	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/					
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A					
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A					
				-	

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

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

Source: Division of Evaluation and Research, Department of Education

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91



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

District

School

11/7/2012

Province

Grades: K-12

Holy Cross School Complex, Eastport School #: 413

Item	Cognitive Level - Outcome (item parameter)	[N=7]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.7	86.8
3. Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	78.5	78.6
 Compreher 	sion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	76.5	77.9
5. Inferential	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
6. Inferential	- (6) / 7. Applying strategies to analyse text / (alliteration)	100.0	53.4	52.0
Inferential	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	81.9	82.2
 Compreher 	sion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	100.0	40.8	42.2
Inferential	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	31.4	32.5
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	100.0	45.3	45.3
Constructed Respo	onse			
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	t – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to tex	t – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
	sion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	79.4	78.9
	100 - (6) / 4. Use strategies to construct meaning / (read for meaning)	83.3	76.4	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
	sion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	66.7	77.3	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	78.0	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	50.0	33.7	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	83.3	64.2	66.1
20. Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	83.3	54.3	57.0
Constructed Resp				
	/ 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	t – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	/7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
	t – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	/ /. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
0. meremai – (0)	7.1. Respond critically to text by applying strategies to analyse and evaluate a text / (incaning of sentence in the text)	IN/A	11/74	IN/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

Fogo Island Central Academy, Fogo Island Grades: K-12 School #: 414

School #: 414 Fogo Island Central Academy, Fogo Island Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=17]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	83.3	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	83.3	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	66.7	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	83.3	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	91.7	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	16.7	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/1		1071
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	61.5	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	92.3	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.9	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.3	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.9	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	46.2	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.5	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	61.5	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

Grades: K-12

Smallwood Academy, Gambo School #: 416

School #: 416	Smallwood Academy, Gambo Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=14]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
	(6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	70.0	87.7	86.8
3. Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	70.0	78.5	78.6
4. Comprehe	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	76.5	77.9
 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.6	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	53.4	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.0	81.9	82.2
	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.0	40.8	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	40.0	31.4	32.5
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.0	45.3	45.3
Constructed Resp				
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	t – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	t - (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
J. Kesponse to tea	t = (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	1471	14/7
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.7	89.0	89.9
	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	75.0	79.4	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	76.4	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	91.7	89.9	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	77.3	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	66.7	88.4	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	78.0	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	33.7	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	64.2	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	25.0	54.3	57.0
Constructed Resp				
	1/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	st – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	1 / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) at - (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5 Inferential (6	t – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) (1) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6	77. Essentially to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
(0	1	1 ""	1 7	***

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

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

Grades: K-6

Gander Academy, Gander School #: 417

School #: 417	Gander Academy, Gander Grades: K-6	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=130]	[N=922]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.7	93.1	93.2
	(6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.3	87.7	86.8
	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.7	78.5	78.6
	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	79.8	76.5	77.9
 Inferential 	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.2	93.6	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	42.7	53.4	52.0
Inferential	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.8	81.9	82.2
	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.3	40.8	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.5	31.4	32.5
Inferentia	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	56.5	45.3	45.3
Constructed Resp				
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	t – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
· ·	/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) t – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to te	t – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14//	14/7	14//
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.5	89.0	89.9
	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.6	79.4	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	81.2	76.4	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	91.0	89.9	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.6	77.3	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	89.3	88.4	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	72.1	78.0	80.9
18. Inferential	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	44.3	33.7	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	56.6	64.2	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	45.9	54.3	57.0
Constructed Resp				
	1/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	st – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	77. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
	tt – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	7 7. Ose then knowledge base to question information in the text / (do you agree/disagree with information in text) 7 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A N/A	N/A
o. imerenda (e	The special state of applying states to analyse and evaluate a tent (meaning of sentence in the tent)	I '"''	1 '*/'	, .

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 421 Lakewood Academy, Glenwood Grades: K-12

School #: 421 Lakewood Academy, Glenwood Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=23]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.3	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	73.9	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	65.2	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	60.9	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.7	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	52.2	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	69.6	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	56.5	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	21.7	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	47.8	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	77.3	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	68.2	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.2	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	90.9	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	68.2	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.4	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	86.4	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	31.8	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.1	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	63.6	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	IN/A	IN/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

Grades: K-12

School #: 422 Glovertown Academy, Glovertown

School #: 422 Glovertown Academy, Glovertown Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=30]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.0	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	91.3	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	73.9	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	73.9	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.7	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	34.8	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	65.2	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	21.7	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	39.1	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	34.8	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	14//	1,471	1,7,7
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	76.0	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	60.0	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	48.0	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	92.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	80.0	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	80.0	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.0	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	24.0	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.0	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	40.0	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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11/7/2012



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

Grades: K-9 Hillview Academy, Norris Arm School #: 426

School #: 426 Hillview Academy, Norris Arm Grades: K-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	87.5	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.0	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	62.5	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	50.0	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	62.5	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1471	14//	14/7
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.8	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	88.9	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	66.7	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	11.1	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	55.6	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a nero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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98



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

School #: 478 New World Island Academy, Summerford Grades: K-12

School #: 478 New World Island Academy, Summerford Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=25]	[N=922]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.0	93.1	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	80.0	87.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.0	78.5	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	92.0	76.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.0	93.6	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	36.0	53.4	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	76.0	81.9	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	32.0	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	36.0	31.4	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.0	45.3	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14//	14/71	14/71
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.3	89.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.0	79.4	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.0	76.4	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	89.9	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	87.0	77.3	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.7	88.4	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	69.6	78.0	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	30.4	33.7	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	60.9	64.2	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	65.2	54.3	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Informatical (6) / 7. Use their knowledge base and experience with texts to engly a information presented in text / (why is a personal negretive included in the text)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	I N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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99



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

School #: 213 Lake Academy, Fortune Grades: K-7

School #: 213 Lake Academy, Fortune	Grades: K-7	School	District	Province
Item Cognitive Level	- Outcome (item parameter)	[N=45]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to con	nstruct meaning / (is the title a good one)	90.9	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awaren	ness that texts reflect a purpose / (purpose of text)	90.9	87.1	86.8
3. Inferential $-(6)/4$. Use strategies to con	nstruct meaning / (feeling of poem)	81.8	79.3	78.6
4. Comprehension – (6) / 4. Use cuing syste	ems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.3	78.5	77.9
	to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.2	94.5	94.3
6. Inferential $-(6) / 7$. Applying strategies		59.1	52.8	52.0
	reness that all texts reflect a point of view / (identify speaker in text)	95.5	83.5	82.2
8. Comprehension – (6) / 4. Using cuing sy	stems (e.g., content clues) to construct meaning / (meaning of lines in poem)	25.0	41.9	42.2
	ventions help understand that they read / (why were lower case letters used after punctuation)	38.6	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awar	reness that texts reflect a purpose / (phrase from text which represents the main idea)	40.9	46.1	45.3
Constructed Response			1	
	e to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	iscuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) ent types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	sponse by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal les	sponse by making connections within texts / (personal experience with tradition)		1	14,71
Non Fiction Selected Response:	(Grade Level) / Outcome No. / Outcome / (Item parameter)		ĺ	
	reness that texts reflect a purpose / (purpose of text)	89.2	90.6	89.9
	es to verify their understanding of information / (obtain information from a map)	73.0	79.0	78.9
	to construct meaning / (read for meaning)	62.2	74.7	74.7
	owledge to analyse information / (why is the term "activist" used)	83.8	88.4	88.3
	tems (context clues) to construct meaning / (new vocabulary)	70.3	78.8	78.0
	y their understanding of information / (purpose of visual)	91.9	90.3	89.6
	nstruct meaning / (feelings of the main character)	67.6	82.5	80.9
	nstruct meaning / (analyzing parts of the text to develop a broader perspective)	32.4	35.0	34.1
	to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.7	66.7	66.1
	eness that texts reflect a purpose / (phrase from text which represents main idea)	62.2	58.2	57.0
Constructed Response			1	
	y and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text $-(5)/6$. Support their opinion	about texts / (is the main character a hero) and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
	sponse by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
	o question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
	applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 218 St. Joseph's Academy, Lamaline Grades: K-12

School #: 218 St. Joseph's Academy, Lamaline Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=8]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.5	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	75.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	37.5	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.5	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	100.0	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	42.9	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	71.4	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	71.4	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.1	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	58.2	57.0
Constructed Response	N1/A	N1/A	N1/A
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
2. Response to text = (3) / 6. Support their opinion about texts / (is the main character a nero) 3. Inferential = (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012 6:00:15PM 101



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

School #: 220 Sacred Heart Academy, Marystown Grades: K-7

Interential - (6) / 2. Description of the programme of the pool	School #: 220 Sacred Heart Academy, Marystown Grades: K-7	School	District	Province
1. Inferential — (6) / 7. Bornomstrating awareness that tests reflect a promose of pursus (pursus) (dentify speaker in text) 2. Inferential — (6) / 4. Use strategies to construct meaning / (feeling of pown) 3. Inferential — (6) / 4. Use caring systems (e.g., content close) to construct meaning / (feeling of pown) 4. Comprehension — (6) / 4. Use caring systems (e.g., content close) to construct meaning / (feeling of pown) 5. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using ceiling systems (e.g., content close) to construct meaning / (meaning of lines in pown) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker) 8. Response to text (6) / 6.	Item Cognitive Level - Outcome (item parameter)			
1. Inferential — (6) / 7. Bornomstrating awareness that tests reflect a promose of pursus (pursus) (dentify speaker in text) 2. Inferential — (6) / 4. Use strategies to construct meaning / (feeling of pown) 3. Inferential — (6) / 4. Use caring systems (e.g., content close) to construct meaning / (feeling of pown) 4. Comprehension — (6) / 4. Use caring systems (e.g., content close) to construct meaning / (feeling of pown) 5. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using ceiling systems (e.g., content close) to construct meaning / (meaning of lines in pown) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker) 8. Response to text (6) / 6.	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(6) / L. Use trategies to construct meaning / (feeling of poem) 4. Comprehension—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 4. Comprehension—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use features of text to reinforce their understanding of information / (use ext and visual to extend on text; apply a new situation to text) 5. Inferential—(6) / 4. Use features of text to reinforce their understanding of information / (use ext and visual to extend on text; apply a new situation to text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliferation) 7. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 8. Inferential—(6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 1. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 1. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 1. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 1. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a pur		90.0	93.3	93.2
Inferential - (6) / 4. Use strategies to construct meaning / (feeling of poem) 68.0 78.3 78.8				
4. Comprehension — (6) / 4. Use cuiting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) / 7. Refutures of lext to reinforce their in information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential — (6) / 7. Pophying strategies to analyse text / (allicration) 5. A. 5. S. 2. S.		86.0	79.3	78.6
5. Inferential — (6) / A. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 4.0 94.5 94.3 5. Inferential — (6) / A. Dephing strategies to analyse text / (alliteration) 5. Lordinary of the strain of the				
6. Inferential — (6) / 7. Deptying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Demonstrating warnenses that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9.00 83.5 82.2 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9.01 Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (incaning of a line in the poem) 1. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 1. Response to leart— (4) / 6. Describe share, and discuss their personal reactions to text / (wife a letter home describing culture you experienced, based on text) 1. Response to leart— (6) / 7. Develop a personal response by making connections within exts / (personal described and size / (top poem and visual to extent of the text) giving another example) 1. Inferential — (6) / 7. Develop a personal response by making connections within exts / (personal described and size / (top poem and visual to extent of the text) giving another example) 1. Inferential — (6) / 7. Use text features to verify their understanding of information / (making text) 1. Inferential — (6) / 7. Use text features to verify their understanding of information / (toptain information from a map) 1. Comprehension — (6) / 4. Use strategies to construct meaning / (new occabulary) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (with interview of visual) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (with interview of visual) 1. Inferential — (6) / 7. Us	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)		94.5	94.3
6. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (brase from text which represents the main idea) 1. Inferential—(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 2. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife a learn to the future) 3. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife a learn to the future) 3. Response to text—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 3. Response to text—(6) / 6. Develop a personal response by making connections within texts / (prenoul experience with tradition) 3. NA		54.0	52.8	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 11. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 12. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 13. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 14. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 15. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 16. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 17. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 18. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 19. Inferential — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 19. Comprehension — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 19. Inferential — (5) / 4. Use calculated (5) / 4. Use background knowledge to analyse information / (why is the term "activist" used) 19. Inferential — (5) / 4. Use sharkground knowledge to analyse information / (why is the term "activist" used) 19. Inferential — (5) / 4. Use strategies to construct meaning / (mean vocabulary) 19. Inferential — (5) / 4. Use strategies to construct meaning / (new vocabulary) 19. Inferential — (5) / 4. Use strategies to construct meaning / (new vocabulary) 19. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 19. Inferential — (6) / 4. Us	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.0	83.5	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (wire a letter home describing culture you experienced, based on text) 1. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Use strategies to construct meaning / (read for meaning) 1. Inferential — (6) / 7. Use cut-inferential profit of the term "activist" used) 2. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Comprehension — (6) / 4. Use cut-inferential profit of the term "activist" used) 3. Comprehension — (6) / 4. Use cut-inferential profit of the term "activist" used) 3. Exponse to text — (4) / 6. Use cut-inferential profit of the profit inferential profit of the profit inferential profit inferentia	8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	42.0	41.9	42.2
Constructed Response 1. Inferential – (6) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Use background knowledge to analyse and evaluate a text / (wift traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) 6. J. Use text features to verify their understanding of information / (why is the term "activist" used) 3. Response to text – (6) 6. J. Use pictures to an analyse analyse information in (why is the term "activist" used) 3. Response to text – (6) 4. Use strategies to construct meaning / (read for meaning) 3. Response to text – (6) 4. Use s		38.0	32.1	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts; (personal experience with tradition) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a purpose) 5. Response to text – (6) 6. Develop a personal response by making connections within texts; (write a purpose of text) 6. Response to text – (6) 6. Develop a personal response by making connections within texts; (personal experience with tradition) 6. Response to text – (6) 6. Develop a personal response by making connections within texts; (personal experience with tradition) 6. Response to text – (6) 6. Develop a personal response by making connections within texts; (will read for meaning) 6. Response to text – (6) 6. Develop a personal response by making connections within texts. (will read for meaning vill read f	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	56.0	46.1	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter hose escribing culture) you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A				
4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A	2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)			
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with trudition) N/A N/A N/A NON Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (fealings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension — (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential — (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential — (5) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential — (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential — (6) / 5. Object their opinion about texts / (is the main character a hero) 11. Inferential — (6) / 7. Support their opinion about texts / (is the main character a hero) 12. Response to text — (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential — (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential — (6) / 6. Develop a personal response by making connections within text / (wite a journal entry from a someone else's point of view) 14. N/A 15. Inferential — (6) / 6. Develop a personal response by making connections within t				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (write a journal entry from a someone else's point of view) 14. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base and experie	3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	,, .		,,,
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 16. Devolop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 17. N/A 18. N/A	Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		88.0	90.6	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information in text / (why is a personal narrative included in the text) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with text to analyze information presented in text / (why is a personal narrative included in the text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		78.0	79.0	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/		78.0	74.7	74.7
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 6. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		90.0	88.4	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 35.0 66.7 66.1 67.0 68.0 68.0 68.0 68.0 68.0 68.0 68.0 68.0 68.0 68.0 68.0 68.0 68.0 68.7 68.0 68.7 68.0 68		74.0	78.8	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 68.0 68.0 68.0 68.0 68.0 68.1 68.0 68.0 68.0 68.0 68.1 69.0 58.2 57.0 N/A N/A N/A N/A N/A N/A N/A N/		80.0	82.5	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		46.0	35.0	34.1
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		62.0	58.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				
	6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)			

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

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

Source: Division of Evaluation and Research, Department of Education

6:00:15PM 102

11/7/2012



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

School #: 223 Christ the King School, Rushoon Grades: K-12

School #: 223 Christ the King School, Rushoon Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=6]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	83.3	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	100.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	100.0	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	16.7	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	66.7	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	14//	14//
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	83.3	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	83.3	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	50.0	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	100.0	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	100.0	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	ı	I	

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012 6:00:15PM 103



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

District

School

Province

11/7/2012

School #: 224 Donald C. Jamieson Academy, Burin Bay Arm Grades: K-7

Item	Cognitive Level - Outcome (item parameter)	[N=42]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ial – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.8	93.3	93.2
	ial $-(6)/7$. Demonstrate awareness that texts reflect a purpose $-(6)/7$. Demonstrate awareness that texts reflect a purpose $-(6)/7$.	73.2	87.1	86.8
minorome	ial – (6) / 4. Use strategies to construct meaning / (feeling of poem)	78.1	79.3	78.6
	thension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	65.9	78.5	77.9
	ial $-(6)$ / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.1	94.5	94.3
	ial $-(6)/7$. Applying strategies to analyse text / (alliteration)	56.1	52.8	52.0
	ial – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	78.1	83.5	82.2
	hension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	58.5	41.9	42.2
	tial $-(5)/7$. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	34.2	32.1	32.5
	tial $-(6)/7$. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.9	46.1	45.3
Constructed Re				
	(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to	text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fi	ction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferent	ial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.4	90.6	89.9
12. Compre	hension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	89.5	79.0	78.9
13. Compre	hension – (6) / 4. Use strategies to construct meaning / (read for meaning)	79.0	74.7	74.7
14. Inferent	ial – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	94.7	88.4	88.3
15. Compre	hension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	94.7	78.8	78.0
16. Inferent	ial – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.1	90.3	89.6
17. Inferent	ial – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.5	82.5	80.9
18. Inferent	ial – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	47.4	35.0	34.1
19. Inferent	ial – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.1	66.7	66.1
20. Inferent	ial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	84.2	58.2	57.0
Constructed Re	esponse			
1. Inferential -	- (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	- (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
	- (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Interential –	- (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

11/7/2012

Fortune Bay Academy, St. Bernard's - Jacques Fontaine Grades: K-12 School #: 226

School #: 226	Fortune Bay Academy, St. Bernard's - Jacques Fontaine Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=17]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferentia 	al - (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.3	93.3	93.2
 Inferentia 	al $-(6)/7$. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.3	87.1	86.8
Inferentia	al – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	79.3	78.6
	nension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	86.7	78.5	77.9
	al – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
	al – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	52.8	52.0
	al - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	93.3	83.5	82.2
	tension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.3	41.9	42.2
	al - (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	46.7	32.1	32.5
	ial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	60.0	46.1	45.3
Constructed Re				
	(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) ext – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
	(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
	$\frac{1}{100}$ (as personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fic	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	al $-(6)/7$. Demonstrating awareness that texts reflect a purpose $/$ (purpose of text)	94.1	90.6	89.9
	tension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	70.6	79.0	78.9
	tension – (6) / 4. Use strategies to construct meaning / (read for meaning)	76.5	74.7	74.7
	al $-(5)/7$. Use background knowledge to analyse information / (why is the term "activist" used)	88.2	88.4	88.3
	tension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.6	78.8	78.0
	al – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	70.6	90.3	89.6
17. Inferentia	al - (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.4	82.5	80.9
18. Inferentia	al – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	11.8	35.0	34.1
Inferentia	al – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.6	66.7	66.1
Inferentia	al – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.6	58.2	57.0
Constructed Re				
	(6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	(6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
	text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	(

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 228 St. Lawrence Academy, St. Lawrence Grades: K-12

School #: 228 St. Lawrence Academy, St. Lawrence Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	25.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	75.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	62.5	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	50.0	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
3. Response to text – (0) / 0. Develop a personal response by maxing connections within texts / (personal experience with tradition)			
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.9	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	88.9	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.9	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	77.8	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	88.9	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	77.8	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	•	1	

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 229 St. Joseph's All Grade, Terrenceville Grades: K-12

School #: 229 St. Joseph's All Grade, Terrenceville Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	62.5	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.5	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	37.5	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	75.0	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	37.5	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	37.5	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	14//	14//
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	57.1	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.7	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	71.4	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	71.4	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	42.9	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.4	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	ı		

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

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

Source: Division of Evaluation and Research, Department of Education



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

District

School

Province

11/7/2012

School #: 232 Matthew Elementary School, Bonavista Grades: K-8

Item	Cognitive Level - Outcome (item parameter)	[N=40]	[N=2,970]	[N=5,029]
Poe	tic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Infer	ential $-(6)/4$. Use strategies to construct meaning / (is the title a good one)	88.9	93.3	93.2
	ential $-(6)/7$. Demonstrate awareness that texts reflect a purpose $/$ (purpose of text)	75.0	87.1	86.8
	ential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	79.3	78.6
	prehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	63.9	78.5	77.9
	ential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
	ential – (6) / 7. Applying strategies to analyse text / (alliteration)	22.2	52.8	52.0
	ential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.3	83.5	82.2
	prehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	30.6	41.9	42.2
	rential $-(5)/7$. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	41.7	32.1	32.5
10. Infe	rential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	22.2	46.1	45.3
Constructed	d Response			
1. Inferentia	al - (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	al – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	e to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	al – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response	e to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	IN/A	IN/A
Non	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	77.8	90.6	89.9
	prehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	77.8	79.0	78.9
	prehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.6	74.7	74.7
	ential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	91.7	88.4	88.3
	prehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	78.8	78.0
	ential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.1	90.3	89.6
	ential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	82.5	80.9
	ential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.7	35.0	34.1
	ential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	77.8	66.7	66.1
20. Infer	ential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.3	58.2	57.0
Constructed				
	al - (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	e to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	al – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	e to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) al – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	al – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. mierenu	ai = (0)// 1. Respond endeany to text by apprying strategies to analyse and evaluate a text / (incaming of sentence in the text)	IN/A	IN/ <i>F</i> A	IN/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 234 Catalina Elementary School, Catalina Grades: K-8

Next Cognitive Level - Outcome (tiem parameter) Next	School #: 234 Catalina Elementary School, Catalina Grades: K-8	School	District	Province
Inferential — (6) / 4. Use strategies to construct meaning / (is the title a good one) 100.0 33.3 33.2 33.2 Inferential — (6) / 4. Use strategies to construct meaning / (feeling of purpose of text) 100.0 30.3 37.1 37.8	Item Cognitive Level - Outcome (item parameter)			
Inferential—(a) // 1. Demonstrate awareness that texts reflect a purpose (purpose of text) 100.0 87.1 88.8 1.	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
Inferential—(a) // 1. Demonstrate awareness that texts reflect a purpose (purpose of text) 100.0 87.1 88.8 1.	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
4. Comprehension — (6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) Inferential — (6) / 7. Deplying strategies to analyse interest and visual to extend on text; apply a new situation to text) Inferential — (6) / 7. Pophying strategies to analyse interest that the visual to extend on text; apply a new situation to text) Inferential — (6) / 7. Demonstrating awareness that altexts reflect a proton of view / (identify speaker in text) Inferential — (6) / 7. Demonstrating awareness that altexts reflect a proton of view / (identify speaker in text) Inferential — (6) / 7. Demonstrating awareness that attext reflect a proton of view / (identify speaker in text) Inferential — (6) / 7. Demonstrating awareness that texts reflect a proton of view / (identify speaker in text) Inferential — (6) / 7. Demonstrating awareness that texts reflect a proton of view which represents the main idea) Inferential — (6) / 7. Exceptible to wo conventions help understand that they read / (why were lower case letters used after punctuation) Inferential — (6) / 7. Demonstrating awareness that texts reflect a proton of view which represents the main idea) Inferential — (6) / 7. Exceptible to view of view of view of view inference with inference of view in	2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 11. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 11. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 11. Inferential — (6) / 7. Recognize how conventions help understand that they read / (will read in the poem) 12. Inferential — (6) / 7. Recognize how conventions and evaluate a text / (will traditions continue into the future) 13. Inferential — (6) / 7. Reponde critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 14. Inferential — (6) / 7. Reponde critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 15. Inferential — (6) / 7. Reponde critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 16. Inferential — (6) / 7. Deponder text by applying strategies to nalyse and evaluate a text / (will traditions continue into the future) 17. Inferential — (6) / 7. Deponder text by applying strategies to not analyse information into text / (will traditions continue into the future) 18. Inferential — (6) / 7. Deponder text prefer to the prefer and a view future prefer evaluation of t	3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	92.9	79.3	78.6
6. Inferential — (6) / 7, Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7, Demonstrating awarcness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4, Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating awarcness that lexts reflect a purpose / (othrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awarcness that texts reflect a purpose / (othrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awarcness that texts reflect a purpose / (othrase from text which represents the main idea) 9. Inferential — (6) / 7. See background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) / 7. See background knowledge to analyse information / (meaning of a line in the poem) 9. NA	4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.7	78.5	77.9
7. Inferential — (6) / 7. Demonstrating awareness that ellt exts reflect a point of view / (identity speaker in text) 8. Comprehension — (6) / 4. Using ctuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (why were lower case letters used after punctuation) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (why were lower case letters used after punctuation) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (why is a letter of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (who have continued into the future) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (who have continued into the future) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect appurpose / (who have continued into the future) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect appurpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect appurpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect appurpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect appurpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect appurpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect appurpose / (purpose of text) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (obtain information from a map) 1. Comprehension — (5) / 4. Use strategies to construct meaning / (read for meaning) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (why is the term "activitis" used) 1. Inferential — (6) / 7. Use background	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 14.3 32.1 32.5 10. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 15. Constructed Response 15. Inferential—(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 15. Response to ext.—(4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 15. Response to ext.—(4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 16. Response to ext.—(4) / 6. Describe, share, and discuss their personal reactions to text / (wise poem and visual to extend on text) 17. NA 18. NA 1		71.4	52.8	52.0
9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Des background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Des background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Described Response: (Grade Level) / Outcome No. / Outcome / (temp parameter) 3. Comprehension – (5) / 4. Use text features to verify their understanding of information from a map) 3. Comprehension – (6) / 4. Use text features to verify their understanding of information from a map) 3. Comprehension – (6) / 4. Use text features to verify their understanding of information from a map) 3. Comprehension – (6) / 4. Use text features to verify their understanding of information from a map) 3. Social information (with is the term "activist" used) 3. Inferential – (5) / 7. Use background knowledge to analyse information from the information from a map) 3. Social inferential – (5) / 4. Use situategies to construct meaning / (meaning) 3. Social inferential – (5) / 4. Use situategies to construct meaning / (meaning) 3. Social infer		92.9	83.5	82.2
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (wire a latert home describing culture you experienced, based on text) 1. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 3. 90.6 89.9 3. Comprehension – (6) / 4. Use caterial sections of the immation / (with is the term "activist" used) 4. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 5. Comprehension – (6) / 4. Use categies years (context clues) to construct meaning / (new vocabulary) 8. 6. 7 8.8 7. 8. 7 8.0 1. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning) 1. Inferential – (6) / 4. Use strategies to construct meaning / (text) of the term "activist" used) 3. 8. 6 8. 7 8. 8 8. 9 8. 9 3. 9. 9. 8 8. 9 3. 9. 9. 8 8. 9 4. 1. Inferential – (6) / 4. Use strategies to construct meaning / (text) of the wind inferential of the win		57.1	41.9	42.2
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Bespond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. NA 4. NA 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) **Mon Fiction** **Mon Fiction** **Mon Fiction** **Mon Fiction** **Mon Fiction** **Seponse to text – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 2. Comprehension – (6) / 4. Use text features to verify their understanding of information / (obtain information from a map) 2. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 3. 5. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 3. 6. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 3. 1. Inferential – (6) / 4. Use strategies to construct meaning / (new vocabulary) 3. 2. 6. 1. Inferential – (6) / 4. Use strategies to construct meaning / (real for meaning) 3. 2. 6. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.		14.3	32.1	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they repend and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a letter home describing culture you experienced, based on text) NA	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	46.1	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text.—(4) / 6. Describe, share, and discuss their personal rescions to text / (will traditions continue) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N		 	1	
3. Response to text – (4)/6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6)/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/		· ·		
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A				
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use trategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (5) / 4. Use spictures to verify their understanding of information / (purpose of visual) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information / (select feature of text and explain its purpose) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (why is a personal narrative included in the text) 23. Inferential – (6) / 7. Use their knowledge base on dexperience with texts to analyze information in text / (why is a personal narrative included in the text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (why is a personal narrative included in the text) 25. Inferential – (6) / 7. Use their knowledge base on question information in the text / (do you agree/disagree with information in text) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in te	3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	'47'	1	,,,
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (write a journal entry from a someone else's point of view) 23. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in rext) 24. N/A 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in rext)	Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	 	1	
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. N/A 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 23. N/A 44. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 33. N/A 34. N/A 34. N/A 35. N/A 36. N/A 36. N/A 37. N/A		93.3	90.6	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A N/A N/A N/A N/A N/A N/A N/	12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	73.3	79.0	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/	13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.0	74.7	74.7
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 88.6 86.7		80.0	88.4	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		86.7	78.8	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a journal entry from a someone else's point of view) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 1. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point of view) 1. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		93.3	90.3	89.6
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		86.7	82.5	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		46.7	35.0	34.1
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		86.7	66.7	66.1
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		33.3	58.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		 	1	
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				
	6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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11/7/2012



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

Anthony Paddon Elementary, Musgravetown Grades: K-6 School #: 237

New Cognitive Level - Outcome (term parameter) N=2,970 N=5,020 N=5	School #: 237 Anthony Paddon Elementary, Musgravetown Grades: K-6	School	District	Province
1. Inferential — (6) / 4. Use strategies to construct meaning / (she title a good one) 2. Inferential — (6) / 7. Demonstrate awarcness that texts reflect a purpose / (purpose of text) 3. Inferential — (6) / 4. Use strategies to construct meaning / (realing of poem) 4. Comprehension — (6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) / 4. Use strategies to construct meaning / (realing of poem) 6. Inferential — (6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that letts in the poem) 8. Inferential — (6) / 7. Demonstrating awareness that letts in the poem) 8. Inferential — (6) / 7. Demonstrating awareness that letts in the poem of view / (why were lower case letters used after punctuation) 8. Inferential — (6) / 7. Demonstrating awareness that letts in the poem of view / (why were lower case letters used after punctuation) 8. Inferential — (6) / 7. Demonstrating awareness that letts in the poem of view / (why were lower case letters used after punctuation) 8. Inferential — (6) / 7. Demonstrating awareness that letts in the poem of view / (why were lower case letters used after punctuation) 8. Inferential — (6) / 7. Demonstrating awareness that letts in the poem of view / (why were lower case letters used after punctuation) 8. Inferential — (6) / 7. Demonstrating awareness that letts in the poem of view / (why were lower and indica) 8. Inferential — (6) / 7. Demonstrating awareness that letts in the poem of view / (why were lower and view of	Item Cognitive Level - Outcome (item parameter)	[N=29]	[N=2,970]	[N=5,029]
Inferential — (6) / T. Demonstrate wareness that texts reflect a purpose of text) 62.1 79.3 78.8 78.5 78.5 79.9 78.5 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 78.5 79.9 78.5 78.5 78.5 79.9 78.5 78.5 79.9 78.5 78.5 78.5 79.9 78.5 78.5 78.5 78.5 79.9 78.5 78.5 78.5 78.5 79.9 78.5 78.5 78.5 79.9 78.5 78.5 78.5 79.9 78.5 78.5 78.5 79.9 78.5 78.5 78.5 78.5 79.9 78.5 78.5 78.5 78.5 79.5 78.5 78.5 78.5 79.5 78.5 78.5 78.5 79.5 78.5 78.5 78.5 79.5 78.5	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of poem) 1. Inferential—(6) / 4. Use cuitures setting (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 1. Inferential—(6) / 4. Use cuitures continue their understanding of information / (use text and visual to extend on text; apply a new situation to text) 1. Inferential—(6) / 4. Use cuitures continue their understanding of information / (use text and visual to extend on text; apply a new situation to text) 1. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (why were lower case letters used after punctuation) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (wite a letter home describing culture you experienced, based on text) 1. Inferential—(6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential—(6) / 7. Use hackground knowledge to analyse information / (buttin information / (butti	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.6	93.3	93.2
4. Comprehension—(6) / 4. Use cuiting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use clautures of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 7. Demonstrating awarcness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension—(0) / 4. Using cuitig systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential—(6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential—(6) / 7. Bemonstrating awarcness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential—(6) / 7. Bemonstrating awarcness that texts reflect a purpose / (phrase from text which represents the main idea) 9. NA	2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	96.6	87.1	86.8
5. Inferential — (6) /4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) /7. Deproins strating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) /4. Using equita systems (e.g., content cluess) to construct meaning / (incuming of lines in poem) 8. Comprehension — (6) /4. Using equita systems (e.g., content cluess) to construct meaning / (incuming of lines in poem) 9. Inferential — (5) /7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 1. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) /7. Eye background knowledge to analyse information / (meaning of lane in the poem) 1. Inferential — (6) /7. Repond critically to text by applying strategies to analyse and evaluate a text / (will raditions continue into the future) 1. Inferential — (6) /7. Eye background knowledge to analyse information / (will raditions continue into the future) 1. Inferential — (6) /7. Eye background knowledge to analyse information in texts of personal reactions to text / (write a letter home describing culture you experience, hased on text) 1. Inferential — (6) /7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experience, hased on text) 1. Inferential — (6) /7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experience, hased on text) 1. Inferential — (6) /7. Described Responses: (Grade Levely / Outcome No. / Outcome / (letter personal reactions within texts / (letter) and visual to extend on text by giving another example) 1. Inferential — (6) /7. Demonstra	3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	62.1	79.3	78.6
6. Inferential — (6) / 7, Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7, Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. 20 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (white persents the main idea) 12. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (will traditions continue into the future) 13. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 13. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 14. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 15. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 16. NA		65.5	78.5	77.9
7. Inferential – (6) /7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) /4. Using quing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension – (6) /4. Using quing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (6) /7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) /7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential – (6) /7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential – (6) /7. Due background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential – (6) /7. Due background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential – (6) /7. Due background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential – (6) /7. Due background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential – (6) /7. Due background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential – (6) /7. Due background knowledge to analyse information / (purpose of text) 9. Inferential – (6) /7. Due background knowledge to analyse information / (why is the term "activist" used) 9. Sees posme to text – (6) /6. Develop a personal response by making connections within texts / (personal experience with tradition) 9. See posme to text – (6) /4. Use strategies to construct meaning / (read for meaning) 9. See posme to text – (6) /4. Use strategies to construct meaning / (read for meaning) 9. See posme to text – (8) /4. Use strategies to construct meaning / (read for meaning) 9. See posme to text – (8) /4. Use strategies to construct meaning / (read for meaning) 9. See posme to text – (8) /4. Use strategies to construct meaning / (read for meaning) 9. See posme		100.0	94.5	94.3
8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning of lines in poem) 9. Inferential—(5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential—(5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(5) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(5) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the tuture) 11. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the tuture) 12. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (with a text from describing culture you experienced, based on text) 13. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (with a text from the tuture) 14. Inferential—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 15. Response to text—(6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 16. Comprehension—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 17. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 18. Locomprehension—(6) / 4. Use strategies to construct meaning / (read for meaning) 18. Solvension—(6) / 4. Use strategies to analyse information / (why is the term "activist" used) 18. Inferential—(5) / 4. Use cytically of the main character) 18. Inferential—(5) / 4. Use cytically of the main character) 18. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose of visual) 18. Inferential—(6) /		89.7	52.8	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 2. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 4. Seeponse to text — (6) / 6. Develop a broader personal map) 4. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 4. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 4. Inferential — (5) / 7. Use background knowledge to analyse information / (why is a described) 4. Inferential — (5) / 7. Use background knowledge to analyse information / (why is a described) 4. Inferential — (5) / 7. Use background knowledge to construct meaning / (ready rounds) 4. Inferential — (5) / 7. Use ba			83.5	82.2
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will Itaditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (4) / 6. Develop a personal rescribing to letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal rescribing swithin texts / (personal experience) with reduction of the properties of the		37.9	41.9	42.2
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experience, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experience, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experience, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text / (wirle a letter home describing culture you experience, dased on text) 3. Inferential – (6) / 7. Describension – (6) / 6. Use strategies to construct meaning / (personal experience with tradition) 3. Response to text – (6) / 6. Very personal response by making connections within text visued on the personal analysing and to extend on text by applying another example) 3. Inferential – (6) / 4. Use strategies to construct meaning / (feur personal narration of experience) 3. Response to text – (6) / 6.		48.3	32.1	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poell' repair of the poell'		69.0	46.1	45.3
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/				
3. Response to text — (4)/6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential — (6)/7. Use characteristics of different types of print to help them understand what they read and wisual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/				
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A				
5. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) NON Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension — (6) / 4. Use cuing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential — (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential — (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential — (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Constructed Response 13. Inferential — (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (wite a journal entry from a someone else's point of view) 13. Inferential — (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 14. Response to text — (6) / 6. Develop a personal respo				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 11. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of information / (select feature of text and explain its purpose) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 12. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 13. N/A 14. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information presented in text / (why is a personal narrative included in the text) 11. Inferential – (6) / 6. Develop a personal response by making connections within text / (white a journal entry from a someone else's point of view) 12. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)			
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Deen onstruct feature of text to analyze information presented in text / (why is a personal narrative included in the text) 14. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 15. Value features to construct				
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (new vocabulary) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 6. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Inferential – (6) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 14. VA 15. VA 16. Inferential – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		81.5	90.6	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 22. So. 34.1 23. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 23. N/A 24. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 34. N/A 35. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 35. N/A 36. N/A 37. N/A 38. N/A		74.1	79.0	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 15. Total construct meaning / (select feature of visual) 16. Inferential – (6) / 5. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 17. N/A 18.		59.3	74.7	74.7
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A N/A N/A N/A N/		96.3	88.4	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 82.5 80.9 34.1 66.7 66.1 77.8 58.2 57.0 N/A N/A N/A N/A N/A N/A N/A N/		74.1	78.8	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a journal entry from a someone else's point of view) 3. Inferential – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		96.3	90.3	89.6
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 70.4 66.7 70.4 66.7 70.4 66.7 70.4 66.7 70.4 66.7 70.4 66.7 70.4 66.7 70.4 66.7 70.4 66.7 N/A N/A N/A N/A N/A N/A N/A N/		92.6	82.5	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 77.8 58.2 57.0 N/A N/A N/A N/A N/A N/A N/A N/				
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A N/A N/A N/A N/		77.8	58.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A N/A N/A				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) N/A N/A N/A				
	5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text) N/A N/A N/A				

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

O:\CRT12\LANG_6\MC\EL12_6CL_W.RPT

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

School #: 240 Bishop White School, Port Rexton Grades: K-12

Poolic	School #: 240 Bishop White School, Port Rexton Grades: K-12	School	District	Province
Inferential — (6) / 4. Use strategies to construct meaning / (is the title a good one) 100.0 83.3 83.2 10.5 1	Item Cognitive Level - Outcome (item parameter)		[N=2,970]	[N=5,029]
Inferential — (a) / 1, Demonstrate awareness that extext reflect a purpose of text) 100.0 87.1 88.8 16.2	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
3. Inferential — (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension — (6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 7. Inferential — (6) / 7. Applying strategies to analyse text / (allicutation) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 7. Response to the constructing awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Associated Response 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 8. NA 8	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
4. Comprehension — (6) /4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) /7. Deste features of text to reinforce their in information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential — (6) /7. Applying strategies to analyse text / (alliteration) 7. Res of the features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 8. Separate of the features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 8. Separate of the features of the features of text of the features of text of the features of text of the features of the features of text of the features of text of the features of text of features of the features of the features of text of features of the features of text of features of the features of the features of text of features of the features of	2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 8. Inferential – (6) / 7. Demonstrating awareness that exts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential – (6) / 7. Demonstrating awareness that exts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential – (6) / 7. Demonstrating awareness that exts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose of text (will teaditions continue into the future) 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose of text (will teaditions continue into the future) 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose of text (will tead and view? (use poem and visual to extend on text by giving another example) 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 8. Inferential – (6) / 1. Use strategies to construct meaning / (meaning of information / (meanin	3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.9	79.3	78.6
6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7.8 \$2.8 \$2.0 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 7.8 \$4.9 \$4.9 \$4.2 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 7.8 \$4.9 \$4.9 \$4.2 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8.8 \$3.5 \$8.2 8.2 \$3.5 \$1.0 \$1.0 \$1.0 \$1.0 \$1.0 \$1.0 \$1.0 \$1.0		100.0	78.5	77.9
7. Inferential—(6)/7. Demonstrating awareness that all texts reduct a point of view / (identify speaker in text) 8. Comprehension—(6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 7. B 41.9 8. Comprehension—(6)/4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 10. Inferential—(5)/7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(6)/7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential—(6)/7. Beopond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential—(6)/7. Sepond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential—(6)/7. Such accurate they compared and view / (use poem and visual to extend on text) 1. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Comprehension—(5)/4. Use star features to verify their understanding of information / (obtain information from a map) 12. Comprehension—(5)/4. Use startegies to construct meaning / (read for meaning) 13. Comprehension—(6)/7. Use counting visitions of meaning / (text for meaning) 14. Inferential—(6)/7. Use counting visitions of meaning / (text for meaning) 15. Comprehension—(6)/4. Use cuting systems (context clues) to construct meaning / (read for meaning) 16. Comprehension—(6)/4. Use cuting systems (context clues) to construct meaning / (read for meaning) 17. Inferential—(6)/7. Use purpose to construct meaning / (read for meaning	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 10. Inferential—(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential—(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text) by giving another example) 3. Response to text—(6) / 6. Develop a personal reactions to text / (will praditions) 3. Response to text—(6) / 6. Develop a personal reactions to text / (will be text / (will praditions) 3. NA	6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	77.8	52.8	52.0
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 11. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 12. Inferential – (6) / 7. Use background knowledge to analyse and evaluate at ext / (will traditions continue into the future) 13. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 14. Inferential – (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 15. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 16. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 17. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 18. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 19. Comprehension – (6) / 4. Use tratefactures to verify their understanding of information / (obtain information from a map) 100. 90.6 89.9 101. Inferential – (6) / 4. Use background knowledge to analyse information / (whis is the term "activist" used) 100. 74. 74. 74. 74. 74. 74. 74. 74. 74. 74	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.9	83.5	82.2
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (with a letter home describing culture you experienced, based on text) 1. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension – (6) / 4. Use text features to verify their understanding of information from a map) 3. Comprehension – (6) / 4. Use cated features to verify their understanding of information / (why is the term "activist" used) 4. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 5. Comprehension – (6) / 4. Use cated context clues) to construct meaning / (new vocabulary) 100.0 74.7 74.7 11. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning) 11. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning) 12. Comprehension – (6) / 4. Use context of text to develop a broader perspective) 13. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning) 15. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 16. Inferential – (6) / 7.		77.8	41.9	42.2
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Bespond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (6) / 6. Describe, share, and discuss their personal reactions to text of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. Response to text – (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 3. Inferential – (6) / 7. Use strategies to construct meaning / (read for meaning) 3. Response to text – (6) / 6. Use strategies to analyse information / (why is the term "activist" used) 3. Response to text – (6) / 6. Use strategies to construct meaning / (read for meaning) 4. Inferential – (6) / 4. Use cueing systems (context clues) to construct relates to a similar comparison in everyday life) 3. Infer		100.0	32.1	32.5
1. Inferential – (5) 7, Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7, Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text — (6) 6. Develop a personal response by making connections within texts / (write a letter home describing culture you experienced, based on text) 6. NA 6. NA 7. NA 8. NA	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	88.9	46.1	45.3
2. Inferential — (6) 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) 6. Describe, shame, and discuss their personal reactions to text / (will traditions continue into the future) 4. Inferential — (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A				
4. Inferential — (6) /7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N/A N/A N/A NOR Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential — (6) /7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension — (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential — (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential — (5) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential — (6) / 4. Use strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential — (6) / 4. Use strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential — (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text — (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential — (6) / 7. Use their knowledge base and experience with texts to analyze informatio				
S. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A NOR Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (fleedings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (fleedings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use tstrategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Dephyling strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 7. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 15. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (wite a journal entry from a someone else's point of view) 15. Inferential – (6) / 7. Use their knowledge base to question informati				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (why is a personal narrative included in the text) 23. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal narrative included in the text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (why is a personal narrative included in the text) 25. Inferential – (6) / 7. Use their knowledge base t	3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1,47,1		1 471
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (write a journal entry from a someone else's point of view) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information presented in text / (why is a personal narrative included in the text) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. A N/A N/A N/A N/A N/A N/A N/A N/A N/A N		100.0	90.6	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 1. Inferential – (6) / 6. Develop a personal response by making connections within text / (why is a personal narrative included in the text) 1. Inferential – (6) / 7. Use their knowledge base and experience with text to analyze information in text) 1. Inferential – (6) / 7. Use their knowledge base to question information in text / (white a journal entry from a someone else's point of view) 1. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		88.9	79.0	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/				
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A		100.0	88.4	88.3
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a journal entry from a someone else's point of view) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		88.9	82.5	80.9
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		77.8	58.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				

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

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

Grades: K-12 Random Island Academy, Hickman's Harbour School #: 242

School #: 242 Random Island Academy, Hickman's Harbour Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	85.7	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.7	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	85.7	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	28.6	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	57.1	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	42.9	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.9	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	14.3	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	57.1	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.7	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	85.7	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	14.3	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	100.0	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

Riverside Elementary, Shoal Harbour Grades: K-6 School #: 243

School #: 243 Riverside Elementary, Shoal Harbour Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=93]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	85.4	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.3	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.3	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	76.4	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.3	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	51.7	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.5	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.7	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.7	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)			
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.9	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	64.4	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	87.8	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.0	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	80.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	77.8	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	26.7	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	64.4	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	47.8	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

Swift Current Academy, Swift Current Grades: K-12 School #: 246

School #: 246 Swift Current Academy, Swift Current Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=5]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	connuertiality.	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		58.2	57.0
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 248 Amalgamated Academy, Bay Roberts Grades: 4-9

School #: 248 Amalgamated Academy, Bay Roberts Grades: 4-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=87]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	89.6	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.8	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	76.6	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.4	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	52.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	49.4	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.2	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.7	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	86.8	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	86.8	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	81.6	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	82.9	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.3	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	89.5	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.6	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	35.5	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.9	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	68.4	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	1	l '	

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 258 Holy Family Elementary, Chapel Arm Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	[N=20]	[N=2,970]	[N=5,029]
P	oetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	85.0	93.3	93.2
	ferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.0	87.1	86.8
	ferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	70.0	79.3	78.6
	omprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
	ferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.0	94.5	94.3
	ferential – (6) / 7. Applying strategies to analyse text / (alliteration)	35.0	52.8	52.0
7. In	ferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.0	83.5	82.2
	omprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	41.9	42.2
	nferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	35.0	32.1	32.5
10. I ₁	nferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.0	46.1	45.3
Constru	cted Response	1	1	
	ential $-(5)/7$. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	ential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	onse to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	ential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Resp	onse to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	on Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.4	90.6	89.9
	omprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	79.0	78.9
	omprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	61.1	74.7	74.7
	ferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	88.4	88.3
	omprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	78.8	78.0
	ferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	77.8	90.3	89.6
	ferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.9	82.5	80.9
	ferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	5.6	35.0	34.1
	ferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	77.8	66.7	66.1
	ferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	58.2	57.0
	cted Response	1	1	
	ential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	onse to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	ential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) onse to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
	onse to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) ential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	ential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
0. 1	(a),		1	

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

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

Source: Division of Evaluation and Research, Department of Education

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District

School



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

Immaculate Conception Elementary, Colliers Grades: K-6 School #: 260

School #: 260	Immaculate Conception Elementary, Colliers Grades: K-6	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=25]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	95.8	79.3	78.6
 Compreher 	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	87.5	78.5	77.9
5. Inferential	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	94.5	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	75.0	52.8	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.3	83.5	82.2
 Compreher 	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	58.3	41.9	42.2
Inferential	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	32.1	32.5
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	58.3	46.1	45.3
Constructed Respo				
	77. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	77. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	st – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	of 7. Ose characteristics of different types of print to neip them understand what they read and view / (use poem and visual to extend on text by giving another example) at $t = t$ (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
J. Kesponse to tex	tt = (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	14,71	14/71	14//
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
	nsion - (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.2	79.0	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.5	74.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	87.5	88.4	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	87.5	78.8	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.7	90.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	79.2	82.5	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	35.0	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	66.7	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	58.3	58.2	57.0
Constructed Resp				
)/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	xt – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) ot – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	I N/A N/A
5 Inferential = (6)) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6)) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 262 Woodland Elementary, Dildo Grades: K-6

School #: 262 Woodland Elementary, Dildo Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=35]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	91.4	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	91.4	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	74.3	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	65.7	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.1	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	42.9	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	65.7	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.3	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.4	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	60.0	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1,471	1,7,1	14,71
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.9	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	72.7	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	90.9	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	78.8	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.9	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.9	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	72.7	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	54.6	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.6	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012



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

School #: 265 Acreman Elementary, Green's Harbour Grades: K-6

School #: 265 Acreman Elementary, Green's Harbour Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=17]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.8	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.8	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.3	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.8	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	68.8	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.3	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	56.3	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.0	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	68.8	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	00.7	00.0	00.0
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	86.7	90.6	89.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	79.0	78.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	80.0 86.7	74.7 88.4	74.7 88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.3	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	60.0	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	33.3	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	80.0	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.0	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	IN/A	IN/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 269 St. Francis School, Harbour Grace Grades: 6-9

Proofic	School #: 269 St. Francis School, Harbour Grace Grades: 6-9	School	District	Province
1. Inferential — (6) / 7. Bornomstrating awareness that tests reflect a promose of pursues (pursue) (pursue) (fleming of pursue) (pursue)	Item Cognitive Level - Outcome (item parameter)			
2. Inferential—(6) / L. Use trategies to construct meaning / (feeling of poem) 4. Comprehension—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use features of text to reinforce their understanding of information / (use ext and visual to extend on text; apply a new situation to text) 5. Inferential—(6) / 7. Applying strategies to analyse text / (alliferation) 5. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 5. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 6. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point ovice / (identify speaker in text) 6. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (phrase from text which represents the main iden) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main iden) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main iden) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main iden) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main iden) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 6. Sepanse to text—(6) / 6. Develop a penoand response by making connections within texts / (personal experiment) 6. Sepanse to text—(6) / 6. De	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(6) / L. Use trategies to construct meaning / (feeling of poem) 4. Comprehension—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6) / 4. Use features of text to reinforce their understanding of information / (use ext and visual to extend on text; apply a new situation to text) 5. Inferential—(6) / 7. Applying strategies to analyse text / (alliferation) 5. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 5. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 6. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point ovice / (identify speaker in text) 6. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (phrase from text which represents the main iden) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main iden) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main iden) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main iden) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main iden) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a purpose / (purpose of text) 6. Sepanse to text—(6) / 6. Develop a penoand response by making connections within texts / (personal experiment) 6. Sepanse to text—(6) / 6. De	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.7	93.3	93.2
4. Comprehension — (6) / 4. Use cuiting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) / 7. Refautes of lets to reinforce their in information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential — (6) / 7. Pophying strategies to analyse text / (allicration) 5. 29 5. 28 5. 20 7. Inferential — (6) / 7. Pophying strategies to analyse text / (allicration) 5. Inferential — (6) / 7. Pophying strategies to analyse text fellect a point of view / (dentify speaker in text) 5. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 5. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 5. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 5. Response to rest — (4) in December, dura, and afticus their proxonal access in the main idea) 5. Response to rest — (4) in December, dura, and afticus their proxonal access in the main idea) 5. Response to rest — (4) in December, dura, and afticus their proxonal access in the rest of the the re		73.5	87.1	86.8
5. Inferential — (6) / A. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 7. Inferential — (6) / A. Using culing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension — (6) / 4. Using culing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension — (6) / A. Using culing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (purnose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose of text) 1. Inferential — (6) / 7. Use text [catures to verify their understanding o	3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	69.1	79.3	78.6
6. Inferential — (6) / 7. Deptying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Demonstrating warnenses that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Demonstrating warnenses that lexts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (incaning of a line in the poem) 1. Inferential — (6) / 7. Seepond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to text — (6) / 6. Develop a personal response by making connections within exts / (write a letter home describing culture you experienced, based on text) 1. Inferential — (6) / 7. Develop a personal response by making connections within exts / (personal described and size / (top poem and visual to extent of the text by giving another example) 1. Inferential — (6) / 7. Develop a personal response by making connections within exts / (personal described and size / (top poem and visual to extent on text) by giving another example) 1. Inferential — (6) / 7. Use text (features to verify their understanding of information / (making text) 1. Inferential — (6) / 7. Use text features to verify their understanding of information / (with a letter making text) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (with a letter making text) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (with a letter making text) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (with a letter makin	4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.9	78.5	77.9
7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect appropriate from the phrase from text which represents the main idea) 9. N/A 9. N	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.7	94.5	94.3
6. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (brase from text which represents the main idea) 2. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (will traditions continue into the future) 2. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife la traditions continue into the future) 3. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife la traditions continue into the future) 3. Response to text—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 3. Response to text—(6) / 6. Develop a personal reactions to text / (wife poem and visual to extend on text by giving another example) 3. Response to text—(6) / 6. Develop a personal reactions to text / (wife poem and visual to extend on text by giving another example) 3. NA		52.9	52.8	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 11. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 12. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 13. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 14. Inferential — (6) / 7. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 15. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 16. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 17. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 18. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 19. Inferential — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 19. Inferential — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 19. Inferential — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 19. Inferential — (5) / 4. Use citerial text of verify their understanding of information / (obtain information from a map) 19. Inferential — (5) / 4. Use strategies to construct meaning / (read for meaning) 19. Inferential — (5) / 4. Use strategies to construct meaning / (new vocabulary) 19. Inferential — (5) / 4. Use strategies to construct meaning / (new vocabulary) 19. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 19. Inferential — (6) / 4. Us	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	80.9	83.5	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (wire a letter home describing culture you experienced, based on text) 1. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Use strategies to construct meaning / (read for meaning) 1. Inferential — (6) / 7. Use cut-inferential profit of the term "activist" used) 1. Inferential — (6) / 4. Use cut-inferential profit of the term "activist" used) 1. Inferential — (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 1. Inferential — (6) / 4. Use cut-inferential profit of the term "activist" used) 1. Inferential — (6) / 4. Use cut-inferential profit of the main character of the term "activist" used) 1. Inferential — (6) / 4. Use cut-inferential profit of the profit of the main character of the term "activist" used) 1. Inferential — (6) / 4. Use cut-inferential profit of the main character of the term "activist" used) 1. Inferential — (6) / 4. Use strategies to construct meaning / (read for meaning) 1. Inferential — (6) / 4. Use strategies to construct meaning / (read for meaning) 1. Inferential — (6) / 4. Use strategies to construc		41.2	41.9	42.2
Constructed Response 1. Inferential – (6) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Use background knowledge to analyse and evaluate a text / (wift traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) 3. N/A 3. Response to text – (6) 6. J. Use text features to verify their understanding of information / (obtain information from a map) 3. Comprehension – (5) 4. Use extrategies to construct meaning / (read for meaning) 4. Inferential – (6) 4. Use pictures to verify their understanding of information / (purpose of visual) 4. Inferential – (6) 4. Use pictures to verify their understanding of information / (purpose of visual) 4. Inferential – (6) 4. Use strategies to construct meaning / (read for meani		32.4	32.1	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts; (personal experience with tradition) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a purpose) 5. Response to text – (6) 6. Develop a personal response by making connections within texts; (write a purpose of text) 6. Response to text – (6) 6. Develop a personal response by making connections within texts; (personal experience with tradition) 6. Response to text – (6) 6. Develop a personal response by making connections within texts; (personal experience with tradition) 6. Response to text – (6) 6. Develop a personal response by making connections within texts; (will read for meaning) 6. Response to text – (6) 6. Develop a personal response by making connections within texts. (will read for meaning vill read f	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	39.7	46.1	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter hose escribing culture) you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A				
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/	2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)			
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with trudition) N/A N/A N/A NON Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (6) / 4. Use trategies to construct meaning / (read for meaning) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (flew vocabulary) 18. Inferential – (6) / 4. Use strategies to construct meaning / (flew parameter) 19. Inferential – (6) / 4. Use strategies to construct meaning / (flew parameter) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use scueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (5) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base and experience with text / (wor its a journal entry from a someone else's point of view) 14. N/A 15. Inferential – (6) / 6. Develop a personal response by making connections within text / (wor its a journal entry from a someone else's point of view)				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information / (select feature of text and explain its purpose) 21. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (why is a personal narrative included in the text) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a jo	3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1471	14//	14/71
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 14. ViA 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		78.7	90.6	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information in text / (why is a personal narrative included in the text) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		74.7	79.0	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/				
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 6. Support their opinion about texts / (is the main character a hero) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 8. S. 3 8. S. 8. S. 8. S. 8. S. 3 8. S. 8. S.			88.4	
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		77.3	78.8	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 60.0 66.7 66.1 66.1 67.0 68.7 68.2 57.0 7.0 8.7 8.7 8.7 8.7 8.7 8.7				
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 66.7 66.1 58.2 57.0 N/A N/A N/A N/A N/A N/A N/A N/				
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 58.2 57.0 N/A N/A N/A N/A N/A N/A N/A N/				
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		58.7	58.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 272 Holy Cross Elementary, Holyrood Grades: K-6

School #: 272 Holy Cross Elementary, Holyrood Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=28]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.6	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.6	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.2	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.3	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.7	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.9	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	29.6	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	14.8	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.4	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
4. Interential – (6) / 7. Use characteristics of different types of print to neight mem understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	14//	14//	14//
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	92.6	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	70.4	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	88.9	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.4	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.2	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	96.3	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	44.4	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	55.6	58.2	57.0
Constructed Response		21/2	N./.0
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A	N/A
2. Response to text – (3) / 6. Support their opinion about texts / (is the main character a nero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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11/7/2012



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

Grades: K-12 St. Catherine's Academy, Mount Carmel School #: 274

School #: 274 St. Catherine's Academy, Mount Carmel Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=11]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.0	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	80.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	40.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	60.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	50.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	20.0	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	50.0	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	60.0	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/1	14//	14//
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.0	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	80.0	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	50.0	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	90.0	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	80.0	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	70.0	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	40.0	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.0	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.0	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012 6:00:15PM



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

All Hallows Elementary, North River Grades: K-6 School #: 278

School #: 278 All Hallows Elementary, North River Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=55]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.2	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	79.3	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.2	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	56.6	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.5	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	66.0	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	24.5	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.5	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
3. Response to text – (0) / 0. Develop a personal response by maxing connections within texts / (personal experience with tradition)			
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	82.7	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	78.9	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.1	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	94.2	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	69.2	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.5	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	78.9	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	34.6	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.2	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.7	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Information (6) / 7. Use their knowledge bees and experience with texts to analyze information presented in text / (why is a personal parently included in the text)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	I N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012 6:00:15PM



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

Province

District

School

Holy Redeemer Elementary, Spaniard's Bay Grades: K-9 School #: 285

Item	Cognitive Level - Outcome (item parameter)	[N=33]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3. Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	97.0	79.3	78.6
	sion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	90.9	78.5	77.9
	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.9	94.5	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	81.8	52.8	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	97.0	83.5	82.2
	sion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	78.8	41.9	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	6.1	32.1	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	87.9	46.1	45.3
Constructed Respo			·	
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
	t – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	t - (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
•				
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		·	
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	96.3	90.6	89.9
	sion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	96.3	79.0	78.9
	sion – (6) / 4. Use strategies to construct meaning / (read for meaning)	92.6	74.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	96.3	88.4	88.3
	sion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	96.3	78.8	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.5	82.5	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	66.7	35.0	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	96.3	66.7	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	77.8	58.2	57.0
Constructed Resp			'	
	/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	t – (5) / 6. Support their opinion about texts / (is the main character a hero) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	t – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
	/7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 286 Fatima Academy, St. Bride's Grades: K-12

School #: 286	Fatima Academy, St. Bride's Grades: K-12	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=7]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential - 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
	(b) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.3	87.1	86.8
3. Inferential -	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	33.3	79.3	78.6
 Comprehen 	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	66.7	78.5	77.9
5. Inferential -	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	66.7	52.8	52.0
Inferential -	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	66.7	83.5	82.2
	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	41.9	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	83.3	32.1	32.5
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	46.1	45.3
Constructed Respo				
	/7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	77. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	t – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	t – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
3. Response to text	t = (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	, , .	. 47.	,,, .
Non Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	66.7	90.6	89.9
	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	79.0	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	74.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	83.3	88.4	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	78.8	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	83.3	90.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	82.5	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	16.7	35.0	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	83.3	66.7	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	58.2	57.0
Constructed Respo				
)/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	st – (5) / 6. Support their opinion about texts / (is the main character a hero) 1 / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
	at $-(6)$ / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

Dunne Memorial Academy, St. Mary's Grades: K-12 School #: 287

School #: 287 Dunne Memorial Academy, St. Mary's Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=5]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	comidentiality.	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 		90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		79.0	78.9
13. Comprehension – (6) / 4. Ose strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		74.7 88.4	74.7 88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)			
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		78.8	78.0
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		90.3 82.5	89.6 80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		58.2	57.0
Constructed Response		00.2	07.0
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 289 St. Peter's Elementary, Upper Island Cove Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	[N=20]	[N=2,970]	[N=5,029]
Poe	tic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Infer	ential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.7	93.3	93.2
	ential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	89.5	87.1	86.8
	ential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	73.7	79.3	78.6
	prehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	89.5	78.5	77.9
	ential $-(6)/4$. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.7	94.5	94.3
6. Infer	ential – (6) / 7. Applying strategies to analyse text / (alliteration)	79.0	52.8	52.0
	ential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.2	83.5	82.2
8. Com	prehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	94.7	41.9	42.2
9. Infer	rential $-(5)/7$. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	52.6	32.1	32.5
10. Infe	rential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	63.2	46.1	45.3
Constructed	d Response			
	al - (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	al – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	e to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	al – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response	e to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
Infer	ential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12. Com	prehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	88.9	79.0	78.9
13. Com	prehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	83.3	74.7	74.7
14. Infer	ential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	88.4	88.3
15. Com	prehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	88.9	78.8	78.0
16. Infer	ential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	72.2	90.3	89.6
	ential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	77.8	82.5	80.9
	ential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	55.6	35.0	34.1
19. Infer	ential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	77.8	66.7	66.1
20. Infer	ential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	83.3	58.2	57.0
Constructed	d Response			
	$al - (\hat{6}) / 4$. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response	e to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	al – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	e to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
	al $-(6)/7$. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Interenti	al – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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District

School



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

Perlwin Elementary, Winterton Grades: K-6 School #: 291

School #: 291 Perlwin Elementary, Winterton Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=20]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.7	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	89.5	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	89.5	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	68.4	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	84.2	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	52.6	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.2	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	42.1	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.6	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	31.6	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	82.4	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	70.6	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	70.6	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	82.4	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	64.7	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.1	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	94.1	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	47.1	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.6	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	35.3	58.2	57.0
Constructed Response	N1/A	N1/A	N1/A
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

St. Augustine's Elementary, Bell Island Grades: K-6 School #: 294

School #: 294 St. Augustine's Elementary, Bell Island Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=28]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.8	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.5	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	79.2	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	79.2	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	37.5	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.7	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.3	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	12.5	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	20.8	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 	87.5	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	79.0	78.9
13. Comprehension – (6) / 4. Ose strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	54.2 70.8	74.7 88.4	74.7 88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)			
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	58.3 79.2	78.8	78.0
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	79.2 83.3	90.3 82.5	89.6 80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)			
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	50.0 66.7	35.0 66.7	34.1 66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	58.2	57.0
Constructed Response	30.0	30.2	37.0
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

St. Edward's Elementary, Conception Bay South (Kelligrew Grades: K-6 School #: 303

School #: 303	St. Edward's Elementary, Conception Bay South (Kelligrews)rades: K-6	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=103]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferentia 	1-(6)/4. Use strategies to construct meaning / (is the title a good one)	90.5	93.3	93.2
	1-(6)/7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.2	87.1	86.8
	1-(6)/4. Use strategies to construct meaning / (feeling of poem)	74.7	79.3	78.6
4. Compreh	ension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.1	78.5	77.9
 Inferentia 	1 – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.8	94.5	94.3
	1-(6)/7. Applying strategies to analyse text / (alliteration)	23.2	52.8	52.0
Inferentia	1-(6)/7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.3	83.5	82.2
	ension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	32.6	41.9	42.2
	al – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29.5	32.1	32.5
Inferentia	al – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	57.9	46.1	45.3
Constructed Res		!	1	
	5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	ext – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A	N/A N/A
	6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) ext – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to te	ext – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)			14// (
	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	1-(6)/7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	86.9	90.6	89.9
	ension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.8	79.0	78.9
	ension $-(6)/4$. Use strategies to construct meaning / (read for meaning)	64.7	74.7	74.7
	1-(5)/7. Use background knowledge to analyse information / (why is the term "activist" used)	93.9	88.4	88.3
	ension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.8	78.8	78.0
	1-(5)/4. Use pictures to verify their understanding of information / (purpose of visual)	84.9	90.3	89.6
	1-(6)/4. Use strategies to construct meaning / (feelings of the main character)	82.8	82.5	80.9
	l – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	21.2	35.0	34.1
	1 – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	60.6	66.7	66.1
	l – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.6	58.2	57.0
Constructed Res		!	1	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	ext – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) ext – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
	6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 305 Villanova Junior High, Conception Bay South (Manuels) Grades: 5-8

Item	Cognitive Level - Outcome (item parameter)	[N=101]	[N=2,970]	[N=5,029]
Poet	ic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Infere 	ntial – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.8	93.3	93.2
 Infere 	ntial – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	89.5	87.1	86.8
Infere	ntial – (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.3	79.3	78.6
4. Comp	rehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	87.4	78.5	77.9
 Infere 	ntial – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.7	94.5	94.3
Infere	ntial – (6) / 7. Applying strategies to analyse text / (alliteration)	64.2	52.8	52.0
Infere	ntial – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.1	83.5	82.2
8. Comp	rehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.0	41.9	42.2
Inference	ential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29.5	32.1	32.5
Inference	ential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	48.4	46.1	45.3
Constructed	Response			
	1 – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	1 – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	1-(6)/7. Use characteristics of different types of print to help them understand what they read and view/(use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response	to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ntial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.9	90.6	89.9
	rehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.4	79.0	78.9
	rehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.4	74.7	74.7
	ntial – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	83.5	88.4	88.3
	rehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	81.4	78.8	78.0
	ntial – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.7	90.3	89.6
	ntial - (6) / 4. Use strategies to construct meaning / (feelings of the main character)	84.5	82.5	80.9
	ntial – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.2	35.0	34.1
	ntial – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.0	66.7	66.1
20. Infere	ntial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	56.7	58.2	57.0
Constructed				
	l – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	1 - (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
	l – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) l – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. merenna	1 – (0) / /. Respond critically to text by applying strategies to analyse and evaluate a text / (inealing of selffelice in the text)	IN/A	IN/A	IN/A

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

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

Source: Division of Evaluation and Research, Department of Education

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District

School



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

School #: 306 St. George's Elementary, Conception Bay South (Manuels) Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	[N=42]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential – 	(6) / 4. Use strategies to construct meaning / (is the title a good one)	94.6	93.3	93.2
	(6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	73.0	87.1	86.8
3. Inferential –	(6) / 4. Use strategies to construct meaning / (feeling of poem)	91.9	79.3	78.6
	ion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	86.5	78.5	77.9
	(6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
	(6) / 7. Applying strategies to analyse text / (alliteration)	59.5	52.8	52.0
	(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	86.5	83.5	82.2
	ion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.1	41.9	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	27.0	32.1	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.2	46.1	45.3
Constructed Respon				
	7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
	7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
	- (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
•				
	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.4	90.6	89.9
	ion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	82.9	79.0	78.9
	ion – (6) / 4. Use strategies to construct meaning / (read for meaning)	65.7	74.7	74.7
	(5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	82.9	88.4	88.3
	ion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.9	78.8	78.0
	(5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.4	90.3	89.6
	(6) / 4. Use strategies to construct meaning / (feelings of the main character)	91.4	82.5	80.9
	(6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	31.4	35.0	34.1
	 (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 	62.9	66.7	66.1
		45.7	58.2	57.0
Constructed Respon	sse 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	NI/A	NI/A	N/A
	- (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
	7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
	- (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
	7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6)	7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

Province

District

School



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

School #: 308 Mary Queen of the World Elementary, Mount Pearl Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	[N=58]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferentia 	d - (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.9	93.3	93.2
	1 - (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.6	87.1	86.8
Inferentia	1 - (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.8	79.3	78.6
4. Compreh	ension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	65.5	78.5	77.9
 Inferentia 	1 - (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.7	94.5	94.3
Inferentia	al – (6) / 7. Applying strategies to analyse text / (alliteration)	41.8	52.8	52.0
Inferentia	1 - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.9	83.5	82.2
8. Compreh	ension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	29.1	41.9	42.2
9. Inferenti	al – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.5	32.1	32.5
Inferenti	al – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	30.9	46.1	45.3
Constructed Res	ponse			
 Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	ext – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to to	ext – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	1 - (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.2	90.6	89.9
	ension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	77.2	79.0	78.9
	ension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.4	74.7	74.7
	1 - (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	82.5	88.4	88.3
	ension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.7	78.8	78.0
	1 - (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.0	90.3	89.6
	d - (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.5	82.5	80.9
	d - (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.1	35.0	34.1
	al – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.4	66.7	66.1
Inferentia	1 - (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	52.6	58.2	57.0
Constructed Res				
	(6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	ext – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	(6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	ext – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. Interential – (of the content of the content of applying strategies to analyse and evaluate a text (meaning of sentence in the text)	I 14/7	14/7	1 1/7

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

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

Source: Division of Evaluation and Research, Department of Education

District

School



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

School #: 310 Mount Pearl Intermediate, Mount Pearl Grades: 5-9

School #: 310 Mount Pearl Intermediate, Mount Pearl Grades: 5-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=106]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			,
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.6	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	89.4	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.9	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.9	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.7	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	37.2	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.7	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	30.9	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.4	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)			,,,
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.7	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.8	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	86.2	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	92.6	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	87.2	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.4	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.9	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	39.4	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.3	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	•	•	

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

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

Source: Division of Evaluation and Research, Department of Education

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

Newtown Elementary, Mount Pearl Grades: K-6 School #: 312

School #: 312 Newtown Elementary, Mount Pearl Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=83]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	97.5	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	87.5	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	60.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.8	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	45.0	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	23.8	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	60.0	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.8	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	90.0	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	78.8	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	88.8	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.0	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.5	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	35.0	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.3	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	73.8	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 316 St. Peter's Elementary, Mount Pearl Grades: K-6

School #: 316 St. Peter's Elementary, Mount Pearl Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=56]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	86.8	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	83.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	73.6	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.4	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.6	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	58.5	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.7	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	47.2	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	34.0	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1,4.1	,,,	1
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	98.0	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	78.4	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	70.6	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	96.1	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	74.5	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.1	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.2	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	27.5	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.6	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.6	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	I N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	I	I	

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 317 St. Francis of Assisi Elementary, Logy Bay/Middle Cove/OutenaGesreK-6

Iten	Cognitive Level - Outcome (item parameter)	[N=26]	[N=2,970]	[N=5,029]
F	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. I ₁	nferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
	nferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	96.0	87.1	86.8
	nferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	84.0	79.3	78.6
	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	84.0	78.5	77.9
	nferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.0	94.5	94.3
6. I	nferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	52.8	52.0
7. I	nferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	72.0	83.5	82.2
8. (Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	20.0	41.9	42.2
9.]	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	40.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.0	46.1	45.3
Constru	ucted Response		1	
	rential $-(5)/7$. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	rential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	ponse to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	rential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Resp	ponse to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	nferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	95.8	90.6	89.9
	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.5	79.0	78.9
	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	79.2	74.7	74.7
	nferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	87.5	88.4	88.3
	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	83.3	78.8	78.0
	nferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.8	90.3	89.6
	nferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	82.5	80.9
	nferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.7	35.0	34.1
	nferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	79.2	66.7	66.1
20. I	nferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.2	58.2	57.0
	ructed Response		1	
	rential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Resp	ponse to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	rential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
	ponse to text $-$ (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) rential $-$ (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	rential – (6) / 7. Ose their knowledge base to question information in the text / (do you agree/disagree with information in text) rential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
0. 111101	(0), 1. Tespons stream, to test of applies of analyse and ordinate a test (meaning of sentence in the test)	, , ,		. 4/, 1

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

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

Source: Division of Evaluation and Research, Department of Education

District

School



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

School #: 318 Holy Family Elementary, Paradise Grades: K-6

Poolity Solicited Responses: (Grade Level) / Outcome No. / Outcome / (Item parameter) 1. Inferential – (6) / 4. Use strategies to construct meaning / (ite let lite a good one) 33 93 2.	School #: 318 Holy Family Elementary, Paradise Grades: K-6	School	District	Province
1. Inferential—(a) // A. Use strategies to construct meaning / (set title a good one) 2. Inferential—(a) // A. Use strategies to construct meaning / (feeling of poem) 3. Inferential—(b) // A. Use strategies to construct meaning / (feeling of poem) 4. Comprehension—(a) // A. Use caing systems (e.g., aconnet clues) to construct meaning / (feeling of poem) 5. Inferential—(a) // A. Use features of text to reinfurce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential—(b) // A. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 6. Comprehension—(b) // A. Use features of text to reinfurce these) to construct meaning / (meaning of lines in poem) 6. Inferential—(b) // A. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 6. Inferential—(b) // A. Demonstrating awareness that texts reflect a point of view / (identify speaker in text) 6. Inferential—(b) // A. Demonstrating awareness that texts reflect a point of view / (why were tower case letters used after punctuation) 7. Inferential—(b) // A. Demonstrating awareness that texts reflect a point of view / (why were lower case letters used after punctuation) 7. Inferential—(b) // A. Demonstrating awareness that texts reflect a purnose / (why were tower case letters used after punctuation) 7. Inferential—(b) // A. Demonstrating awareness that texts reflect a purnose / (why were tower case letters used after punctuation) 7. Inferential—(b) // A. Demonstrating awareness that texts reflect a purnose / (why were tower case letters used after punctuation) 7. Inferential—(b) // A. Demonstrating awareness that texts reflect a purnose / (why were tower case letters used after punctuation) 7. Inferential—(c) // A. Demonstrating awareness that texts reflect a purnose / (why were tower tower) 7. Inferential—(c) // A. Demonstrating awareness that texts reflect a purnose / (why were tower) 7. Inferential—(c) // A. Demonstrating awareness	Item Cognitive Level - Outcome (item parameter)			
2. Inferential—(6) / 4. Destructions that leaves reflect a purpose of (purpose of lext) 3. Inferential—(6) / 4. Use strategies to construct meaning / (feeding of poem) 4. Comprehension—(6) / 4. Use using systems (e.g., content clues) to construct meaning / (feeding of poem) 5. Inferential—(6) / 4. Use teatures of text to reflect a point of view / (identify speaker in text) 6. Inferential—(6) / 4. Use teatures of text to reflect a point of view / (identify speaker in text) 6. Inferential—(6) / 4. Use teatures of text to response she that lexts reflect a point of view / (identify speaker in text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential—(6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of tex	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
2. Inferential—(6) / 4. Destructions that leaves reflect a purpose of (purpose of lext) 3. Inferential—(6) / 4. Use strategies to construct meaning / (feeding of poem) 4. Comprehension—(6) / 4. Use using systems (e.g., content clues) to construct meaning / (feeding of poem) 5. Inferential—(6) / 4. Use teatures of text to reflect a point of view / (identify speaker in text) 6. Inferential—(6) / 4. Use teatures of text to reflect a point of view / (identify speaker in text) 6. Inferential—(6) / 4. Use teatures of text to response she that lexts reflect a point of view / (identify speaker in text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential—(6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of tex	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.8	93.3	93.2
3. Inferential—(6)/4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension—(6)/4. Use cruit gosystems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6)/4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text: apply a new situation to text) 6. Inferential—(6)/7. Applying strategies to analyse text/ (alliferation) 6. 5. 28 6. Comprehension—(6)/4. Using curit gystems (e.g., content clues) to construct meaning of lines in poom) 6. Comprehension—(6)/4. Using curit gystems (e.g., content clues) to construct meaning of lines in poom) 6. Linferential—(6)/7. Demonstrating awareness that all texts reflect a purpose / (phrase from text which represents the main idea) 6. Linferential—(6)/7. Recognize how conventions help understand that they read / (wby were lower case letters used after punctuation) 6. Inferential—(6)/7. Broundstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 6. Linferential—(6)/7. Demonstrating awareness that rexts reflect a purpose / (phrase from text which represents the main idea) 6. Linferential—(6)/7. Demonstrating awareness that rexts reflect a purpose / (phrase from text which represents the main idea) 6. Linferential—(6)/7. Demonstrating awareness that rexts reflect a purpose / (purpose of text) 6. Linferential—(6)/7. Demonstrating awareness that rexts reflect a purpose / (purpose of text) 6. Response to text—(6)/6. Develop a personal response by making councerions within texts/ (personal experience, based on text) 6. Response to text—(6)/6. Develop a personal response by making councerions within texts/ (personal experience with textilian) 6. Response to text—(6)/6. Develop a personal response by making councerions within texts/ (personal experience with textilian) 6. Response to text—(6)/6. Develop a personal response by making councerions within texts/ (personal experience with textilian) 6. Linferential—(6)/7. Demonstratin		90.0	87.1	86.8
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 5. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a prince of wear of texts and they read / (why were lower case letters used after punctuation) 8. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Des background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential — (6) / 7. Des background knowledge to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Desponsible text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Desponsible text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Desponsible text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Desponsible text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Desponsible text in the poem and visual to extend on text by giving another example) 1. Inferential — (6) / 7. Desponsible text in text in text in text / (will traditions continue into the future) 1. Inferential — (6) / 7. Desp		85.0	79.3	78.6
6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Denonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (6) / 7. Denonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 7. Inferential — (6) / 7. Denonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Denonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential — (6) / 7. Responde critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 8. Inferential — (6) / 7. Responde critically to text by applying strategies on analyse and evaluate a text / (will traditions continue into the future) 8. Response to ext — (6) / 6. Develop a personal response by making connections within texts / (personal experience, based on text) 8. Response to ext — (6) / 6. Develop a personal response by making connections within texts / (personal experience, with texts) 8. Response to ext — (6) / 6. Develop a personal response by making connections within texts / (personal experience, with texts) 8. Response to ext — (6) / 6. Use strategies to construct meaning / (read for meaning) 8. Response to ext — (6) / 6. Use strategies to construct meaning / (read for meaning) 8. Response to ext — (6) / 7. Use background knowledge to analyse information / (with sin term "activist" used) 8. Response to ext — (6) / 4. Use strategies to construct meaning / (read for meaning) 8. Response to ext — (6) / 6. Develop a personal response by making connections within exts / (revised and personal respective) 8. Response to ext — (6) / 6. Develop a personal response by making connections of visual) 8. Response to ext — (6) / 6. D	4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	82.5	78.5	77.9
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (thruse from text which represents the main idea) 9. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential – (6) / 7. Seepond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential – (6) / 7. Seepond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 9. Inferential – (6) / 7. Describe, share, and discuss their personal rescribinos to text / (will traditions continue into the future) 9. Inferential – (6) / 7. Use background traditions to text / (will traditions continue into the future) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. One future that is a second of text in tradition) 9. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 9. One future that is a second of text in tradition of text in tradition) 9. One future that is a second of text in the future of the second of text in tradition of text in traditio	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.3	94.5	94.3
6. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 1. Inferential—(6) / 7. Demonstratine awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential—(6) / 7. Demonstratine awareness that texts reflect a purpose / (white text) for text which represents the main idea) 2. Inferential—(6) / 7. Demonstratine awareness that texts reflect a purpose / (will traditions continue into the future) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife la text) for discussion of the start of the future) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife la text) for discussion of the start of the future) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife a better home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife a better home describing culture you experienced, based on text) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife potent home discussion) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife potent home discussion) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to text / (wife potent home discussion) 3. Response to ext—(6) / 0. Secribed response to ext / (wife potent home discussion) 4. Inferential—(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use potent and visual to extend on text by giving another example) 3. Comprehension—(6) / 4. Use extrategies to construct meaning / (read for meaning) 3. Comprehension—(6) / 4. Use extrategies to construct meaning / (new vocabulary) 3. Comprehension—(6) / 4. Use cutting extrategies to construct meaning / (new vocabulary) 3. Co		45.0	52.8	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a nurrose / (phrase from text which represents the main idea) 25. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 28. Inferential — (6) / 7. We background knowledge to analyse and evaluate a text / (will traditions continue into the future) 28. Inferential — (6) / 7. Deson dritically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 28. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 38. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) NOA NA	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	81.3	83.5	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will raditions continue into the future) 1. Response to ext — (4) / 6. Describe, share, and discuss their personal reactions to text / (wire a latert home describing culture you experienced, based on text) 1. Response to ext — (6) / 6. Describe, share, and discuss their personal reactions to text / (wire a latert home describing culture you experienced, based on text) 1. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poom and visual to extend on text by giving another example) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential — (6) / 7. Use chackground knowledge to analyse information / (why is the term "activist" used) 5. Comprehension — (6) / 4. Use cuteing systems (context clues) to construct meaning / (rew vocabulary) 7. Inferential — (6) / 4. Use cuteing systems (context clues) to construct meaning / (rew vocabulary) 8. 7. 2	8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	45.0	41.9	42.2
Constructed Response 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describes, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Describes, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Demonstration of the future of th		35.0	32.1	32.5
1. Inferential – (5) 77. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 77. Responde critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 77. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a letter home describing culture you experienced, based on text) 6. NA 6. NA 7. Na 7	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.8	46.1	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the tuture) 3. Response to text — (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter hose describing culture) you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/				
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and visual to extend on text by giving another example) NA N/A N/A N/A N/A N/A N/A N/A N/A N/A N	2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)			
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 5. Support their opinion about texts / (is the main character a hero) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base on question i				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) N/A N/A N/A N/A N/A N/A N/A N/	5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/74	14/71	14//
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 79.8 79.0 78.9 79.0 78.9 79.0 78.9 79.0 78.9 79.0 78.9 79.0 79.8 79.0 78.9 79.0 79.8 74.7 74.8 88.6 88.4 88.8 88.4 88.3 15. Comprehension – (6)/4. Use cucing systems (context clues) to construct meaning / (new vocabulary) 89.2 89.9 82.5 89.9 82.5 89.9 82.5 89.9 82.5 89.9 82.5 89.9 82.5 80.9 84.1 1. Inferential – (6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6)/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and expl				
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 10. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal narrative included in the text) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		89.9	90.6	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 22. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 23. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 34. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 35. Inferential – (6) / 7. Use their knowledge base to question information in the text / (why is a personal narrative included in the text) 36. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 36. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 37. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		79.8	79.0	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A				
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A				
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		77.2	78.8	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 60.8 66.7 66.1 50.6 58.2 57.0 N/A N/A N/A N/A N/A N/A N/A N/				
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		50.6	58.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				

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

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

Source: Division of Evaluation and Research, Department of Education

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

Beachy Cove Elementary, Portugal Cove - St. Philip's School #: 320 Grades: K-6

School #: 320	Beachy Cove Elementary, Portugal Cove - St. Philip's Grades: K-6	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=68]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.5	93.3	93.2
 Inferential 	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.4	87.1	86.8
3. Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.8	79.3	78.6
4. Comprehe	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.8	78.5	77.9
	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.9	94.5	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	51.5	52.8	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	72.7	83.5	82.2
	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.3	41.9	42.2
	1 – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	25.8	32.1	32.5
	1 – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.9	46.1	45.3
Constructed Resp				
)/7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	77. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	st – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	xt - (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
	ion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.9	90.6	89.9
	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	90.5	79.0	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	79.4	74.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	82.5	88.4	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	77.8	78.8	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.1	90.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	79.4	82.5	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	31.8	35.0	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	65.1	66.7	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	63.5	58.2	57.0
Constructed Resp				
)/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	xt – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) [xt - (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5 Inferential = (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
		1	I	

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012 6:00:15PM



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

School #: 325 Bishop Abraham Elementary, St. John's Grades: K-6

School #: 325 Bishop Abraham Elementary, St. John's Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=26]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.0	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	72.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	76.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	64.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.0	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	20.0	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	36.0	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/73	14//	14//
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	95.5	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	77.3	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	59.1	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	86.4	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	72.7	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	90.9	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	72.7	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	40.9	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.2	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	63.6	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	1	I	

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

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

Source: Division of Evaluation and Research, Department of Education



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

Bishop Feild Elementary, St. John's Grades: K-6 School #: 326

School #: 326 Bishop Feild Elementary, St. John's Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=36]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.3	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	80.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	82.9	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	97.1	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.3	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	62.9	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.4	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.0	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	48.6	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	60.0	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.1	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.4	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	79.4	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	85.3	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.3	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.2	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.2	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	47.1	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	58.8	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	41.2	58.2	57.0
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	NI/A	NI/A	NI/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 331 Cowan Heights Elementary, St. John's Grades: K-7

School #: 331 Cowan Heights Elementary, St. John's Grades: K-7	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=50]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	93.5	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	93.5	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.4	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.4	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	95.7	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	67.4	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	76.1	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	30.4	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	45.7	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.5	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/73	14/73	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.5	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	80.4	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.9	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	89.1	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.8	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.7	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.1	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	30.4	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	65.2	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.9	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	ı		

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

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

Source: Division of Evaluation and Research, Department of Education



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

Grades: K-6 Larkhall Academy, St. John's School #: 334

School #: 334 Larkhall Academy, St. John's Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=40]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	81.6	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.8	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	63.2	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	63.2	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	89.5	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	50.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	73.7	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	47.4	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	34.2	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	55.3	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	81.6	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.3	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.4	79.0	76.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	76.3	74.7 88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.3	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.8	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.5	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	18.4	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	65.8	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	42.1	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 337 Goulds Elementary, St. John's (Goulds) Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	[N=85]	[N=2,970]	[N=5,029]
Poe	etic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Infer 	rential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	98.7	93.3	93.2
	rential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.8	87.1	86.8
Infer	rential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	84.4	79.3	78.6
	aprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.8	78.5	77.9
	rential $-(6)/4$. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.2	94.5	94.3
	rential – (6) / 7. Applying strategies to analyse text / (alliteration)	63.6	52.8	52.0
Infer	rential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	72.7	83.5	82.2
8. Com	aprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	41.6	41.9	42.2
9. Infe	erential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	32.1	32.5
10. Infe	erential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	35.1	46.1	45.3
Constructe	d Response			
	ial - (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	ial – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	se to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	ial – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Respons	se to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	rential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	92.2	90.6	89.9
	prehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	67.5	79.0	78.9
	prehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.9	74.7	74.7
	rential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	88.3	88.4	88.3
	prehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	76.6	78.8	78.0
	rential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	96.1	90.3	89.6
	rential $-(6)/4$. Use strategies to construct meaning / (feelings of the main character)	77.9	82.5	80.9
	rential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	24.7	35.0	34.1
	rential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	55.8	66.7	66.1
20. Infe	rential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	59.7	58.2	57.0
	ed Response			
	ial – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	se to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	ial – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
	se to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) ial – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	ial – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. micient	iai – (6)/ /. Respond efficiently to text by applying strategies to analyse and evaluate a text / (inclaiming of sentence in the text)	1 1/ / \	1 11/7	1 W/ /*\

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

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

Source: Division of Evaluation and Research, Department of Education

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Province

District

School



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

School #: 339 Holy Cross Elementary, St. John's Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	[N=23]	[N=2,970]	[N=5,029]
Poet	tic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Infere	ential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
	ential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	82.6	87.1	86.8
	ential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	87.0	79.3	78.6
	prehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	69.6	78.5	77.9
	ential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	91.3	94.5	94.3
	ential – (6) / 7. Applying strategies to analyse text / (alliteration)	43.5	52.8	52.0
	ential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	69.6	83.5	82.2
8. Com	prehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	39.1	41.9	42.2
	rential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.1	32.1	32.5
Infer	rential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	52.2	46.1	45.3
Constructed	l Response			
	al - (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	al – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	e to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	al – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response	e to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	90.9	90.6	89.9
	prehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.8	79.0	78.9
	prehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	86.4	74.7	74.7
	ential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	95.5	88.4	88.3
	prehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	63.6	78.8	78.0
	ential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.4	90.3	89.6
	ential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	95.5	82.5	80.9
	ential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	36.4	35.0	34.1
	ential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.6	66.7	66.1
	ential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	40.9	58.2	57.0
Constructed				
	al - (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	e to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	al – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
	al $-(6)/7$. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	al $-(6)/7$. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
				•

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

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

Source: Division of Evaluation and Research, Department of Education

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District

School



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

MacDonald Drive Elementary, St. John's Grades: K-6 School #: 342

School #: 342 MacDonald Drive Elementary, St. John's Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=59]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.4	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.9	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	83.9	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	76.8	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.6	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	53.6	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.1	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	58.9	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.8	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	00.0	00.0	00.0
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	96.2	90.6	89.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.5	79.0	78.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	73.6 88.7	74.7 88.4	74.7 88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	86.8	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	96.2	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.5	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	50.9	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.0	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	56.6	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	IN/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

District

School

Province

Mary Queen of Peace Elementary, St. John's Grades: K-6 School #: 345

Item	Cognitive Level - Outcome (item parameter)	[N=98]	[N=2,970]	[N=5,029]
Poe	etic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Infe	rential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.7	93.3	93.2
	rential $-(6)/7$. Demonstrate awareness that texts reflect a purpose of text)	88.5	87.1	86.8
	rential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	82.3	79.3	78.6
	prehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.3	78.5	77.9
	rential $-(6)/4$. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.8	94.5	94.3
	rential – (6) / 7. Applying strategies to analyse text / (alliteration)	65.6	52.8	52.0
7. Infer	rential $-(6)/7$. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.4	83.5	82.2
8. Com	aprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.6	41.9	42.2
9. Infe	erential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.3	32.1	32.5
10. Infe	erential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	52.1	46.1	45.3
Constructe	d Response			
	ial - (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	ial – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	se to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	ial – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Respons	te to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	rential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.9	90.6	89.9
	prehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	90.5	79.0	78.9
	prehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	77.9	74.7	74.7
	rential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	89.5	88.4	88.3
	prehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.1	78.8	78.0
	rential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.8	90.3	89.6
	rential $-(6)/4$. Use strategies to construct meaning $/$ (feelings of the main character)	74.7	82.5	80.9
	rential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	46.3	35.0	34.1
	rential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	64.2	66.7	66.1
	rential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.0	58.2	57.0
	ed Response			
	ial – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	se to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	ial – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A	I N/A
	se to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) ial – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	ial $-(6)/7$. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
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Note: percentages may not add to 100% due to missing values.

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

Source: Division of Evaluation and Research, Department of Education

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

Province

11/7/2012

District

School

School #: 348 Roncalli Elementary, St. John's Grades: K-6

Item Cognitive Level - Outcome (item parameter)	[N=42]	[N=2,970]	[N=5,029]
	[14-42]	[14-2,370]	[14-0,023]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	89.2	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.5	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.5	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	81.1	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.3	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	51.4	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.9	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.5	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	21.6	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	43.2	46.1	45.3
Constructed Response 1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
2. Inferential = (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	97.1	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	74.3	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.6	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	85.7	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	82.9	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.7	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.0	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	37.1	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	62.9	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

St. Andrew's Elementary, St. John's Grades: K-6 School #: 349

School #: 349 St. Andrew's Elementary, St. John's Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=35]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	84.4	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.4	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.3	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	78.1	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.8	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	43.8	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	78.1	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	34.4	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	34.4	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	59.4	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)			
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	86.7	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.7	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	63.3	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	93.3	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	70.0	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.3	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.7	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	40.0	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.3	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	53.3	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Information presented in text / (why is a personal per	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	l	I	

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

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

Source: Division of Evaluation and Research, Department of Education

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

St. John Bosco School, St. John's Grades: K-9 School #: 350

School #: 350 St. John Bosco School, St. John's Grades: K-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=19]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			,
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	87.5	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	87.5	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.8	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	75.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	87.5	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	37.5	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	12.5	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	25.0	46.1	45.3
Constructed Response		1	
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
3. Response to text – (0) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	, .		,,,
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		1	
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	71.4	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	78.6	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	50.0	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	92.9	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.7	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.9	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	78.6	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	14.3	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	64.3	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	71.4	58.2	57.0
Constructed Response		1	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	•	•	

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 355 St. Mary's Elementary, St. John's Grades: K-6

School #: 355 St. Mary's Elementary, St. John's Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=19]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	79.0	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.7	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	79.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	89.5	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.7	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	57.9	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	94.7	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	52.6	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	42.1	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	52.6	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.8	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	93.8	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	68.8	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	93.8	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	87.5	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	93.8	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	93.8	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	56.3	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	87.5	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. Interential – (0) / /. Respond critically to text by apprying strategies to analyse and evaluate a text / (interining of sentence in the text)	IN/A	IN/A	IN/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 356 St. Matthews Elementary, St. John's Grades: K-7

School #: 356 St. Matthews Elementary, St. John's Grades: K-7	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=73]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.6	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.7	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	61.8	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	83.8	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.1	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	47.1	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	89.7	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	32.4	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	44.1	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.2	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.0	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	70.2	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.1	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	88.1	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	89.6	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.1	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	82.1	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	34.3	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	76.1	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	67.2	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. Inference (6,77). Respond entitled to text of applying strategies to analyse and evaluate a text (including of sentence in the text)	14/7	13//1	1 1// 1

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 360 Rennie's River Elementary School, St. John's Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	[N=54]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferentia 	al - (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.1	93.3	93.2
	al - (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	92.2	87.1	86.8
Inferentia	al - (6) / 4. Use strategies to construct meaning / (feeling of poem)	78.4	79.3	78.6
 Compreh 	ension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	80.4	78.5	77.9
5. Inferenti	al - (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.1	94.5	94.3
6. Inferenti	al – (6) / 7. Applying strategies to analyse text / (alliteration)	64.7	52.8	52.0
Inferentia	al - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.2	83.5	82.2
 Compreh 	ension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	35.3	41.9	42.2
9. Inferent	al – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.4	32.1	32.5
10. Inferent	al – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	37.3	46.1	45.3
Constructed Re	sponse			
	(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	ext – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to t	ext – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	IN/A	IN/A
	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	al - (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	93.5	90.6	89.9
	ension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	84.8	79.0	78.9
	ension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.9	74.7	74.7
	al - (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	89.1	88.4	88.3
	ension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.9	78.8	78.0
	al – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	82.6	90.3	89.6
	al - (6) / 4. Use strategies to construct meaning / (feelings of the main character)	91.3	82.5	80.9
	al - (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.3	35.0	34.1
	al – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	60.9	66.7	66.1
20. Inferentia	al - (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	58.2	57.0
Constructed Re				
	(6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	(6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
4. Kesponse to	ext – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. micreman	(c), respond triately to tem of appring stategies to until or under the temperature of sentence in the temperature.	1 '"''	l '"''	1 4// 1

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

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

Source: Division of Evaluation and Research, Department of Education

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District

School



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

Province

District

School

St. Teresa's School/Ecole Ste-Thérèse, St. John's Grades: K-6 School #: 362

Item	Cognitive Level - Outcome (item parameter)	[N=54]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential – 	(6) / 4. Use strategies to construct meaning / (is the title a good one)	90.2	93.3	93.2
 Inferential – 	(6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	88.2	87.1	86.8
	(6) / 4. Use strategies to construct meaning / (feeling of poem)	86.3	79.3	78.6
	ion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	70.6	78.5	77.9
	(6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.1	94.5	94.3
	(6) / 7. Applying strategies to analyse text / (alliteration)	35.3	52.8	52.0
	(6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	94.1	83.5	82.2
	ion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	27.5	41.9	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	35.3	32.1	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	37.3	46.1	45.3
Constructed Respon			· '	
	7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
	7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	- (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
•			'	
	n Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.2	90.6	89.9
	ion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.5	79.0	78.9
	sion – (6) / 4. Use strategies to construct meaning / (read for meaning)	66.7	74.7	74.7
	(5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	84.3	88.4	88.3
	sion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	72.6	78.8	78.0
	(5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	92.2	90.3	89.6
	(6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.4	82.5	80.9
	(6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	45.1	35.0	34.1
	(6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	60.8	66.7	66.1
	(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.9	58.2	57.0
Constructed Respo			1 '	
	4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	(5) / 6. Support their opinion about texts / (is the main character a nero) 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
	- (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A
	7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

Vanier Elementary, St. John's Grades: K-6 School #: 363

School #: 363 Vanier Elementary, St. John's Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=37]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	97.2	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.4	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	83.3	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	83.3	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	61.1	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	41.7	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	36.1	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	47.2	46.1	45.3
Constructed Response		ĺ	
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	1 14/7	14//
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		ĺ	
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.4	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.3	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.6	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	91.7	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	80.6	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.7	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	86.1	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.9	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	44.4	58.2	57.0
Constructed Response		ĺ	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	1	1	•

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

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

Source: Division of Evaluation and Research, Department of Education

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

Virginia Park Elementary, St. John's Grades: K-6 School #: 364

School #: 364 Virginia Park Elementary, St. John's Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=31]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	92.9	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	67.9	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	67.9	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	67.9	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.9	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	32.1	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	78.6	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.6	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	32.1	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	32.1	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.9	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	51.9	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	77.8	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	63.0	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	85.2	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	70.4	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	14.8	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	59.3	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	51.9	58.2	57.0
Constructed Response	N1/A	N 1/A	N 1/A
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
2. Response to text = (3) / 6. Support their opinion about texts / (is the main character a nero) 3. Inferential = (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 367 Holy Trinity Elementary, Torbay Grades: K-6

School #: 367 Holy Trinity Elementary, Torbay Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=91]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	95.5	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.5	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	79.8	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.5	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.1	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	44.9	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	80.9	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	36.0	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29.2	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	46.1	46.1	45.3
Constructed Response	'	1	
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	1	1,47,1
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		1	
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.5	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	84.9	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	74.4	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	87.2	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	84.9	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.4	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.4	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	40.7	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	69.8	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.5	58.2	57.0
Constructed Response		1	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	•	1	

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 370 Stella Maris Academy, Trepassey Grades: K-6,8-12

School #: 370 Stella Maris Academy, Trepassey Grades: K-6,8-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=8]	[N=2,970]	[N=5,029]
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	87.5	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	87.5	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	87.5	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	87.5	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	62.5	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	50.0	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	37.5	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	75.0	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.5	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	75.0	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.5	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	75.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	25.0	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	100.0	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	50.0	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

11/7/2012

Upper Gullies Elementary, Conception Bay South (Upper GGliaeth)s: K-6 School #: 371

School #: 371	Upper Gullies Elementary, Conception Bay South (Upper G@liaese)s: K-6	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=70]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)]		
 Inferentia 	1-(6)/4. Use strategies to construct meaning / (is the title a good one)	88.2	93.3	93.2
 Inferentia 	l – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	82.4	87.1	86.8
Inferentia	1 – (6) / 4. Use strategies to construct meaning / (feeling of poem)	79.4	79.3	78.6
	ension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	82.4	78.5	77.9
	l – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.1	94.5	94.3
	l – (6) / 7. Applying strategies to analyse text / (alliteration)	35.3	52.8	52.0
	1-(6)/7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	82.4	83.5	82.2
	ension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	48.5	41.9	42.2
	al - (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	32.4	32.1	32.5
	al – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	45.6	46.1	45.3
Constructed Res		1	1	
	5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	ext – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	ext $-(6)/6$. Develop a personal response by making connections within texts $/$ (personal experience with tradition)	N/A N/A	N/A	N/A N/A
3. Response to te	ext = (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1 47.1	1	14/7
Non Fict	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	1	1	
	l – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	85.7	90.6	89.9
	ension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	76.8	79.0	78.9
	ension – (6) / 4. Use strategies to construct meaning / (read for meaning)	60.7	74.7	74.7
	1-(5)/7. Use background knowledge to analyse information / (why is the term "activist" used)	91.1	88.4	88.3
	ension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	73.2	78.8	78.0
	1 – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.6	90.3	89.6
	1-(6)/4. Use strategies to construct meaning / (feelings of the main character)	83.9	82.5	80.9
	l – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	26.8	35.0	34.1
	l – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	67.9	66.7	66.1
	l – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	39.3	58.2	57.0
Constructed Res		1	1	
	6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	ext – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) ext – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
	6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
			1	•

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 372 St. Bernard's Elementary, Witless Bay Grades: K-6

School #: 372 St. Bernard's Elementary, Witless Bay Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=39]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	97.4	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	86.8	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	81.6	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	73.7	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	97.4	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	71.1	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	94.7	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	18.4	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	29.0	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	26.3	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.7	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	81.6	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.1	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	97.4	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	86.8	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	86.8	90.3	89.6
 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 	86.8	82.5	80.9
	23.7	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	76.3	66.7	66.1
	65.8	58.2	57.0
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	NI/A	NI/A	NI/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 427 Holy Name of Mary Academy, Lawn Grades: K-12

Item	Cognitive Level - Outcome (item parameter)	[N=4]	[N=2,970]	[N=5,029]
			[** =,****]	[,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Poetic				
	tial – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	93.3	93.2
	tial – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	87.1	86.8
	tial – (6) / 4. Use strategies to construct meaning / (feeling of poem)	students withheld for	79.3	78.6
	ehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	reasons of	78.5	77.9
	tial – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	confidentiality.	94.5	94.3
	tial – (6) / 7. Applying strategies to analyse text / (alliteration)	ooacay.	52.8	52.0
	tial – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		83.5	82.2
	ehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		41.9	42.2
	tial - (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		32.1	32.5
Inferer	tial - (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		46.1	45.3
Constructed R				
	- (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
	- (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
	text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)		N/A N/A	N/A N/A
	- (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
5. Response to	text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		IN/A	IN/A
Non F	iction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferen 	tial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		90.6	89.9
12. Compre	ehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		79.0	78.9
	ehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		74.7	74.7
14. Inferen	tial – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		88.4	88.3
Compre	ehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		78.8	78.0
Inferen	tial – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		90.3	89.6
	tial – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		82.5	80.9
	tial – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		35.0	34.1
Inferen	tial – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		66.7	66.1
Inferen	tial – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		58.2	57.0
Constructed F	Response			
1. Inferential	- (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		N/A	N/A
	text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A	N/A
	- (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	N/A
	text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
	- (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6. Interential	- (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

District

School



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

School #: 430 St. Mark's School, King's Cove Grades: K-12

School #: 430 St. Mark's School, King's Cove Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=11]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.9	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	100.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.6	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	36.4	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	63.6	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1,471	14//	1,47,1
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	90.9	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	81.8	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	63.6	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	63.6	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	72.7	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	•	1	

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

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

Source: Division of Evaluation and Research, Department of Education



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

District

School

Province

Grades: K-12 Southwest Arm Academy, Little Heart's Ease School #: 431

Iter	Cognitive Level - Outcome (item parameter)	[N=6]	[N=2,970]	[N=5,029]
	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. I	Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
	Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
	Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	79.3	78.6
	Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.5	77.9
5. I	Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. I	Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	80.0	52.8	52.0
7. I	Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
	Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	60.0	41.9	42.2
9.	Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	0.0	32.1	32.5
10.	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	80.0	46.1	45.3
Constr	ructed Response		1	
	rential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	rential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	ponse to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A	N/A
	rential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Kest	ponse to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	19/75	IN/A	IN/A
	Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
	Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.0	78.9
	Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
	Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	88.4	88.3
	Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	100.0	78.8	78.0
	Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	90.3	89.6
	Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	82.5	80.9
	Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	16.7	35.0	34.1
	Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	16.7	66.7	66.1
20. I	Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	83.3	58.2	57.0
	ructed Response		1	
	erential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	ponse to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	erential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	ponse to text $-$ (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) rential $-$ (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
	exertial $-(6)/7$. Ose their knowledge base to question information in the text/ (do you agree/disagree with information in text) exertial $-(6)/7$. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
3	7-7 (•

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 433 Tricon Elementary, Bay de Verde Grades: K-6

School #: 433 Tricon Elementary, Bay de Verde Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=17]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	70.6	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.2	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	82.4	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	70.6	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	94.1	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	41.2	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	17.7	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.2	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	87.5	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	68.8	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	87.5	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	93.8	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	81.3	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	87.5	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	93.8	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	37.5	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	68.8	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	31.3	58.2	57.0
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	NI/A	NI/A	NI/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

St. Anne's Academy, Dunville Grades: K-6 School #: 435

School #: 435	St. Anne's Academy, Dunville Grades: K-6	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=44]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2. Inferential	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	85.7	87.1	86.8
	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	71.4	79.3	78.6
	sion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	73.8	78.5	77.9
	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	92.9	94.5	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	50.0	52.8	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	90.5	83.5	82.2
	sion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	47.6	41.9	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.2	32.1	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.5	46.1	45.3
Constructed Respo		N1/A	N1/A	N 1/A
	/7. Use background knowledge to analyse information / (meaning of a line in the poem) /7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
	= (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
	/7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
	- (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	88.1	90.6	89.9
12. Compreher	sion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	73.8	79.0	78.9
	sion – (6) / 4. Use strategies to construct meaning / (read for meaning)	76.2	74.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	83.3	88.4	88.3
	sion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	78.6	78.8	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	95.2	90.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.1	82.5	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	26.2	35.0	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	66.7	66.7	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	54.8	58.2	57.0
Constructed Respo				
	/ 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) t – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
	/7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A
	t - (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6)	/7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6)	/7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

Epiphany Elementary, Heart's Delight Grades: K-6 School #: 438

School #: 438 Epiphany Elementary, Heart's Delight Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=11]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	100.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	71.4	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	85.7	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.6	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	46.1	45.3
Constructed Response		1	
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
		1	
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)		1	
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	85.7	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	88.4	88.3
 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 	100.0	78.8	78.0
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	100.0	90.3	89.6
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	85.7	82.5	80.9
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.4	35.0	34.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	85.7 57.1	66.7 58.2	66.1 57.0
Constructed Response	37.1	36.2	37.0
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 442 Persalvic Elementary, Victoria Grades: K-9

School #: 442 Persalvic Elementary, Victoria Grades: K-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=22]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.0	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	80.0	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	80.0	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	90.0	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	35.0	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	40.0	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	35.0	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	30.0	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	68.4	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	79.0	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	73.7	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	84.2	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	57.9	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	94.7	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.5	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	21.1	35.0	34.1
 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 	47.4	66.7	66.1
	68.4	58.2	57.0
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	NI/A	NI/A	NI/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

Cabot Academy, Western Bay Grades: K-6 School #: 444

School #: 444 Cabot Academy, Western Bay Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=22]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	89.5	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	84.2	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	68.4	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	52.6	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.7	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	63.2	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	63.2	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	57.9	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	31.6	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.1	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	05.7	00.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	85.7 61.9	90.6 79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	85.7		74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	85.7 85.7	74.7 88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	61.9	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	81.0	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	76.2	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	28.6	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	61.9	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	71.4	58.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	I IN/A	IN/A	IN/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 446 Whitbourne Elementary, Whitbourne Grades: K-6

Herm Cognitive Lowel - Outcome (them parameter) N=5,022	School #: 446 Whitbourne Elementary, Whitbourne Grades: K-6	School	District	Province
Inferential - (6) / P. Demonstrating awareness that tests reflect a purpose / (purpose of test) 93.3 93.2 1 1 1 1 1 1 1 1 1	Item Cognitive Level - Outcome (item parameter)			
Inferential - (6) / P. Demonstrating awareness that tests reflect a purpose / (purpose of test) 93.3 93.2 1 1 1 1 1 1 1 1 1	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			,
2. Inferential—(6) / 4. December to meaning / (Geoling of poem) 2. Inferential—(6) / 4. Use starting ests o construct meaning / (Geoling of poem) 3. Inferential—(6) / 4. Use starting ests of construct meaning / (Geoling of poem) 4. Comprehension—(6) / 4. Use using systems (e.g., content clues) to construct meaning / (Geoling of poem) 4. Comprehension—(6) / 4. Use using systems (e.g., content clues) to construct meaning / (Geoling at a construct meaning / (Geoling at a construct) 5. Inferential—(6) / 4. Use features of text to refer charge in ordination / (including a construct) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential—(6) / 7. Applying strategies to construct meaning / (meaning of lines in poem) 8. 25. 6. 41.9 8. Comprehension—(6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a point or view / (identify speaker in text) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (physes from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (physes from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (physes from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (physes from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that all texts reflect a numrose / (physes from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (physes from text which represents the main iden) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a numrose / (physes from text which represents the foliation) 9. NA		100.0	93.3	93.2
3. Inferential—(6)/4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension—(6)/4. Use cruit gosystems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential—(6)/4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential—(6)/7. Applying strategies to analyse text/ (allieration) 7. Inferential—(6)/7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension—(6)/4. Using curing systems (e.g., content clues) to construct meaning / (meaning of lines in poom) 9. Inferential—(6)/7. Demonstrating awareness that all texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential—(6)/7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential—(6)/7. Bornoustrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential—(6)/7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential—(6)/7. Demonstrating awareness that itexts reflect awareness which are inferential represents the main idea) 1. Inferential—(6)/7. Demonstrating awareness that acts reflect a purpose / (purpose of text) 1. Inferential—(6)/7. Demonstrating awareness that acts reflect a purpose / (purpose of text) 1. Inferential—(6)/7. Demonstrating awareness that acts reflect a purpose / (purpose of text) 1. Inferential—(6)/4. Use text features to verify their understanding of information / (purpose of text)				
4. Comprehension – (6) / 4. Use cuiting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential – (6) / 7. Wes features of text to reinforce their on information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Popplying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Popplying strategies to analyse information / (use text and visual to extend on text; apply a new situation to text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential – (5) / 7. Recognize how conventions thelp understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential – (6) / 7. Responde to the popular strate in the poem) 9. Inferential – (6) / 7. Responde to the popular strate in the poem) 9. Inferential – (6) / 7. Exponde critically to text by applying strategies to analyse and evaluate a text / (will radions cominue into the future) 9. Inferential – (6) / 7. Responde critically to text by applying strategies to analyse and evaluate a text / (will radions cominue into the future) 9. NA		91.7	79.3	78.6
5. Inferential — (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 4. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a prince of view / (identify speaker in text) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a prince of view / (were lower case letters used after punctuation) 8. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (6) / 7. Des background knowledge in analyse information / (meaning of in line in the poem) 1. Inferential — (6) / 7. Des background knowledge in analyse information / (meaning of in line in the poem) 1. Inferential — (6) / 7. Des background knowledge in analyse information in text / (will raditions continue into the future) 1. Inferential — (6) / 7. Desponsable text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Desponsable text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Desponsable text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Desponsable text by applying strategies to nonly and evaluate a text / (will traditions continue into the future) 1. Inferential — (6) / 7. Demonstrating awareness that texts areflect a purpose of text of te				
6. Inferential — (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / 7. Denonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 9. Inferential — (6) / 7. Denonstrating awareness that lexts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose of phrase from text which represents the main idea) 9. NA	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	94.5	94.3
6. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 1. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 2. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (will traditions continue into the future) 2. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to ext—(4) / 6. Describe, share, and discuss their personal reactions to ext / (with a letter home describing culture you experienced, based on text) NA N		41.7	52.8	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a nurrose / (phrase from text which represents the main idea) 22. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 23. Inferential — (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 24. Inferential — (6) / 7. Deson dritically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 25. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 26. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 26. Response to text — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 27. Comprehension — (5) / 4. Use text leatures to verify their understanding of information / (obtain information from a map) 28. Comprehension— (6) / 4. Use trategies to construct meaning / (read for meaning) 29. Comprehension— (6) / 4. Use background knowledge to analyse information / (obtain information from a map) 29. Comprehension— (6) / 4. Use strategies to construct meaning / (read for meaning) 29. Comprehension— (6) / 4. Use strategies to construct meaning / (read for meaning) 29. Comprehension— (6) / 4. Use strategies to construct meaning / (read for meaning) 29. Comprehension— (6) / 4. Use strategies to construct meaning / (new vocabulary) 29. Comprehension— (6) / 4. Use strategies to construct meaning / (new vocabulary) 29. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 29. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 29. Inferential — (6) / 4. Use strategies to analyse and evaluate text /	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	91.7	83.5	82.2
10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential — (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to ext — (4) / 6. Describe, share, and discuss their personal reactions to text / (wing poem and visual to extend on text) giving another example) 1. Response to ext — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text) giving another example) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 3. Comprehension — (6) / 4. Use cutefing systems (context clues) to construct meaning / (read for meaning) 4. Inferential — (6) / 7. Use chackground knowledge to analyse information / (why is the term "activist" used) 5. Comprehension — (6) / 4. Use cutefing systems (context clues) to construct meaning / (rew vocabulary) 6. Inferential — (6) / 4. Use cutefing systems (context clues) to construct meaning / (new vocabulary) 8. 8. 8. 3 8. 7. 8. 1. Inferential — (6) / 4. Use strategies to construct meaning / (rew vocabulary) 8. 8. 8. 9. 8. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9.	8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	25.0	41.9	42.2
Constructed Response 1. Inferential – (6) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 7. Use background knowledge to analyse and evaluate a text / (with a latter home describing culture you experienced, based on text) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a latter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Describes, share, and discuss their personal reactions to text / (write a latter home describing culture you experienced, based on text) 4. NA NA NA NA NA 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (personal experience with tradition) **Non Fiction** **Non Fiction** **Non Fiction** **Selected Responses:* 1. Inferential – (6) 7. Demonstrating awareness that texts reflect a purpose of text) 1. Inferential – (6) 7. Demonstrating awareness that texts reflect a purpose of text) 2. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 3. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential – (6) / 2. Use pictures to verify their understanding of understanding of understanding of information / (purpose of visual) 5. Comprehension – (6) / 4. Use eucing systems (context clues) to construct meaning / (new occabulary) 5. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 6. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 6. Inferential – (6) / 4. Use strategies to construct meaning / (read for meaning) 7. Inferential – (6) / 4. Use strategies to analyse and evaluate text of experimental response 7. Inferential – (6) / 4. Use strategies to analyse and evaluate text of experimental response 8. NA		41.7	32.1	32.5
1. Inferential – (5) 77. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) 77. Responde critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 77. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 6. Response to text – (6) 6. Develop a personal response by making connections within texts / (write a parameter) 7. Inferential – (6) 7. Demonstrating awareness that texts reflect a purpose of text of text of the contraction of the contraction of text of the contraction of the contraction of text of the contraction of the contra	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	46.1	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter hose describing culture) you experienced, based on text) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text – (4) 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/				
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and visual to extend on text by giving another example) N/A N/A N/A N/A N/A N/A N/A N/A N/A N/	2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)			
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A N/A N/A N/A N/A N/A N/A N/				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 5. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 1. Inferential – (6) / 7. Use their knowledge base and experience with text / (why is a personal narrative included in the text) 1. Inferential – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 1. Inferential – (6) / 6. Develop a personal response by making connections within text / (wet page-edisagree w				
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 1. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 2. Response to text – (6) / 7. Use their knowledge base and experience with texts to analyze information in text of verify and are reference with texts to analyze information in text of verify and are reference with texts to analyze information in text of verify on a someone else's point of view) 18. Inferential – (6) / 7. Use their knowledge base to question information in the text / (write a journal entry from a someone else's point	3. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/7	14// (14//
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text) 24. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 25. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 26. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 23. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 23. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 24. Response to text – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		90.0	90.6	89.9
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 1. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 2. Response to text – (5) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) 3. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		80.0	79.0	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/				
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A				
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/			78.8	78.0
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 30.0 66.7 66.1 58.2 57.0				
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		40.0	58.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A				
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				

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

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

Source: Division of Evaluation and Research, Department of Education

11/7/2012 6:00:15PM 169



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

11/7/2012

Baltimore School Complex, Ferryland Grades: K-12 School #: 447

School #: 447 Baltimore School Complex, Ferryland Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=19]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.7	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	89.5	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	84.2	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	84.2	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	94.7	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	73.7	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	57.9	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	47.4	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	36.8	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	57.9	46.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	94.4	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	100.0	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	94.4	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.9	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	94.4	82.5	80.9
 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 	38.9	35.0	34.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	55.6	66.7	66.1
	38.9	58.2	57.0
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 468 Hazelwood Elementary, St. John's Grades: K-6

School #: 468 Hazelwood Elementary, St. John's Grades: K-6	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=64]	[N=2,970]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	94.9	93.3	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	76.3	87.1	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	84.8	79.3	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	71.2	78.5	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	96.6	94.5	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	25.4	52.8	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.1	83.5	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	33.9	41.9	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.9	32.1	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	40.7	46.1	45.3
Constructed Response		1	
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IV/A	IV/A	IN/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.4	90.6	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	72.4	79.0	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	65.5	74.7	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	86.2	88.4	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	67.2	78.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	82.8	90.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	89.7	82.5	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	24.1	35.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	58.6	66.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	44.8	58.2	57.0
Constructed Response		1	
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Informatical (6) / 7. Use their knowledge base and experience with texts to engly a information presented in text / (why is a personal negretive included in the text)	N/A	N/A	N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
(-) are the control of the control o	1	1	

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

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

Source: Division of Evaluation and Research, Department of Education

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

District

School

Province

11/7/2012

School #: 473 Cape St. Francis Elementary, Pouch Cove Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	[N=29]	[N=2,970]	[N=5,029]
Poet	tic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Infere	ential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.6	93.3	93.2
	ential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	82.8	87.1	86.8
	ential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	82.8	79.3	78.6
	prehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	89.7	78.5	77.9
	ential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.1	94.5	94.3
	ential – (6) / 7. Applying strategies to analyse text / (alliteration)	65.5	52.8	52.0
	ential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	79.3	83.5	82.2
	prehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	27.6	41.9	42.2
	rential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	41.4	32.1	32.5
10. Infer	rential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	41.4	46.1	45.3
Constructed	Response			
	$\frac{1}{10} = \frac{1}{10} = \frac{1}{10}$ Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	al – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	e to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	al – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A	N/A
5. Response	to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non	Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	ential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	92.9	90.6	89.9
12. Com	prehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	71.4	79.0	78.9
	prehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	82.1	74.7	74.7
14. Inference	ential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	92.9	88.4	88.3
	prehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	78.8	78.0
	ential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	96.4	90.3	89.6
	ential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	85.7	82.5	80.9
	ential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	32.1	35.0	34.1
	ential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	71.4	66.7	66.1
20. Infer	ential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	60.7	58.2	57.0
Constructed				
	al - (6)/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	e to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	al - (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	to text $-(6)/6$. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
	al – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) al – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A N/A	N/A N/A	N/A N/A
o. merenn	at = (0) / /. Respond endeany to text by applying strategies to analyse and evaluate a text / (meaning of selffelice in the text)	IN/A	IN/A	IN/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

School #: 924 Tricentia Academy, Arnold's Cove Grades: K-12

N=20016	School #: 924 Tricentia Academy, Arnold's Cove Grades: K-12	School	District	Province
1. Inferential—(6) / 4. Use strategies to construct meaning / (site title a good one) 2. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of poem) 3. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension—(6) / 4. Use strategies to construct meaning / (feeling of poem) 5. Inferential—(6) / 4. Use strategies to construct meaning / (feeling of poem) 6. Inferential—(6) / 4. Use futures of text to reinferce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential—(6) / 7. Applying strategies to analyse text / (alliteration) 6. Inferential—(6) / 7. Applying strategies to analyse information / (use text and visual to extend on text; apply a new situation to text) 6. Comprehension—(6) / 4. Using cuing systems (e.g., content dues) to construct meaning / (meaning of lines in poem) 6. Inferential—(6) / 7. Applying strategies to analyse information / (well well / (why were lower case letters used after punctuation) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a point of view / (identify appeals in poem) 6. Inferential—(6) / 7. Demonstrating awareness that lexts reflect a pornous / (why were lower case letters used after punctuation) 6. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 6. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 6. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 6. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (partose demonstrated what they read and view / (use poem and visual to extend on text) giving mother example) 7. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (partose devent) 7. Response to text—(6) / 6. Develop a personal response by making connections within t	Item Cognitive Level - Outcome (item parameter)		[N=2,970]	[N=5,029]
Inferential — (6) / 1, Demonstrate awareness that texts reflect a purpose of text) 90.0 87.1 88.8	Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
3. Inferential — (6) / 4. Use strategies to construct meaning / (feeling of poem) 4. Comprehension— (6) / 4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) / 4. Use cetting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 6. Inferential — (6) / 7. Use cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension— (6) / 4. Using cuting systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (6) / 7. Demonstrating awareness that they read / (why were lower case letters used after punctuation) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purnose / (phrase from text which represents the maint of the case of the content of the case of the cas	1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	90.0	93.3	93.2
4. Comprehension — (6) /4. Use cuting systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem) 5. Inferential — (6) / T. Restrutes of text to reinforce their of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential — (6) / T. Applying strategies to analyse text / (alliteration) 7. Inferential — (6) / T. Applying strategies to analyse text / (alliteration) 8. D. So. So. So. So. So. So. So. So. So. So	2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	90.0	87.1	86.8
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text) 6. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 8. Inferential – (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Inferential – (6) / 7. Debackground knowledge to analyse information / (meaning of a line in the poem) 8. Inferential – (6) / 7. Debackground knowledge to analyse information / (meaning of a line in the poem) 8. Inferential – (6) / 7. Debackground knowledge to analyse information / (meaning of a line in the poem) 8. Inferential – (6) / 7. Debackground knowledge to analyse information / (meaning of a line in the poem) 8. Inferential – (6) / 7. Debackground knowledge to analyse and evaluate a text / (will tealtions continue into the future) 8. Inferential – (6) / 7. Debackground knowledge to analyse and evaluate a text / (will tealtinos continue into the future) 8. Inferential – (6) / 7. Debackground knowledge to the popular and view / (text popular and view / (text popular and view / text p	3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	60.0	79.3	78.6
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration) 7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 7. Constructed Response 8. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 8. Response to ext. (4) / 6. Describe, share, and discuss their personal feactions to ext./ (will raditions continue into the future) 8. Response to ext. (4) / 6. Describe, share, and discuss their personal feactions to ext./ (will raditions continue into the future) 8. Response to ext. (4) / 6. Describe, share, and discuss their personal feactions to ext./ (will raditions continue into the future) 8. Response to ext. (4) / 6. Describe, share, and discuss their personal feactions to ext./ (will raditions continue into the future) 8. Response to ext. (4) / 6. Describe, share, and discuss their personal feactions to ext./ (will raditions continue into the future) 8. Response to ext. (4) / 6. Describe, share, and discuss their personal feactions to ext./ (will raditions continue into the future) 8. Response to ext. (4) / 6. Describe, share, and discuss their personal feactions to ext./ (will real into the future) 8. Response to ext. (4) / 6. Describe, share, and discuss their personal feactions to ext./ (will real into the future) 8. Response to ext. (4) / 6. Describe personal response by making connections within text./ (command) 8. Response to ext. (4) / 6. Describe personal response by making connections within text./ (command) 8. Response to ext. (4) / 6. Describe pe		75.0	78.5	77.9
7. Inferential — (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text) 8. Comprehension — (6) / 4. Using citing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Comprehension — (6) / 4. Using citing systems (e.g., content clues) to construct meaning / (meaning of lines in poem) 8. Inferential — (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 9. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 9. Inferential — (6) / 7. Use background knowledge to analyse information of the unit	5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	85.0	94.5	94.3
8. Comprehension—(6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in posem) 9. Inferential—(6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 35. 46.1 45.3 Constructed Response 1. Inferential—(5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text—(4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text—(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text—(6) / 6. Describe, share, and discuss their personal reactions to text / (wise potem and visual to extend on text) 3. Response to text—(6) / 6. Describe, share, and discuss their personal reactions to text / (wise potem and visual to extend on text) 3. Response to text—(6) / 6. Develop a personal reactions to text / (wise potem and visual to extend on text by giving another example) 3. Response to text—(6) / 6. Develop a personal reactions to text / (wise potem and visual to extend on text by giving another example) 3. Response to text—(6) / 6. Develop a personal reactions to text / (wise potem and visual to extend on text by giving another example) 3. Response to text—(6) / 6. Develop a personal reactions to text / (wise potem and visual to extend on text by giving another example) 3. Response to text—(6) / 6. Develop a personal reactions to text / (wise potem and visual to extend on text by giving another example) 3. Response to text—(6) / 6. Develop a personal reactions to text / (wish text / (wise potem and visual to extend on text by giving another example) 3. Response to text—(6) / 6. Develop a personal reactions to text and explain in formation / (purpos	6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	60.0	52.8	52.0
9. Inferential — (6) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 25. Inferential — (6) / 7. Des background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential — (6) / 7. Des background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue into the future) 3. Response to text — (6) / 6. Describe, share, and discuss their personal reactions to text / (wife a letter home describing culture you experienced, based on text) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential — (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Inferential — (6) / 4. Use background knowledge to analyse information / (why is the term "activist" used) 4. Inferential — (6) / 4. Use strategies to construct meaning / (read for meaning) 4. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 4. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 4. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 4. Inferential — (6) / 4. Use strategies to construct meaning / (new vocabulary) 4. Inferential — (6) / 4. Use strategies to construct meaning / (ne	7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	83.5	82.2
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea) 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 1. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 1. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (virte a letter home describing culture you experienced, based on text) 1. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 2. Comprehension – (6) / 4. Use text features to verify their understanding of information from a map) 3. Comprehension – (6) / 4. Use text features to verify their understanding of information / (why is the term "activist" used) 3. Comprehension – (6) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 3. Comprehension – (6) / 4. Use circle gives to construct meaning / (read for meaning) 3. Eagle of the strategies to construct meaning / (read for meaning) 3. Eagle of the strategies of the strat		60.0	41.9	42.2
Constructed Response 1. Inferential – (6) / 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Use background knowledge to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. NA 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) NON Fiction Selected Response: (Grade Levell) / Outcome / (Item parameter) 1. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 4. Use text features to verify their understanding of information / (obtain information from a map) 4. Comprehension – (5) / 4. Use extrate feats to construct meaning / (read for meaning) 4. Inferential – (6) / 7. Use plackground knowledge to analyse information / (why is the term "activist" used) 4. Inferential – (6) / 4. Use extrate feats to construct meaning / (new vocabulary) 5. Comprehension – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 5. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 6. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 7. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 8. Section (8) 8. Section		45.0	32.1	32.5
1. Inferential – (5) 7. Use background knowledge to analyse information / (meaning of a line in the poem) 2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they repend and view / (use poem and visual to extend on text by giving another example) 5. Response to text — (6) / 6. Develop a personal response by making connections within texts / (write a letter home describing culture you experienced, based on text) 6. NA	10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	35.0	46.1	45.3
2. Inferential — (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text — (4) / 6. Describe, share, and discuss their personal reactions to text / (will traditions continue) 4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N				
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) N/A				
4. Inferential — (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) NA N/A N/A N/A N/A N/A N/A N/A N/A NON-Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension — (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension — (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential — (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension — (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential — (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential — (5) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential — (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential — (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 10. Inferential — (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential — (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 11. Inferential — (6) / 6. Support their opinion about texts / (is the main character a hero) 12. Response to text — (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential — (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (write a journal entry from a someone else's point of view) 13. Inferential — (6) / 6. Develop a personal response by making connections wit				
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition) N/A NOR Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (fnew vocabulary) 16. Inferential – (6) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (fleelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (fleelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. N/A				
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text) 12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use text features to verify their understanding of information / (why is the term "activist" used) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 12. Response to text – (6) / 6. Support their understanding of information / (select feature of text and explain its purpose) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in tex				
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12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map) 13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning) 14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text and explain its purpose) 11. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 12. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 13. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information in text / (write a journal entry from a someone else's point of view) 13. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in rext) 14. N/A 15. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
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14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used) 15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 19. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) 20. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 21. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 22. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 33. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 38. Sa. 38. 38. 38. 38. 38. 38. 38. 38. 38. 38		52.6	79.0	78.9
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary) 16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual) 17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) N/A N/A N/A N/A N/A N/A N/A N/				
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17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character) 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)				
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (write a journal entry from a someone else's point of view) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
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20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea) Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/		52.6	58.2	57.0
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) 4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view) 5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A N/A N/A N/A N/A N/				
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5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text) N/A N/A N/A				

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

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

Source: Division of Evaluation and Research, Department of Education

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

Paradise Elementary, Paradise Grades: K-6 School #: 951

School #: 951	Paradise Elementary, Paradise Grades: K-6	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=62]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	96.6	93.3	93.2
 Inferential 	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.9	87.1	86.8
Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.4	79.3	78.6
	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	78.0	78.5	77.9
	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.2	94.5	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	49.2	52.8	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	83.1	83.5	82.2
	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	35.6	41.9	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	30.5	32.1	32.5
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.9	46.1	45.3
Constructed Resp		ļ 1	1	
	7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	77. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	st – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
	t = (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A	N/A N/A
J. Response to te.	tt – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1 7 7 1	1	14/7
Non Fict	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)	ļ	1	
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	91.1	90.6	89.9
	nsion – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	83.9	79.0	78.9
Comprehe	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.4	74.7	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	92.9	88.4	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	78.6	78.8	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	98.2	90.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	85.7	82.5	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	41.1	35.0	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	75.0	66.7	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	64.3	58.2	57.0
Constructed Resp		ļ 1	1	
)/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	xt – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) ot – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	,		1	

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 952 Elizabeth Park Elementary School, Paradise Grades: K-6

Item	Cognitive Level - Outcome (item parameter)	[N=51]	[N=2,970]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferentia 	al - (6) / 4. Use strategies to construct meaning / (is the title a good one)	98.0	93.3	93.2
	al - (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.0	87.1	86.8
Inferentia	al - (6) / 4. Use strategies to construct meaning / (feeling of poem)	86.0	79.3	78.6
	ension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	82.0	78.5	77.9
	al - (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	98.0	94.5	94.3
6. Inferentia	al - (6) / 7. Applying strategies to analyse text / (alliteration)	86.0	52.8	52.0
Inferentia	al - (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	84.0	83.5	82.2
8. Compreh	ension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	46.0	41.9	42.2
9. Inferenti	al $-(5)/7$. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	26.0	32.1	32.5
Inferenti	al – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	70.0	46.1	45.3
Constructed Res	sponse			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	(6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	ext – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	(6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A	N/A
5. Response to to	ext – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	IN/A	N/A	N/A
Non Fic	tion Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	al - (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	89.4	90.6	89.9
	ension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	72.3	79.0	78.9
Compreh	ension – (6) / 4. Use strategies to construct meaning / (read for meaning)	76.6	74.7	74.7
	al – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	89.4	88.4	88.3
Compreh	ension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	89.4	78.8	78.0
	al – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	91.5	90.3	89.6
	al - (6) / 4. Use strategies to construct meaning / (feelings of the main character)	80.9	82.5	80.9
	al – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	29.8	35.0	34.1
19. Inferentia	al – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.2	66.7	66.1
Inferentia	al – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.5	58.2	57.0
Constructed Res	sponse			
1. Inferential – ((6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
	(6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	N/A
	ext – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
	(6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. interential – ((6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

District

School



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

First Baptist Academy, Mount Pearl School #: 373 Grades: 1-8,10

School #: 373 First Baptist Academy, Mount Pearl Grades: 1-8,10	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=4]	[N=50]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	School data	98.0	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	with 5 or fewer	93.9	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	students	85.7	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	withheld for	83.7	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	reasons of confidentiality.	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	confidentiality.	65.3	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)		77.6	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)		40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)		34.7	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)		55.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)		N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)		N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)		N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)		N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)		97.8	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)		78.3	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)		82.6	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)		93.5	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)		84.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)		91.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)		73.9	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)		50.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)		63.0	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)		52.2	57.0
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)		NI/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)		N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)		N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)		N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)		N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)		N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education



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

Lakecrest -St. John's Independent School, St. John's School #: 375 Grades: K-9

School #: 375	Lakecrest -St. John's Independent School, St. John's Grades: K-9	School	District	Province
Item	Cognitive Level - Outcome (item parameter)	[N=11]	[N=50]	[N=5,029]
Poetic	Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
 Inferential 	- (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	98.0	93.2
	- (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	93.9	86.8
3. Inferential	- (6) / 4. Use strategies to construct meaning / (feeling of poem)	100.0	85.7	78.6
	nsion – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	72.7	83.7	77.9
5. Inferential	- (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
	- (6) / 7. Applying strategies to analyse text / (alliteration)	90.9	65.3	52.0
	- (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	100.0	77.6	82.2
	nsion – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	54.6	40.8	42.2
	- (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	54.6	34.7	32.5
Inferential	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	90.9	55.1	45.3
Constructed Resp	onse			
	7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
	7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
	at – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
	7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) at – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to tex	tt – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/73	IN/A	IN/A
	on Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	97.8	89.9
	100 nsion $-(5)/4$. Use text features to verify their understanding of information / (obtain information from a map)	100.0	78.3	78.9
	nsion – (6) / 4. Use strategies to construct meaning / (read for meaning)	80.0	82.6	74.7
	- (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	93.5	88.3
	nsion – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	90.0	84.8	78.0
	- (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	91.3	89.6
	- (6) / 4. Use strategies to construct meaning / (feelings of the main character)	70.0	73.9	80.9
	- (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	60.0	50.0	34.1
	- (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	80.0	63.0	66.1
	- (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	40.0	52.2	57.0
Constructed Resp				
1. Inferential – (6)/4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
	xt – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A	N/A	N/A
) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text) at – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
		1	l ·	-

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

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

Source: Division of Evaluation and Research, Department of Education



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

School #: 450 St. Bonaventure's College, St. John's Grades: K-12

School #: 450 St. Bonaventure's College, St. John's Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=19]	[N=50]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	98.0	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	94.4	93.9	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	88.9	85.7	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	94.4	83.7	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.9	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	55.6	65.3	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	77.8	77.6	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	38.9	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	22.2	34.7	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	38.9	55.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	1,471	1 477	14/7
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	97.8	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	82.4	78.3	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	82.4	82.6	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	94.1	93.5	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	88.2	84.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	88.2	91.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	88.2	73.9	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	52.9	50.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	58.8	63.0	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	70.6	52.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	•	1	

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

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

Source: Division of Evaluation and Research, Department of Education

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11/7/2012



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

Eric G. Lambert All-Grade, Churchill Falls Grades: K-12 School #: 453

School #: 453 Eric G. Lambert All-Grade, Churchill Falls Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=9]	[N=50]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	98.0	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	88.9	93.9	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	66.7	85.7	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	77.8	83.7	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	88.9	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	55.6	65.3	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	66.7	77.6	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	44.4	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	55.6	34.7	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	44.4	55.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A N/A	N/A N/A
3. Response to text – (0) / 0. Develop a personal response by making connections within texts / (personal experience with tradition)	14//		1,471
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	97.8	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	87.5	78.3	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	100.0	82.6	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	75.0	93.5	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	62.5	84.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	100.0	91.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	75.0	73.9	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	12.5	50.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	62.5	63.0	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	37.5	52.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A N/A	N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A N/A	N/A N/A	N/A N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	ı	1	

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

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

Source: Division of Evaluation and Research, Department of Education

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

Immaculate Heart of Mary School, Corner Brook Grades: K-9 School #: 469

School #: 469 Immaculate Heart of Mary School, Corner Brook Grades: K-9	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=7]	[N=50]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	85.7	98.0	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	100.0	93.9	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	85.7	85.7	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	85.7	83.7	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	93.9	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	57.1	65.3	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	71.4	77.6	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	28.6	40.8	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	28.6	34.7	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	42.9	55.1	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A	N/A	N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A	N/A	N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example) 5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	14/71	14/71	14/71
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	100.0	97.8	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	28.6	78.3	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	71.4	82.6	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	100.0	93.5	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	85.7	84.8	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	71.4	91.3	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	71.4	73.9	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	71.4	50.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	57.1	63.0	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	57.1	52.2	57.0
Constructed Response			
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero) 3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A N/A	N/A N/A	N/A N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A
	ı	1	

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

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

Source: Division of Evaluation and Research, Department of Education

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

District 804 - Native Federal

Sheshatshiu Innu School, Sheshatshiu Grades: K-12 School #: 018

School #: 018 Sheshatshiu Innu School, Sheshatshiu Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=23]	[N=12]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	66.7	100.0	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	53.3	91.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	33.3	75.0	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	46.7	75.0	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	93.3	100.0	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	40.0	41.7	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	73.3	75.0	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	26.7	66.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	13.3	33.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	50.0	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	53.3	75.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	20.0	66.7	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	33.3	75.0	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	86.7	91.7	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	20.0	75.0	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	60.0	75.0	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	66.7	83.3	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	13.3	25.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	80.0	41.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	66.7	58.3	57.0
Constructed Response	N1/A	N1/A	N1/A
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

District 804 - Native Federal

Grades: K-12 Mushuau Innu Natuashish School, Natuashish School #: 019

School #: 019 Mushuau Innu Natuashish School, Natuashish Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=13]	[N=12]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	44.4	100.0	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	44.4	91.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	55.6	75.0	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	22.2	75.0	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	77.8	100.0	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	33.3	41.7	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	88.9	75.0	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	55.6	66.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	44.4	33.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	33.3	50.0	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future)	N/A N/A	N/A N/A	N/A N/A
3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text) 4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A N/A	N/A N/A	N/A N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	10.0	75.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	50.0	66.7	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	20.0	75.0	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	20.0	91.7	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	20.0	75.0	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	60.0	75.0	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	30.0	83.3	80.9
18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective)	10.0	25.0	34.1
19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life)	70.0	41.7	66.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	20.0	58.3	57.0
Constructed Response	N1/A	N1/A	N1/A
1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose) 2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A N/A	N/A N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

District 804 - Native Federal

Se't Anneway Kegnamogwom, Conne River Grades: K-12 School #: 376

School #: 376 Se't Anneway Kegnamogwom, Conne River Grades: K-12	School	District	Province
Item Cognitive Level - Outcome (item parameter)	[N=12]	[N=12]	[N=5,029]
Poetic Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
1. Inferential – (6) / 4. Use strategies to construct meaning / (is the title a good one)	100.0	100.0	93.2
2. Inferential – (6) / 7. Demonstrate awareness that texts reflect a purpose / (purpose of text)	91.7	91.7	86.8
3. Inferential – (6) / 4. Use strategies to construct meaning / (feeling of poem)	75.0	75.0	78.6
4. Comprehension – (6) / 4. Use cuing systems (e.g., content clues) to construct meaning / (meaning of phrase in the poem)	75.0	75.0	77.9
5. Inferential – (6) / 4. Use features of text to reinforce their understanding of information / (use text and visual to extend on text; apply a new situation to text)	100.0	100.0	94.3
6. Inferential – (6) / 7. Applying strategies to analyse text / (alliteration)	41.7	41.7	52.0
7. Inferential – (6) / 7. Demonstrating awareness that all texts reflect a point of view / (identify speaker in text)	75.0	75.0	82.2
8. Comprehension – (6) / 4. Using cuing systems (e.g., content clues) to construct meaning / (meaning of lines in poem)	66.7	66.7	42.2
9. Inferential – (5) / 7. Recognize how conventions help understand that they read / (why were lower case letters used after punctuation)	33.3	33.3	32.5
10. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents the main idea)	50.0	50.0	45.3
Constructed Response			
1. Inferential – (5) / 7. Use background knowledge to analyse information / (meaning of a line in the poem)	N/A	N/A	N/A
2. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (will traditions continue into the future) 3. Response to text – (4) / 6. Describe, share, and discuss their personal reactions to text / (write a letter home describing culture you experienced, based on text)	N/A N/A	N/A N/A	N/A N/A
4. Inferential – (6) / 7. Use characteristics of different types of print to help them understand what they read and view / (use poem and visual to extend on text by giving another example)	N/A	N/A	N/A
5. Response to text – (6) / 6. Develop a personal response by making connections within texts / (personal experience with tradition)	N/A	N/A	N/A
Non Fiction Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)			
11. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (purpose of text)	75.0	75.0	89.9
12. Comprehension – (5) / 4. Use text features to verify their understanding of information / (obtain information from a map)	66.7	66.7	78.9
13. Comprehension – (6) / 4. Use strategies to construct meaning / (read for meaning)	75.0	75.0	74.7
14. Inferential – (5) / 7. Use background knowledge to analyse information / (why is the term "activist" used)	91.7	91.7	88.3
15. Comprehension – (6) / 4. Use cueing systems (context clues) to construct meaning / (new vocabulary)	75.0	75.0	78.0
16. Inferential – (5) / 4. Use pictures to verify their understanding of information / (purpose of visual)	75.0	75.0	89.6
17. Inferential – (6) / 4. Use strategies to construct meaning / (feelings of the main character)	83.3	83.3	80.9
 18. Inferential – (6) / 4. Use strategies to construct meaning / (analyzing parts of the text to develop a broader perspective) 19. Inferential – (6) / 7. Applying strategies to analyse and evaluate text / (comparison made in text relates to a similar comparison in everyday life) 	25.0	25.0	34.1
20. Inferential – (6) / 7. Demonstrating awareness that texts reflect a purpose / (phrase from text which represents main idea)	41.7	41.7	66.1
	58.3	58.3	57.0
Constructed Response 1. Inferential – (6) / 4. Use features of text to verify and reinforce their understanding of information / (select feature of text and explain its purpose)	N/A	N/A	N/A
2. Response to text – (5) / 6. Support their opinion about texts / (is the main character a hero)	N/A N/A	N/A N/A	N/A N/A
3. Inferential – (6) / 7. Use their knowledge base and experience with texts to analyze information presented in text / (why is a personal narrative included in the text)	N/A	N/A	I N/A
4. Response to text – (6) / 6. Develop a personal response by making connections within text / (write a journal entry from a someone else's point of view)	N/A	N/A	N/A
5. Inferential – (6) / 7. Use their knowledge base to question information in the text / (do you agree/disagree with information in text)	N/A	N/A	N/A
6. Inferential – (6) / 7. Respond critically to text by applying strategies to analyse and evaluate a text / (meaning of sentence in the text)	N/A	N/A	N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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