Newfoundland Labrador

District 1 - Labrador

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=250]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▲	69.1	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽	71.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▲	63.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	82.5	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	91.1	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▲	55.3	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽	41.1	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	49.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▲	56.5	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▲	53.3	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▲	67.9	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	94.5	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	84.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	84.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	78.9	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	80.6	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	59.5	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	75.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	69.6	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽	59.9	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 1 - Labrador

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

Item	Cognitive Level - Outcome (item parameter)	School [N=8]	School Below District	School Above District	District [N=250]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR.	(Grade Level)/Outcome No. / Outcome / (Item parameter)							
1.	Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	25.0	▽		69.1	▽		74.2
2.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	50.0	▽		71.1	▽		71.8
3.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	37.5	▽		63.4	▽		68.0
4.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	75.0	▽		82.5	▽		82.1
5.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	75.0	▽		91.1	▽		93.0
6.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	12.5	▽		55.3	▽		64.9
7.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	12.5	▽		41.1	▽		47.1
8.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	0.0	▽		49.6	▽		46.8
9.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	50.0	▽		56.5	▽		61.3
10.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	25.0	▽		53.3	▽		57.3
Constructed Response								
1.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4.	Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5.	Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR.	(Grade Level)/Outcome No. / Outcome / (Item parameter)							
1.	Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	83.3		▲	67.9		▲	75.2
2.	Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0		▲	94.5		▲	95.4
3.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	66.7	▽		84.4	▽		86.7
4.	Inferential – (9) 4.4. Use strategies to construct meaning (mood)	83.3	▽		84.8	▽		89.2
5.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	33.3	▽		78.9	▽		77.3
6.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	66.7	▽		80.6	▽		77.7
7.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽		59.5	▽		58.8
8.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	83.3		▲	75.1		▲	75.7
9.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	33.3	▽		69.6	▽		70.7
10.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	50.0	▽		59.9	▽		61.0
Constructed Response								
1.	Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4.	Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5.	Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6.	Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 1 - Labrador

#010 - Menihek High School, Labrador City   Grades: 8-12

Item — Cognitive Level - Outcome (item parameter)	School [N=123]	School Below District	School Above District	District [N=250]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	75.4		▲	69.1		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	72.1		▲	71.1		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	68.0		▲	63.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	84.4		▲	82.5		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	96.7		▲	91.1		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	64.8		▲	55.3	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	44.3		▲	41.1	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	56.6		▲	49.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	55.7	▽		56.5	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	57.4		▲	53.3		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	64.2	▽		67.9	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.2	▽		94.5	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	83.3	▽		84.4	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.8		▲	84.8		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	80.8		▲	78.9		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	81.7		▲	80.6		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.3		▲	59.5		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	81.7		▲	75.1		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.0		▲	69.6		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	59.2	▽		59.9	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 1 - Labrador

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below District	School Above District	District [N=250]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)			▲	69.1		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)			▲	71.1		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽		63.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▲	82.5		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	91.1		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)			▲	55.3		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)			▲	41.1		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲	49.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)			▲	56.5		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽		53.3	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)			▲	67.9	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	94.5		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▽		84.4	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▽		84.8	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	78.9		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▽		80.6	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		59.5	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽		75.1	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	69.6		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)			▲	59.9		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 1 - Labrador

#013 - Mud Lake School, Mud Lake Grades: 2,9

Item — Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below District	School Above District	District [N=250]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽		69.1	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽		71.1	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)			▲	63.4		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▲	82.5		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	91.1		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽		55.3	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)			▲	41.1		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▽		49.6	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)			▲	56.5		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽		53.3	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽		67.9	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	94.5		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)			▲	84.4		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	84.8		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	78.9		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▽		80.6	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	59.5		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)			▲	75.1		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		69.6	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽		59.9	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=14]	School Below Above District	District [N=250]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	21.4	▽	69.1	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	71.4	▲	71.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	21.4	▽	63.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	71.4	▽	82.5	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	64.3	▽	91.1	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	28.6	▽	55.3	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	14.3	▽	41.1	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	28.6	▽	49.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	28.6	▽	56.5	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	50.0	▽	53.3	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	36.4	▽	67.9	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	90.9	▽	94.5	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	63.6	▽	84.4	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	63.6	▽	84.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	36.4	▽	78.9	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	36.4	▽	80.6	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	18.2	▽	59.5	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	45.5	▽	75.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	36.4	▽	69.6	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	18.2	▽	59.9	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 1 - Labrador

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

Item	Cognitive Level - Outcome (item parameter)	School [N=10]	School Below District	School Above District	District [N=250]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1.	Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	70.0		▲	69.1	▽		74.2
2.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	60.0	▽		71.1	▽		71.8
3.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	70.0		▲	63.4		▲	68.0
4.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	90.0		▲	82.5		▲	82.1
5.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	91.1		▲	93.0
6.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	40.0	▽		55.3	▽		64.9
7.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	40.0	▽		41.1	▽		47.1
8.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	50.0		▲	49.6		▲	46.8
9.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	50.0	▽		56.5	▽		61.3
10.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	70.0		▲	53.3		▲	57.3
Constructed Response								
1.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4.	Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5.	Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1.	Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	80.0		▲	67.9		▲	75.2
2.	Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	90.0	▽		94.5	▽		95.4
3.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	80.0	▽		84.4	▽		86.7
4.	Inferential – (9) 4.4. Use strategies to construct meaning (mood)	80.0	▽		84.8	▽		89.2
5.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	90.0		▲	78.9		▲	77.3
6.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	100.0		▲	80.6		▲	77.7
7.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽		59.5	▽		58.8
8.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	60.0	▽		75.1	▽		75.7
9.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	70.0		▲	69.6	▽		70.7
10.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	30.0	▽		59.9	▽		61.0
Constructed Response								
1.	Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4.	Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5.	Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6.	Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below District	School Above District	District [N=250]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽		69.1	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽		71.1	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)			▲	63.4		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▲	82.5		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	91.1		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)			▲	55.3		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽		41.1	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲	49.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽		56.5	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽		53.3	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽		67.9	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	94.5		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)			▲	84.4		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▽		84.8	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	78.9		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▽		80.6	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	59.5		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽		75.1	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	69.6		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽		59.9	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 1 - Labrador

Item — Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below / Above District	District [N=250]	School Below / Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽	69.1	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽	71.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽	63.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▽	82.5	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	91.1	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽	55.3	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽	41.1	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▽	49.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽	56.5	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽	53.3	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽	67.9	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	94.5	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▽	84.4	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▽	84.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	78.9	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	80.6	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	59.5	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	75.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	69.6	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▲	59.9	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 1 - Labrador

#477 - Mealy Mountain Collegiate, Happy Valley-Goose Bay Grades: 8-12	School [N=84]	School Below District	School Above District	District [N=250]	School Below Province	School Above Province	Province [N=5,117]
Item — Cognitive Level - Outcome (*item parameter*)							
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	71.6		▲	69.1	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	74.1		▲	71.1		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	64.2		▲	63.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	80.3	▽		82.5	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	86.4	▽		91.1	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	49.4	▽		55.3	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	42.0		▲	41.1	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	48.2	▽		49.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	63.0		▲	56.5		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	51.9	▽		53.3	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	76.0		▲	67.9		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.9		▲	94.5	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	91.1		▲	84.4		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	82.3	▽		84.8	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	81.0		▲	78.9		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	84.8		▲	80.6		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	59.5		▲	59.5		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	72.2	▽		75.1	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	68.3	▽		69.6	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	70.9		▲	59.9		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 2 - Western

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below/Above District	District [N=931]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▲	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 2 - Western

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

Item Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽		74.4	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽		74.1	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)			▲	66.9		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▲	82.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	95.7		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽		66.5	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽		47.8	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲	46.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽		61.6	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)			▲	58.4		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)			▲	74.2		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▽		94.7	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▽		89.4	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	89.8		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		76.5	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)			▲	74.3		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		59.3	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽		77.1	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		69.9	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽		58.2	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 2 - Western

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

Item — Cognitive Level - Outcome (item parameter)	School [N=3]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽	74.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 2 - Western

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=6]	School Below/Above District	District [N=931]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	50.0	▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	50.0	▽	74.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	66.7	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	83.3	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	83.3	▽	95.7	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	33.3	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	16.7	▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	33.3	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	33.3	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	83.3	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	83.3	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	83.3	▽	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	83.3	▽	89.4	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	66.7	▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	50.0	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	33.3	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	50.0	▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	16.7	▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	50.0	▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

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

Item / Cognitive Level - Outcome (item parameter)	School [N=19]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	73.7	▽		74.4	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	84.2		▲	74.1		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	47.4	▽		66.9	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	63.2	▽		82.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	89.5	▽		95.7	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	57.9	▽		66.5	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	36.8	▽		47.8	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	52.6		▲	46.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	57.9	▽		61.6	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	36.8	▽		58.4	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	57.9	▽		74.2	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	84.2	▽		94.7	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	89.5		▲	89.4		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0		▲	89.8		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	52.6	▽		76.5	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	73.7	▽		74.3	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.2		▲	59.3		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	79.0		▲	77.1		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	57.9	▽		69.9	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	47.4	▽		58.2	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

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

Newfoundland Labrador

District 2 - Western

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

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

District 2 - Western

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=6]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	100.0	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	100.0	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	83.3	▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	100.0	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.7	▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	16.7	▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	33.3	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	50.0	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	83.3	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	83.3	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	83.3	▽	89.4	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	83.3	▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	100.0	▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	66.7	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	83.3	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	100.0	▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	100.0	▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

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

District 2 - Western

#041 - Raymond Ward Memorial, Norman Bay   Grades: 6-7,9-10,12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below/Above District	District [N=931]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽	58.4	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 2 - Western

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below / Above District	District [N=931]	School Below / Above Province	Province [N=5,117]
	Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1.	Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽	74.4	▽	74.2
2.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽	74.1	▽	71.8
3.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽	66.9	▽	68.0
4.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▽	82.2	▽	82.1
5.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	95.7	▲	93.0
6.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▲	66.5	▲	64.9
7.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽	47.8	▽	47.1
8.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▽	46.6	▽	46.8
9.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▲	61.6	▲	61.3
10.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽	58.4	▽	57.3

Constructed Response

Item		School		District		Province
1.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4.	Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5.	Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A

Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

Item		School	School Below / Above District	District	School Below / Above Province	Province
1.	Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▲	74.2	▲	75.2
2.	Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	94.7	▲	95.4
3.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	89.4	▲	86.7
4.	Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	89.8	▲	89.2
5.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	76.5	▲	77.3
6.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	74.3	▲	77.7
7.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	59.3	▲	58.8
8.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽	77.1	▽	75.7
9.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	69.9	▽	70.7
10.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▲	58.2	▲	61.0

Constructed Response

Item		School		District		Province
1.	Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4.	Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5.	Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6.	Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 2 - Western

#050 - Basque Memorial, Red Bay   Grades: 1,4-5,7-12

Item — Cognitive Level - Outcome (item parameter)	School [N=2]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▽	82.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽	58.4	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 2 - Western

#052 - Harriot Curtis Collegiate, St. Anthony   Grades: 8-12

Item — Cognitive Level - Outcome (item parameter)	School [N=38]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	73.7	▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	65.8	▽	74.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	63.2	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	89.5	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	60.5	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	55.3	▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	47.4	▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	68.4	▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	50.0	▽	58.4	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	70.3	▽	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	97.3	▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0	▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	94.6	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	83.8	▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	73.0	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.2	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	78.4	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	83.8	▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	67.6	▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 2 - Western

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

Item — Cognitive Level - Outcome (item parameter)	School [N=19]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	68.4	▽		74.4	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	79.0		▲	74.1		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	57.9	▽		66.9	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	84.2		▲	82.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	94.7	▽		95.7		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	57.9	▽		66.5	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	47.4	▽		47.8		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	68.4		▲	46.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	63.2		▲	61.6		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	89.5		▲	58.4		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	63.2	▽		74.2	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.7		▲	94.7	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	79.0	▽		89.4	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	84.2	▽		89.8	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	73.7	▽		76.5	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	89.5		▲	74.3		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	42.1	▽		59.3	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	84.2		▲	77.1		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	79.0		▲	69.9		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	47.4	▽		58.2	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 2 - Western

#062 - G.C. Rowe Junior High, Corner Brook   Grades: 7-9

Item — Cognitive Level - Outcome (*item parameter*)	School [N=132]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	79.4	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	71.8	▽	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	64.9	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	91.6	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	94.7	▽	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	81.7	▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	51.9	▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	46.6	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	61.1	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	61.1	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	84.0	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	97.0	▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	90.8	▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	92.4	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	74.8	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	80.9	▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	61.8	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	79.4	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	72.5	▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	61.8	▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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10/1/2012

Newfoundland Labrador

District 2 - Western

#067 - Presentation Junior High, Corner Brook   Grades: 7-9

Item — Cognitive Level - Outcome (*item parameter*)	School [N=123]	School Below/Above District	District [N=931]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	83.6	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	67.2	▽	74.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	73.0	▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	82.0	▽	82.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	99.2	▲	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	71.3	▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	52.5	▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	55.7	▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	67.2	▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	63.1	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	75.2	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	95.0	▲	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	93.4	▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	88.4	▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	84.3	▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	84.3	▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	58.7	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	81.8	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	78.5	▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	59.5	▲	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 2 - Western

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

Item	Cognitive Level - Outcome (item parameter)	School [N=7]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		85.7		▲	74.4		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		57.1	▽		74.1	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		71.4		▲	66.9		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		85.7		▲	82.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		100.0		▲	95.7		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		85.7		▲	66.5		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		42.9	▽		47.8	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		57.1		▲	46.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		100.0		▲	61.6		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		71.4		▲	58.4		▲	57.3
Constructed Response								
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)		N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)		N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)		N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)		N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)		N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		85.7		▲	74.2		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		100.0		▲	94.7		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		100.0		▲	89.4		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		85.7	▽		89.8	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		85.7		▲	76.5		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		71.4	▽		74.3	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		57.1	▽		59.3	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		85.7		▲	77.1		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		85.7		▲	69.9		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		42.9	▽		58.2	▽		61.0
Constructed Response								
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)								
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)		N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)		N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)		N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)		N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)		N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 2 - Western

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=12]	School Below/Above District	District [N=931]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	75.0	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	100.0	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	66.7	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	91.7	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.7	▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	66.7	▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	50.0	▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	50.0	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	58.3	▽	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	91.7	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	91.7	▽	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	75.0	▽	89.4	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	91.7	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	83.3	▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	83.3	▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	58.3	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	91.7	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	83.3	▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	75.0	▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 2 - Western

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

Item / Cognitive Level - Outcome (item parameter)	School [N=46]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	62.8	▽		74.4	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	83.7		▲	74.1		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	72.1		▲	66.9		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	81.4	▽		82.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	95.7		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	65.1	▽		66.5		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	55.8		▲	47.8		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	34.9	▽		46.6	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	76.7		▲	61.6		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	53.5	▽		58.4	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	71.4	▽		74.2	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	97.6		▲	94.7		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	90.5		▲	89.4		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	85.7	▽		89.8	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	78.6		▲	76.5		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	69.1	▽		74.3	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	78.6		▲	59.3		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	83.3		▲	77.1		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	69.1	▽		69.9	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	57.1	▽		58.2	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#083 - Pasadena Academy, Pasadena   Grades: 7-12

Item — Cognitive Level - Outcome (item parameter)	School [N=34]	School Below/Above District	District [N=931]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	91.2	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	52.9	▽	74.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	61.8	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	91.2	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	85.3	▽	95.7	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	61.8	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	47.1	▽	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	38.2	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	41.2	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	58.8	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	79.4	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.1	▽	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	94.1	▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	76.5	▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	67.7	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	73.5	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	52.9	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	67.7	▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	73.5	▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	64.7	▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 2 - Western

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=25]	School Below/Above District	District [N=931]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	64.0	▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	80.0	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	56.0	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	60.0	▽	82.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	96.0	▲	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	88.0	▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	48.0	▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	40.0	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	40.0	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	60.0	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	84.0	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.0	▽	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	96.0	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.0	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	64.0	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	60.0	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	84.0	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.0	▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	64.0	▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

![Newfoundland Labrador logo]

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 2 - Western

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

Item — Cognitive Level - Outcome (item parameter)	School [N=8]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	62.5	▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	75.0	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	62.5	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	100.0	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	62.5	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	62.5	▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	25.0	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	25.0	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	37.5	▽	58.4	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	100.0	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	87.5	▽	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	75.0	▽	89.4	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	87.5	▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.5	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	87.5	▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	50.0	▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.0	▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	50.0	▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 2 - Western

Item — Cognitive Level - Outcome (*item parameter*)	School [N=5]	School Below District	District [N=931]	School Below Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▽	95.7	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 2 - Western

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

Item	Cognitive Level - Outcome (item parameter)	School [N=9]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR.	(Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.	Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	44.4	▽	74.4	▽	74.2
2.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	88.9	▲	74.1	▲	71.8
3.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	77.8	▲	66.9	▲	68.0
4.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	88.9	▲	82.2	▲	82.1
5.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	88.9	▽	95.7	▽	93.0
6.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	77.8	▲	66.5	▲	64.9
7.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	66.7	▲	47.8	▲	47.1
8.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	22.2	▽	46.6	▽	46.8
9.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	77.8	▲	61.6	▲	61.3
10.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	44.4	▽	58.4	▽	57.3
Constructed Response						
1.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4.	Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5.	Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR.	(Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.	Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	55.6	▽	74.2	▽	75.2
2.	Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	88.9	▽	94.7	▽	95.4
3.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0	▲	89.4	▲	86.7
4.	Inferential – (9) 4.4. Use strategies to construct meaning (mood)	88.9	▽	89.8	▽	89.2
5.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.8	▲	76.5	▲	77.3
6.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	66.7	▽	74.3	▽	77.7
7.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▲	59.3	▲	58.8
8.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	77.8	▲	77.1	▲	75.7
9.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▽	69.9	▽	70.7
10.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	55.6	▽	58.2	▽	61.0
Constructed Response						
1.	Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4.	Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5.	Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6.	Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#092 - Grandy's River Collegiate, Burnt Islands Grades: K-12	School [N=4]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽		74.4	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)			▲	74.1		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽		66.9	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▽		82.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	95.7		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)			▲	66.5		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)			▲	47.8		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲	46.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)			▲	61.6		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)			▲	58.4		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)			▲	74.2	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	94.7		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▽		89.4	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▽		89.8	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		76.5	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▽		74.3	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		59.3	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽		77.1	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		69.9	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)			▲	58.2		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 2 - Western

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

Item — Cognitive Level - Outcome (item parameter)	School [N=46]	School Below/Above District	District [N=931]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	59.1	▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	68.2	▽	74.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	65.9	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	72.7	▽	82.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	86.4	▽	95.7	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	36.4	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	36.4	▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	38.6	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	65.9	▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	45.5	▽	58.4	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	58.1	▽	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	83.7	▽	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	83.7	▽	89.4	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	76.7	▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	69.8	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	53.5	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	53.5	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	72.1	▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	60.5	▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	48.8	▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 2 - Western

#102 - All Saints All-Grade, Grey River   Grades: K-11,7-9,12

School data with 5 or fewer students withheld for reasons of confidentiality.

Item / Cognitive Level - Outcome (item parameter)	School [N=4]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽		74.4	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)			▲	74.1		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽		66.9	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▽		82.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▽		95.7	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽		66.5	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽		47.8	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲	46.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽		61.6	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)			▲	58.4		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)			▲	74.2	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▽		94.7	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▽		89.4	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	89.8		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	76.5		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)			▲	74.3		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		59.3	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)			▲	77.1		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		69.9	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽		58.2	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 2 - Western

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

Item / Cognitive Level - Outcome (item parameter)	School [N=7]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	100.0	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	71.4	▽	74.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	100.0	▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	71.4	▽	82.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	57.1	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	14.3	▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	28.6	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	42.9	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	42.9	▽	58.4	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	42.9	▽	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0	▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	85.7	▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	71.4	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	71.4	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	42.9	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	85.7	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.7	▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	85.7	▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#104 - Douglas Academy, La Poile　　　Grades: 1,7,9

Item	Cognitive Level - Outcome (item parameter)	School [N=4]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
	Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1.	Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽		74.4	▽		74.2
2.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)			▲	74.1		▲	71.8
3.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽		66.9	▽		68.0
4.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▽		82.2	▽		82.1
5.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	95.7		▲	93.0
6.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽		66.5	▽		64.9
7.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽		47.8	▽		47.1
8.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲	46.6		▲	46.8
9.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)			▲	61.6		▲	61.3
10.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽		58.4	▽		57.3
	Constructed Response							
1.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4.	Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5.	Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
	Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1.	Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)			▲	74.2	▽		75.2
2.	Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	94.7		▲	95.4
3.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▽		89.4	▽		86.7
4.	Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	89.8		▲	89.2
5.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		76.5	▽		77.3
6.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)			▲	74.3	▽		77.7
7.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	59.3		▲	58.8
8.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)			▲	77.1		▲	75.7
9.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		69.9	▽		70.7
10.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽		58.2	▽		61.0
	Constructed Response							
1.	Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4.	Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5.	Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6.	Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 2 - Western

#110 - Piccadilly Central High, Piccadilly   Grades: 9-12

Item — Cognitive Level - Outcome (item parameter)	School [N=39]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	80.6	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	86.1	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	75.0	▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	69.4	▽	82.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	58.3	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	52.8	▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	27.8	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	72.2	▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	61.1	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	69.4	▽	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.4	▽	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	80.6	▽	89.4	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	86.1	▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.0	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	61.1	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	52.8	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	72.2	▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.9	▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	55.6	▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 2 - Western

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

Item — Cognitive Level - Outcome (item parameter)	School [N=3]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)			▲	74.4		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽		74.1	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)			▲	66.9		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▲	82.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	95.7		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)			▲	66.5		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)			▲	47.8		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▽		46.6	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)			▲	61.6		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)			▲	58.4		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽		74.2	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	94.7		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)			▲	89.4		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	89.8		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	76.5		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)			▲	74.3		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	59.3		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)			▲	77.1		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		69.9	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽		58.2	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

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

District 2 - Western

#116 - Appalachia High School, St. George's — Grades: 9-12

Item — Cognitive Level - Outcome (item parameter)	School [N=38]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	75.9		▲	74.4		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	65.5	▽		74.1	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	79.3		▲	66.9		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	69.0	▽		82.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	95.7		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	58.6	▽		66.5	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	44.8	▽		47.8	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	48.3		▲	46.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	55.2	▽		61.6	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	48.3	▽		58.4	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	65.5	▽		74.2	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	96.6		▲	94.7		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	89.7		▲	89.4		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	96.6		▲	89.8		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.9	▽		76.5	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	69.0	▽		74.3	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.1		▲	59.3		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	82.8		▲	77.1		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	69.0	▽		69.9	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	34.5	▽		58.2	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 2 - Western

#119 - Stephenville High, Stephenville   Grades: 9-12

Item — Cognitive Level - Outcome (item parameter)	School [N=99]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	71.9	▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	78.1	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	70.8	▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	85.4	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	95.8	▲	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	71.9	▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	44.8	▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	56.3	▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	54.2	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	59.4	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	78.1	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.8	▲	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	91.7	▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	91.7	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.0	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	74.0	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	59.4	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	70.8	▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	68.8	▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	64.6	▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 2 - Western

#137 - St. Simon and St. Jude Academy, Francois	Grades: K,3,5-10,12	School	School Below Above District	District	School Below Above Province	Province
Item	Cognitive Level - Outcome (*item parameter*)	[N=1]		[N=931]		[N=5,117]

School data with 5 or fewer students withheld for reasons of confidentiality.

Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

Item	School Below/Above District	District	School Below/Above Province	Province
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	▲	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	▲	58.4	▲	57.3

Constructed Response

Item		District		Province
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)		N/A		N/A

Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

Item	School Below/Above District	District	School Below/Above Province	Province
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	▲	69.9	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	▽	58.2	▽	61.0

Constructed Response

Item		District		Province
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)				
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 2 - Western

#387 - Bayview Regional Collegiate, St. Lunaire   Grades: 7-12

Item — Cognitive Level - Outcome (item parameter)	School [N=9]	School Below / Above District	District [N=931]	School Below / Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	77.8	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	88.9	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	77.8	▲	66.9	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	77.8	▽	82.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	77.8	▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	33.3	▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	44.4	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	66.7	▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	88.9	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	55.6	▽	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	88.9	▽	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.9	▽	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	77.8	▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	88.9	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	55.6	▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	55.6	▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 2 - Western

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=10]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		70.0	▽		74.4	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		50.0	▽		74.1	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		60.0	▽		66.9	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		60.0	▽		82.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		80.0	▽		95.7	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		40.0	▽		66.5	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		30.0	▽		47.8	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		20.0	▽		46.6	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		80.0		▲	61.6		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		60.0		▲	58.4		▲	57.3
Constructed Response								
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)		N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)		N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)		N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)		N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)		N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		50.0	▽		74.2	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		100.0		▲	94.7		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		80.0	▽		89.4	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		90.0		▲	89.8		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		80.0		▲	76.5		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		60.0	▽		74.3	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		50.0	▽		59.3	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		60.0	▽		77.1	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		50.0	▽		69.9	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		30.0	▽		58.2	▽		61.0
Constructed Response								
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)								
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)		N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)		N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)		N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)		N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)		N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 2 - Western

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

Item — Cognitive Level - Outcome (item parameter)	School [N=67]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	74.6	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	71.4	▽	74.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	61.9	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	87.3	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	95.2	▽	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.7	▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	52.4	▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	36.5	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	55.6	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	49.2	▽	58.4	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	72.6	▽	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	95.2	▲	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.7	▽	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	95.2	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.5	▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	71.0	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.1	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	82.3	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.1	▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	56.5	▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

District 2 - Western

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=5]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)			▲	74.4		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽		74.1	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)			▲	66.9		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▲	82.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	95.7		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)			▲	66.5		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)			▲	47.8		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲	46.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)			▲	61.6		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)			▲	58.4		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽		74.2	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	94.7		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)			▲	89.4		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	89.8		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	76.5		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)			▲	74.3		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	59.3		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)			▲	77.1		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		69.9	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)			▲	58.2	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 2 - Western

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

Item / Cognitive Level - Outcome (item parameter)	School [N=13]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	75.0	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	91.7	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	58.3	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	91.7	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.7	▲	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	41.7	▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	50.0	▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	66.7	▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	16.7	▽	58.4	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	66.7	▽	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	91.7	▽	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	75.0	▽	89.4	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	83.3	▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	75.0	▲	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	33.3	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0	▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	58.3	▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	50.0	▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values. O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 2 - Western

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

Item — Cognitive Level - Outcome (item parameter)	School [N=24]	School Below/Above District	District [N=931]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	73.9	▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	87.0	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	60.9	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	69.6	▽	82.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	91.3	▽	95.7	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	65.2	▽	66.5	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	47.8	▽	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	30.4	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	60.9	▽	61.6	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	52.2	▽	58.4	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	79.2	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	95.8	▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	79.2	▽	89.4	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	91.7	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	79.2	▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	79.2	▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	70.8	▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.5	▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	58.3	▲	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 2 - Western

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

Item — Cognitive Level - Outcome (item parameter)	School [N=9]	School Below District	School Above District	District [N=931]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	55.6	▽		74.4	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	88.9		▲	74.1		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	77.8		▲	66.9		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	66.7	▽		82.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	95.7		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	55.6	▽		66.5	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	22.2	▽		47.8	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	77.8		▲	46.6		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	22.2	▽		61.6	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	66.7		▲	58.4		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	77.8		▲	74.2		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	88.9	▽		94.7	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	77.8	▽		89.4	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0		▲	89.8		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	44.4	▽		76.5	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	55.6	▽		74.3	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	44.4	▽		59.3	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	44.4	▽		77.1	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	33.3	▽		69.9	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	33.3	▽		58.2	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 2 - Western

#475 - Viking Trail Academy, Plum Point Item — Cognitive Level - Outcome (*item parameter*)	School [N=11]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	63.6	▽	74.4	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	90.9	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	63.6	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	90.9	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	95.7	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	54.6	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	27.3	▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	63.6	▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	72.7	▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	90.9	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	90.9	▲	74.2	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	90.9	▽	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	90.9	▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.9	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	81.8	▲	76.5	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	90.9	▲	74.3	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.6	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	90.9	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.6	▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	45.5	▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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District 2 - Western

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

Item — Cognitive Level - Outcome (item parameter)	School [N=20]	School Below/Above District	District [N=931]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	75.0	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	65.0	▽	74.1	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	45.0	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	65.0	▽	82.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	95.0	▽	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	60.0	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	45.0	▽	47.8	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	45.0	▽	46.6	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	65.0	▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	65.0	▲	58.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	75.0	▲	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	95.0	▲	94.7	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	95.0	▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.0	▲	89.8	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	70.0	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	65.0	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	65.0	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	85.0	▲	77.1	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	70.0	▲	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	70.0	▲	58.2	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 2 - Western

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

Item — Cognitive Level - Outcome (item parameter)	School [N=14]	School Below Above District	District [N=931]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	78.6	▲	74.4	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	92.9	▲	74.1	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	42.9	▽	66.9	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	85.7	▲	82.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	95.7	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	50.0	▽	66.5	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	57.1	▲	47.8	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	57.1	▲	46.6	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	85.7	▲	61.6	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	57.1	▽	58.4	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	57.1	▽	74.2	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	94.7	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	92.9	▲	89.4	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	85.7	▽	89.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	71.4	▽	76.5	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	64.3	▽	74.3	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽	59.3	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	71.4	▽	77.1	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	64.3	▽	69.9	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	42.9	▽	58.2	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (item parameter)	School [N=34]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
	Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.	Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	75.0	▲	69.6	▲	74.2
2.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	78.1	▲	67.7	▲	71.8
3.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	65.6	▽	69.3	▽	68.0
4.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	78.1	▽	83.2	▽	82.1
5.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	96.9	▲	91.1	▲	93.0
6.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	68.8	▲	61.8	▲	64.9
7.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	53.1	▲	41.9	▲	47.1
8.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	40.6	▽	45.5	▽	46.8
9.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	56.3	▽	58.3	▽	61.3
10.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	34.4	▽	54.6	▽	57.3
	Constructed Response					
1.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4.	Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5.	Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
	Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1.	Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	59.4	▽	77.4	▽	75.2
2.	Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	96.9	▲	95.2	▲	95.4
3.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	84.4	▽	85.9	▽	86.7
4.	Inferential – (9) 4.4. Use strategies to construct meaning (mood)	93.8	▲	89.7	▲	89.2
5.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	87.5	▲	77.4	▲	77.3
6.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	87.5	▲	74.4	▲	77.7
7.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	56.3	▽	58.6	▽	58.8
8.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	87.5	▲	73.4	▲	75.7
9.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	81.3	▲	68.3	▲	70.7
10.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	75.0	▲	62.3	▲	61.0
	Constructed Response					
1.	Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4.	Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5.	Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6.	Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 3 - Nova Central

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
	Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)			▲		69.6	▲		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)			▲		67.7	▲		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)			▲		69.3	▲		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▽		83.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲		91.1	▲		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)			▲		61.8	▲		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)			▽		41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲		45.5	▲		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)			▽		58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)			▲		54.6	▲		57.3

Constructed Response

Item		School			District			Province
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)					N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)					N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)					N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)					N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)					N/A			N/A

Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

Item		School	Below	Above	District	Below	Above	Province
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)			▽		77.4	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲		95.2	▲		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)			▲		85.9	▲		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲		89.7	▲		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲		77.4	▲		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)			▽		74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)			▲		73.4	▲		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲		68.3	▲		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)			▲		62.3	▲		61.0

Constructed Response

Item		School			District			Province
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)								
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)					N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)					N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)					N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)					N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)					N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 3 - Nova Central

#132 - Botwood Collegiate, Botwood

Grades: 7-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=53]	School Below Above District	District [N=919]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	52.2	▽	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	58.7	▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	69.6	▲	69.3	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	78.3	▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	87.0	▽	91.1	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	54.4	▽	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	45.7	▲	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	43.5	▽	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	60.9	▲	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	50.0	▽	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	80.0	▲	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	93.3	▽	95.2	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	91.1	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	86.7	▽	89.7	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	60.0	▽	77.4	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	77.8	▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	53.3	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	62.2	▽	73.4	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	55.6	▽	68.3	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	53.3	▽	62.3	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 3 - Nova Central

#138 - Victoria Academy, Gaultois Grades: 2-10,12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)			▲	69.6		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽		67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)			▲	69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▲	83.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	91.1		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)			▲	61.8		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)			▲	41.9		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲	45.5		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)			▲	58.3		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)			▲	54.6		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)			▲	77.4		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	95.2		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)			▲	85.9		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	89.7		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)			▲	74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)			▲	73.4		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	68.3		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)			▲	62.3		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

#149 - King Academy, Harbour Breton   Grades: 7-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=23]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	82.6		▲	69.6		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	91.3		▲	67.7		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	73.9		▲	69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	91.3		▲	83.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	91.1		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	73.9		▲	61.8		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	43.5		▲	41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	39.1	▽		45.5	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	43.5	▽		58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	21.7	▽		54.6	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	69.6	▽		77.4	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0		▲	95.2		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	82.6	▽		85.9	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0		▲	89.7		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	82.6		▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	82.6		▲	74.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	47.8	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	82.6		▲	73.4		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	69.6		▲	68.3	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	52.2	▽		62.3	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=6]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
	Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1.	Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	50.0	▽		69.6	▽		74.2
2.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	83.3		▲	67.7		▲	71.8
3.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	66.7	▽		69.3	▽		68.0
4.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	83.3		▲	83.2		▲	82.1
5.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	91.1		▲	93.0
6.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	50.0	▽		61.8	▽		64.9
7.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	33.3	▽		41.9	▽		47.1
8.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	50.0		▲	45.5		▲	46.8
9.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	66.7		▲	58.3		▲	61.3
10.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	66.7		▲	54.6		▲	57.3
	Constructed Response							
1.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4.	Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5.	Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
	Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1.	Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	100.0		▲	77.4		▲	75.2
2.	Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	83.3	▽		95.2	▽		95.4
3.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0		▲	85.9		▲	86.7
4.	Inferential – (9) 4.4. Use strategies to construct meaning (mood)	83.3	▽		89.7	▽		89.2
5.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	100.0		▲	77.4		▲	77.3
6.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	66.7	▽		74.4	▽		77.7
7.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	83.3		▲	58.6		▲	58.8
8.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	83.3		▲	73.4		▲	75.7
9.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▽		68.3	▽		70.7
10.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	66.7		▲	62.3		▲	61.0
	Constructed Response							
1.	Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4.	Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5.	Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6.	Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

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

District 3 - Nova Central

#152 - Valmont Academy, King's Point   Grades: K-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=9]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	77.8		▲	69.6		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	88.9		▲	67.7		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	77.8		▲	69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	77.8	▽		83.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	91.1		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.7		▲	61.8		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	0.0	▽		41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	55.6		▲	45.5		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	88.9		▲	58.3		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	55.6		▲	54.6	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	66.7	▽		77.4	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0		▲	95.2		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0		▲	85.9		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	77.8	▽		89.7	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▽		77.4	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	77.8		▲	74.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	66.7	▽		73.4	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▽		68.3	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	55.6	▽		62.3	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 3 - Nova Central

Item — Cognitive Level - Outcome (*item parameter*)	School [N=16]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
#153 - Cape John Collegiate, La Scie — Grades: 7-12							
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	68.8	▽		69.6	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	56.3	▽		67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	68.8	▽		69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	81.3	▽		83.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	68.8	▽		91.1	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	31.3	▽		61.8	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	43.8		▲	41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	62.5		▲	45.5		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	43.8	▽		58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	43.8	▽		54.6	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	50.0	▽		77.4	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	93.8	▽		95.2	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	75.0	▽		85.9	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	87.5	▽		89.7	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	68.8	▽		77.4	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	62.5	▽		74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0		▲	73.4	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	56.3	▽		68.3	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	62.5		▲	62.3		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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10/1/2012

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

#157 - St. Peter's AG, McCallum   Grades: 2,5-6,8-12

Item — Cognitive Level - Outcome (item parameter)	School [N=1]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)			▲	69.6		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽		67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)			▲	69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▲	83.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	91.1		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽		61.8	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽		41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲	45.5		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)			▲	58.3		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)			▲	54.6		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)			▲	77.4		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	95.2		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)			▲	85.9		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	89.7		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)			▲	74.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)			▲	73.4		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	68.3		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)			▲	62.3		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (*item parameter*)	School [N=14]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		57.1	▽		69.6	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		64.3	▽		67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		64.3	▽		69.3	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		57.1	▽		83.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		85.7	▽		91.1	▽		93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		71.4		▲	61.8		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		7.1	▽		41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		57.1		▲	45.5		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		57.1	▽		58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		71.4		▲	54.6		▲	57.3
Constructed Response								
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)		N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)		N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)		N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)		N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)		N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		64.3	▽		77.4	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		85.7	▽		95.2	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		64.3	▽		85.9	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		64.3	▽		89.7	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		85.7		▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		57.1	▽		74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		57.1	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		64.3	▽		73.4	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		85.7		▲	68.3		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		57.1	▽		62.3	▽		61.0
Constructed Response								
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)								
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)		N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)		N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)		N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)		N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)		N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 3 - Nova Central

#162 - Dorset Collegiate, Pilley's Island — Grades: 7-12

Item — Cognitive Level - Outcome (item parameter)	School [N=30]	School Below Above District	District [N=919]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	63.3	▽	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	60.0	▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	66.7	▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	83.3	▲	83.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	93.3	▲	91.1	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	63.3	▲	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	43.3	▲	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	20.0	▽	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	70.0	▲	58.3	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	53.3	▽	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	83.3	▲	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	90.0	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	96.7	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	86.7	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	70.0	▽	74.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	60.0	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	80.0	▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽	68.3	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	56.7	▽	62.3	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

![Newfoundland Labrador logo]

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

#163 - Point Leamington Academy, Point Leamington   Grades: K-12

Item Cognitive Level - Outcome (*item parameter*)	School [N=5]	School Below	Above District	District [N=919]	School Below	Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)			▲	69.6		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽		67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽		69.3	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▲	83.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▽		91.1	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽		61.8	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽		41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)			▲	45.5		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽		58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)			▲	54.6		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)			▲	77.4		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▽		95.2	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)			▲	85.9		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▽		89.7	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▽		74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)			▲	73.4		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		68.3	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)			▲	62.3		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 3 - Nova Central

#171 - Indian River High School, Springdale   Grades: 7-12

Item — Cognitive Level - Outcome (item parameter)	School [N=34]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	48.5	▽		69.6	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	54.6	▽		67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	84.9		▲	69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	81.8	▽		83.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	87.9	▽		91.1	▽		93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	51.5	▽		61.8	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	42.4		▲	41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	51.5		▲	45.5		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	57.6	▽		58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	69.7		▲	54.6		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	78.8		▲	77.4		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	93.9	▽		95.2	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	72.7	▽		85.9	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	87.9	▽		89.7	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	81.8		▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	63.6	▽		74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	57.6	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	81.8		▲	73.4		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	72.7		▲	68.3		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	72.7		▲	62.3		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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10/1/2012

Newfoundland Labrador

District 3 - Nova Central

#174 - St. Peter's Academy, Westport   Grades: K-1,4-7,9-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=2]	School Below Above District	District [N=919]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▲	69.6	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▽	91.1	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▲	61.8	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	45.5	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▲	58.3	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽	77.4	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	77.4	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	68.3	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▲	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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10/1/2012

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

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

Item / Cognitive Level - Outcome (item parameter)	School [N=15]	School Below Above District	District [N=919]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	78.6	▲	69.6	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	71.4	▲	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	78.6	▲	69.3	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	71.4	▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	91.1	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	42.9	▽	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	42.9	▲	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	35.7	▽	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	71.4	▲	58.3	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	35.7	▽	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	78.6	▲	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	92.9	▽	95.2	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	85.7	▽	85.9	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	64.3	▽	89.7	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.7	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	71.4	▽	74.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	64.3	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	71.4	▽	73.4	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	71.4	▲	68.3	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	71.4	▲	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (item parameter)	School [N=16]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	62.5	▽	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	43.8	▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	56.3	▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	81.3	▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	87.5	▽	91.1	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	56.3	▽	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	37.5	▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	50.0	▲	45.5	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	43.8	▽	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	56.3	▲	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	75.0	▽	77.4	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	81.3	▽	85.9	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	93.8	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	87.5	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	81.3	▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	62.5	▽	73.4	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	56.3	▽	68.3	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	37.5	▽	62.3	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

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

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	50.0	▽		69.6	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	75.0		▲	67.7		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	62.5	▽		69.3	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	62.5	▽		83.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	87.5	▽		91.1	▽		93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	37.5	▽		61.8	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	37.5	▽		41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	12.5	▽		45.5	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	50.0	▽		58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	50.0	▽		54.6	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	50.0	▽		77.4	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	87.5	▽		95.2	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	75.0	▽		85.9	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	37.5	▽		89.7	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.5	▽		77.4	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	75.0		▲	74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0		▲	73.4	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.5	▽		68.3	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	50.0	▽		62.3	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (item parameter)	School [N=1]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)			▲	69.6		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)			▲	67.7		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽		69.3	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▽		83.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)			▲	91.1		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)			▲	61.8		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)			▲	41.9		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▽		45.5	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽		58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)			▲	54.6		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)			▲	77.4		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	95.2		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)			▲	85.9		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	89.7		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▽		74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)			▲	73.4		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	68.3		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽		62.3	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=22]	School Below Above District	District [N=919]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	81.8	▲	69.6	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	54.6	▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	95.5	▲	69.3	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	100.0	▲	83.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	86.4	▽	91.1	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	54.6	▽	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	13.6	▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	40.9	▽	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	63.6	▲	58.3	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	63.6	▲	54.6	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	100.0	▲	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	47.6	▽	85.9	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	95.2	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.7	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	95.2	▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	57.1	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	76.2	▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.7	▲	68.3	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	57.1	▽	62.3	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=7]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	42.9	▽		69.6	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	71.4		▲	67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	71.4		▲	69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	28.6	▽		83.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	85.7	▽		91.1	▽		93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	71.4		▲	61.8		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	42.9		▲	41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	42.9	▽		45.5	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	71.4		▲	58.3		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	57.1		▲	54.6	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	57.1	▽		77.4	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0		▲	95.2		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0		▲	85.9		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0		▲	89.7		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.7		▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	85.7		▲	74.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	57.1	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	57.1	▽		73.4	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	57.1	▽		68.3	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	57.1	▽		62.3	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

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

Item / Cognitive Level - Outcome (item parameter)	School [N=18]	School Below Above District	District [N=919]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	83.3	▲	69.6	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	77.8	▲	67.7	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	77.8	▲	69.3	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	61.1	▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	91.1	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	61.1	▽	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	27.8	▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	38.9	▽	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	61.1	▲	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	27.8	▽	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	72.2	▽	77.4	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	94.4	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.8	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	88.9	▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	55.6	▽	73.4	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.8	▲	68.3	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	61.1	▽	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

#196 - St. Gabriel's AG, St. Brendan's — Grades: K-1,4-12

Item — Cognitive Level - Outcome (item parameter)	School [N=2]	School Below Above District	District [N=919]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▲	69.6	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	83.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	91.1	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▲	41.9	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	45.5	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▲	58.3	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▲	54.6	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽	77.4	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	77.4	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	68.3	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▲	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

#201 - J.M. Olds Collegiate, Twillingate — Grades: 7-12

Item — Cognitive Level - Outcome (item parameter)	School [N=29]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	78.3	▲	69.6	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	65.2	▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	65.2	▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	69.6	▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	95.7	▲	91.1	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	73.9	▲	61.8	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	47.8	▲	41.9	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	52.2	▲	45.5	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	52.2	▽	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	56.5	▲	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	87.0	▲	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	91.3	▽	95.2	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	91.3	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	60.9	▽	77.4	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	73.9	▽	74.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	69.6	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	82.6	▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	60.9	▽	68.3	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	56.5	▽	62.3	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

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Newfoundland Labrador

District 3 - Nova Central

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

Item	Cognitive Level - Outcome (item parameter)	School [N=22]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		86.4		▲	69.6		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		63.6	▽		67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		77.3		▲	69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		90.9		▲	83.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		95.5		▲	91.1		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		59.1	▽		61.8	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		27.3	▽		41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		27.3	▽		45.5	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		45.5	▽		58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		45.5	▽		54.6	▽		57.3
Constructed Response								
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)		N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)		N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)		N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)		N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)		N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		90.9		▲	77.4		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		100.0		▲	95.2		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		90.9		▲	85.9		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		100.0		▲	89.7		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		81.8		▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		72.7	▽		74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		72.7		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		77.3		▲	73.4		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		63.6	▽		68.3	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		63.6		▲	62.3		▲	61.0
Constructed Response								
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)								
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)		N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)		N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)		N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)		N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)		N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values. O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=21]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	57.1	▽		69.6	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	71.4		▲	67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	76.2		▲	69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	95.2		▲	83.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	95.2		▲	91.1		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.7		▲	61.8		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	33.3	▽		41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	47.6		▲	45.5		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	66.7		▲	58.3		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	33.3	▽		54.6	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	71.4	▽		77.4	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	95.2		▲	95.2	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	85.7	▽		85.9	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	85.7	▽		89.7	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.7		▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	61.9	▽		74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	57.1	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	42.9	▽		73.4	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	52.4	▽		68.3	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	52.4	▽		62.3	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	75.0		▲	69.6		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	62.5	▽		67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	75.0		▲	69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	75.0	▽		83.2	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	87.5	▽		91.1	▽		93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	25.0	▽		61.8	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	50.0		▲	41.9		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	37.5	▽		45.5	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	75.0		▲	58.3		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	25.0	▽		54.6	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	87.5		▲	77.4		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0		▲	95.2		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0		▲	85.9		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0		▲	89.7		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.0	▽		77.4	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	62.5	▽		74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.5		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	50.0	▽		73.4	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.0		▲	68.3		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	37.5	▽		62.3	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

#402 - Leo Burke Academy, Bishop's Falls   Grades: 7-12

Item — Cognitive Level - Outcome (item parameter)	School [N=32]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	71.9		▲	69.6	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	65.6	▽		67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	81.3		▲	69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	93.8		▲	83.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	93.8		▲	91.1		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	65.6		▲	61.8		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	65.6		▲	41.9		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	59.4		▲	45.5		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	59.4		▲	58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	71.9		▲	54.6		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	71.9	▽		77.4	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0		▲	95.2		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	84.4	▽		85.9	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.6		▲	89.7		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	81.3		▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	84.4		▲	74.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	71.9		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0		▲	73.4	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	78.1		▲	68.3		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	68.8		▲	62.3		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 3 - Nova Central

#403 - Lakeside Academy, Buchans   Grades: K-12

Item — Cognitive Level - Outcome (item parameter)	School [N=9]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	66.7	▽	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	66.7	▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	55.6	▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	100.0	▲	83.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	88.9	▽	91.1	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	88.9	▲	61.8	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	22.2	▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	22.2	▽	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	22.2	▽	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	55.6	▲	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	55.6	▽	77.4	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	77.8	▽	95.2	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.9	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.8	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	77.8	▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.8	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	55.6	▽	73.4	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.8	▲	68.3	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	44.4	▽	62.3	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 3 - Nova Central

#405 - Cottrell's Cove Academy, Cottrell's Cove   Grades: 1-3,5-7,9-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=6]	School Below Above District	District [N=919]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	16.7	▽	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	16.7	▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	83.3	▲	69.3	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	66.7	▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	83.3	▽	91.1	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	83.3	▲	61.8	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	16.7	▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	33.3	▽	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	66.7	▲	58.3	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	33.3	▽	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	100.0	▲	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	83.3	▽	85.9	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	83.3	▽	89.7	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	83.3	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	66.7	▽	74.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	16.7	▽	73.4	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	16.7	▽	68.3	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	33.3	▽	62.3	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (item parameter)	School [N=15]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	53.3	▽	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	46.7	▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	60.0	▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	86.7	▲	83.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	86.7	▽	91.1	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	53.3	▽	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	13.3	▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	66.7	▲	45.5	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	33.3	▽	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	33.3	▽	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	73.3	▽	77.4	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	86.7	▽	95.2	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	66.7	▽	85.9	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	86.7	▽	89.7	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	46.7	▽	77.4	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	66.7	▽	74.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	60.0	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	73.3	▽	73.4	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	60.0	▽	68.3	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	46.7	▽	62.3	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (item parameter)	School [N=19]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	76.5	▲	69.6	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	82.4	▲	67.7	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	70.6	▲	69.3	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	70.6	▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	91.1	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	64.7	▲	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	35.3	▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	35.3	▽	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	58.8	▲	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	41.2	▽	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	83.3	▲	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.4	▽	95.2	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	83.3	▽	85.9	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	94.4	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	94.4	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	83.3	▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	88.9	▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.8	▲	68.3	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	72.2	▲	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

District 3 - Nova Central

#413 - Holy Cross School Complex, Eastport   Grades: K-12

Item	Cognitive Level - Outcome (*item parameter*)	School [N=5]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
	Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1.	Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽		69.6	▽		74.2
2.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽		67.7	▽		71.8
3.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽		69.3	▽		68.0
4.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▽		83.2	▽		82.1
5.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▽		91.1	▽		93.0
6.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽		61.8	▽		64.9
7.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)			▲	41.9		▲	47.1
8.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▽		45.5	▽		46.8
9.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽		58.3	▽		61.3
10.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽		54.6	▽		57.3
	Constructed Response							
1.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4.	Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5.	Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
	Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1.	Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽		77.4	▽		75.2
2.	Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▽		95.2	▽		95.4
3.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▽		85.9	▽		86.7
4.	Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	89.7		▲	89.2
5.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	77.4		▲	77.3
6.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▽		74.4	▽		77.7
7.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		58.6	▽		58.8
8.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽		73.4	▽		75.7
9.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		68.3	▽		70.7
10.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽		62.3	▽		61.0
	Constructed Response							
1.	Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4.	Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5.	Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6.	Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (item parameter)	School [N=22]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	77.3	▲	69.6	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	59.1	▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	72.7	▲	69.3	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	86.4	▲	83.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	90.9	▽	91.1	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	63.6	▲	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	27.3	▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	54.6	▲	45.5	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	50.0	▽	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	77.3	▲	54.6	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	59.1	▽	77.4	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	90.9	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.3	▽	77.4	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	63.6	▽	74.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	59.1	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	77.3	▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	68.2	▽	68.3	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	40.9	▽	62.3	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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

District 3 - Nova Central

#416 - Smallwood Academy, Gambo — Grades: K-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=22]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	52.6	▽		69.6	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	73.7		▲	67.7		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	68.4	▽		69.3		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	94.7		▲	83.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	68.4	▽		91.1	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	63.2		▲	61.8	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	36.8	▽		41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	42.1	▽		45.5	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	52.6	▽		58.3	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	68.4		▲	54.6		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	100.0		▲	77.4		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	89.5	▽		95.2	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	89.5		▲	85.9		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	73.7	▽		89.7	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	68.4	▽		77.4	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	79.0		▲	74.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	47.4	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	73.7		▲	73.4	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	57.9	▽		68.3	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	42.1	▽		62.3	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 3 - Nova Central

#420 - St. Paul's Intermediate School, Gander   Grades: 7-9

Item — Cognitive Level - Outcome (item parameter)	School [N=119]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	73.7	▲	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	72.8	▲	67.7	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	71.9	▲	69.3	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	81.6	▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	85.1	▽	91.1	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	57.0	▽	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	55.3	▲	41.9	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	50.9	▲	45.5	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	57.0	▽	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	62.3	▲	54.6	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	84.6	▲	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	92.7	▽	95.2	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	90.9	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	89.1	▽	89.7	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	81.8	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	71.8	▽	74.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	70.9	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	83.6	▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	80.9	▲	68.3	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	70.0	▲	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=9]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	100.0	▲	69.6	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	88.9	▲	67.7	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	100.0	▲	69.3	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	88.9	▲	83.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	91.1	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	100.0	▲	61.8	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	77.8	▲	41.9	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	88.9	▲	45.5	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	100.0	▲	58.3	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	100.0	▲	54.6	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	100.0	▲	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▽	77.4	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	88.9	▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.8	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	77.8	▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	100.0	▲	68.3	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	100.0	▲	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

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

District 3 - Nova Central

#422 - Glovertown Academy, Glovertown

Grades: K-12

Item — Cognitive Level - Outcome (item parameter)	School [N=24]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	72.7	▲	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	68.2	▲	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	45.5	▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	81.8	▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	90.9	▽	91.1	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	59.1	▽	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	31.8	▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	63.6	▲	45.5	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	45.5	▽	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	40.9	▽	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	73.9	▽	77.4	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	95.7	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	78.3	▽	89.7	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	82.6	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	78.3	▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	56.5	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	56.5	▽	73.4	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	65.2	▽	68.3	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	69.6	▲	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (item parameter)	School [N=13]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	61.5	▽	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	84.6	▲	67.7	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	61.5	▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	76.9	▽	83.2	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	92.3	▲	91.1	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	69.2	▲	61.8	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	53.9	▲	41.9	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	46.2	▲	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	76.9	▲	58.3	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	61.5	▲	54.6	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	76.9	▽	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	61.5	▽	85.9	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	69.2	▽	77.4	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	92.3	▲	74.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	53.9	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	84.6	▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.9	▲	68.3	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	76.9	▲	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 3 - Nova Central

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

Item — Cognitive Level - Outcome (item parameter)	School [N=34]	School Below District	School Above District	District [N=919]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	70.6		▲	69.6	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	70.6		▲	67.7	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	61.8	▽		69.3	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	85.3		▲	83.2		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	91.2		▲	91.1	▽		93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	67.7		▲	61.8		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	32.4	▽		41.9	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	55.9		▲	45.5		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	67.7		▲	58.3		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	58.8		▲	54.6		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	87.5		▲	77.4		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0		▲	95.2		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	78.1	▽		85.9	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	87.5	▽		89.7	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	87.5		▲	77.4		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	65.6	▽		74.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	59.4		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0		▲	73.4	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	78.1		▲	68.3		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	50.0	▽		62.3	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 3 - Nova Central

#481 - Exploits Valley Intermediate, Grand Falls-Windsor Grades: 7-9	School [N=142]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Item — Cognitive Level - Outcome (item parameter)					
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	73.7	▲	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	67.2	▽	67.7	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	64.2	▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	86.9	▲	83.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	95.6	▲	91.1	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	63.5	▲	61.8	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	40.9	▽	41.9	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	40.2	▽	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	56.2	▽	58.3	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	55.5	▲	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	78.8	▲	77.4	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.2	▽	95.2	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.3	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	89.8	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	69.3	▽	77.4	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	73.0	▽	74.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	48.9	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	67.9	▽	73.4	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.8	▽	68.3	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	67.2	▲	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 3 - Nova Central

#486 - Lewisporte Intermediate, Lewisporte   Grades: 7-9

Item / Cognitive Level - Outcome (item parameter)	School [N=47]	School Below/Above District	District [N=919]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	66.0	▽	69.6	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	78.7	▲	67.7	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	66.0	▽	69.3	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	95.7	▲	83.2	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	95.7	▲	91.1	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	68.1	▲	61.8	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	53.2	▲	41.9	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	38.3	▽	45.5	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	68.1	▲	58.3	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	55.3	▲	54.6	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	61.7	▽	77.4	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	95.7	▲	95.2	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	87.2	▲	85.9	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	93.6	▲	89.7	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	78.7	▲	77.4	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	74.5	▲	74.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	53.2	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	78.7	▲	73.4	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	57.5	▽	68.3	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	66.0	▲	62.3	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 4 - Eastern

#209 - Pearce Junior High School, Salt Pond   Grades: 8-9

Item — Cognitive Level - Outcome (item parameter)	School [N=131]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	73.3	▽		76.0	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	65.0	▽		72.4	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	72.5		▲	68.4		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	76.7	▽		81.7	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	94.2		▲	92.9		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	72.5		▲	66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	36.7	▽		48.4	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	34.2	▽		47.0	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	59.2	▽		62.4	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	50.8	▽		57.8	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	80.7		▲	75.5		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.1	▽		95.8	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	89.1		▲	86.2		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	89.9		▲	89.3		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.6	▽		77.3	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	75.6	▽		79.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	57.1	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	73.1	▽		75.9	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	70.6	▽		71.8	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	53.8	▽		61.5	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 4 - Eastern

#214 - John Burke High School, Grand Bank   Grades: 8-12

Item — Cognitive Level - Outcome (item parameter)	School [N=48]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	82.9	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	61.0	▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	58.5	▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	82.9	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	95.1	▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	65.8	▽	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	36.6	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	36.6	▽	47.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	53.7	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	63.4	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	68.3	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	97.6	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	82.9	▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	92.7	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.6	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	85.4	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.4	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.6	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	65.8	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	56.1	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 4 - Eastern

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

Item Cognitive Level - Outcome (item parameter)	School [N=13]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	75.0	▽		76.0		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	75.0		▲	72.4		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	58.3	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	75.0	▽		81.7	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	91.7	▽		92.9	▽		93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	83.3		▲	66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	50.0		▲	48.4		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	41.7	▽		47.0	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	58.3	▽		62.4	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	66.7		▲	57.8		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	58.3	▽		75.5	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	75.0	▽		95.8	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	83.3	▽		86.2	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	75.0	▽		89.3	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	83.3		▲	77.3		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	75.0	▽		79.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	83.3		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0	▽		75.9	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	41.7	▽		71.8	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	75.0		▲	61.5		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 4 - Eastern

#223 - Christ the King School, Rushoon Grades: K-12	School	School Below Above District	District	School Below Above Province	Province
Item Cognitive Level - Outcome (item parameter)	[N=10]		[N=2,952]		[N=5,117]

Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

Item	School	Below/Above District	District	Below/Above Province	Province
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	88.9	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	88.9	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	88.9	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	77.8	▽	81.7	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	92.9	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	55.6	▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	33.3	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	33.3	▽	47.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	55.6	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	44.4	▽	57.8	▽	57.3

Constructed Response

Item	School		District		Province
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A

Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

Item	School	Below/Above District	District	Below/Above Province	Province
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	33.3	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	88.9	▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	55.6	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	55.6	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	55.6	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	55.6	▽	61.5	▽	61.0

Constructed Response

Item	School		District		Province
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

#225 - St. Anne's School, South East Bight   Grades: 2-5,7-10

Item	Cognitive Level - Outcome (*item parameter*)	School [N=1]	School Below / Above District	District [N=2,952]	School Below / Above Province	Province [N=5,117]
		School data with 5 or fewer students withheld for reasons of confidentiality.				

Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

Item	Cognitive Level - Outcome (*item parameter*)	School Below / Above District	District	School Below / Above Province	Province
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	92.9	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▽	47.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽	57.8	▽	57.3

Constructed Response

Item			District		Province
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A

Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)

Item		School Below / Above District	District	School Below / Above Province	Province
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽	61.5	▽	61.0

Constructed Response

Item			District		Province
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=9]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	75.0	▽	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	62.5	▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	75.0	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	62.5	▽	81.7	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	75.0	▽	92.9	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	62.5	▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	25.0	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	37.5	▽	47.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	50.0	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	12.5	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	75.0	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	87.5	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.0	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	50.0	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	37.5	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.5	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	62.5	▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Item	Cognitive Level - Outcome (item parameter)	School [N=18]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)						
1.	Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	100.0	▲	76.0	▲	74.2
2.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	87.5	▲	72.4	▲	71.8
3.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	87.5	▲	68.4	▲	68.0
4.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	93.8	▲	81.7	▲	82.1
5.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	92.9	▲	93.0
6.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	62.5	▽	66.2	▽	64.9
7.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	62.5	▲	48.4	▲	47.1
8.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	62.5	▲	47.0	▲	46.8
9.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	62.5	▲	62.4	▲	61.3
10.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	75.0	▲	57.8	▲	57.3
Constructed Response						
1.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4.	Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5.	Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)						
1.	Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	83.3	▲	75.5	▲	75.2
2.	Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.8	▲	95.4
3.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0	▲	86.2	▲	86.7
4.	Inferential – (9) 4.4. Use strategies to construct meaning (mood)	94.4	▲	89.3	▲	89.2
5.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	83.3	▲	77.3	▲	77.3
6.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	88.9	▲	79.4	▲	77.7
7.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	44.4	▽	58.6	▽	58.8
8.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	66.7	▽	75.9	▽	75.7
9.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	72.2	▲	71.8	▲	70.7
10.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	55.6	▽	61.5	▽	61.0
Constructed Response						
1.	Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4.	Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5.	Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6.	Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=12]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	88.9	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	77.8	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	44.4	▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	88.9	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	88.9	▽	92.9	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.7	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	44.4	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	55.6	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	22.2	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	33.3	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	66.7	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	88.9	▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.9	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	88.9	▽	89.3	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	55.6	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	44.4	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	88.9	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	55.6	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	33.3	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#231 - Discovery Collegiate, Bonavista   Grades: 9-12

Item — Cognitive Level - Outcome (item parameter)	School [N=52]	Below District	Above District	District [N=2,952]	Below Province	Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	80.4		▲	76.0		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	50.0	▽		72.4	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	69.6		▲	68.4		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	80.4	▽		81.7	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	93.5		▲	92.9		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	65.2	▽		66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	30.4	▽		48.4	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	30.4	▽		47.0	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	65.2		▲	62.4		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	56.5	▽		57.8	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	76.6		▲	75.5		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	97.9		▲	95.8		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	76.6	▽		86.2	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	93.6		▲	89.3		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	80.8		▲	77.3		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	80.8		▲	79.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	59.6		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	72.3	▽		75.9	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.8	▽		71.8	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	66.0		▲	61.5		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=11]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	72.7	▽		76.0	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	45.5	▽		72.4	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	63.6	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	54.6	▽		81.7	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	92.9		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	54.6	▽		66.2	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	45.5	▽		48.4	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	9.1	▽		47.0	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	72.7		▲	62.4		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	45.5	▽		57.8	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	72.7	▽		75.5	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	90.9	▽		95.8	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	81.8	▽		86.2	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.9		▲	89.3		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.6	▽		77.3	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	54.6	▽		79.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	72.7		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	81.8		▲	75.9		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	81.8		▲	71.8		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	45.5	▽		61.5	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 4 - Eastern

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

Item / Cognitive Level - Outcome (item parameter)	School [N=19]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	60.0	▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	60.0	▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	40.0	▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	93.3	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	73.3	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	66.7	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	6.7	▽	47.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	66.7	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	33.3	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	81.3	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	87.5	▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	87.5	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	93.8	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	68.8	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	68.8	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.5	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	68.8	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	68.8	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	62.5	▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=9]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	88.9	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	66.7	▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	88.9	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	100.0	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	77.8	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	88.9	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	77.8	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	77.8	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	77.8	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	88.9	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.9	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	88.9	▽	89.3	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	88.9	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	88.9	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	55.6	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	55.6	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	55.6	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#247 - Roncalli Central High, Avondale — Grades: 7-12

Item / Cognitive Level - Outcome (item parameter)	School [N=32]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	62.5	▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	81.3	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	62.5	▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	81.3	▽	81.7	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	90.6	▽	92.9	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	62.5	▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	43.8	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	53.1	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	59.4	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	71.9	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	83.9	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	90.3	▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	83.9	▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	93.6	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.4	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	80.7	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	45.2	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	71.0	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	80.7	▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	64.5	▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=149]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	78.4	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	78.4	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	75.7	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	85.8	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	92.6	▽	92.9	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	60.1	▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	52.7	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	43.2	▽	47.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	67.6	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	54.1	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	77.0	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	97.3	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.5	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	93.2	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.7	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	81.1	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	64.2	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.7	▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	60.8	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Item / Cognitive Level - Outcome (item parameter)	School [N=84]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	66.7	▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	69.4	▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	73.6	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	69.4	▽	81.7	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	93.1	▲	92.9	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	58.3	▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	47.2	▽	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	54.2	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	61.1	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	54.2	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	85.9	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	85.9	▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.1	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	74.7	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	77.5	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	59.2	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	73.2	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	64.8	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	60.6	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Item / Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	87.5	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	87.5	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	75.0	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	100.0	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	92.9	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	62.5	▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	50.0	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	62.5	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	62.5	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	87.5	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	75.0	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.0	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	75.0	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.5	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	87.5	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	87.5	▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	37.5	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#280 - Laval High School, Placentia   Grades: 7-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=46]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	64.4	▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	77.8	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	53.3	▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	82.2	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	86.7	▽	92.9	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	77.8	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	62.2	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	57.8	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	55.6	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	55.6	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	84.1	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	95.5	▽	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	93.2	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.9	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	79.6	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	81.8	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.6	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	65.9	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	65.9	▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=34]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	79.4	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	67.7	▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	73.5	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	82.4	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	82.4	▽	92.9	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	67.7	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	35.3	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	47.1	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	55.9	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	61.8	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	67.7	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.1	▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.2	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	94.1	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	67.7	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	79.4	▽	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	61.8	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	82.4	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	73.5	▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	55.9	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=3]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

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

Item — Cognitive Level - Outcome (*item parameter*)	School [N=4]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▽	47.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=33]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	78.1	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	71.9	▽	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	75.0	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	96.9	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	90.6	▽	92.9	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	53.1	▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	31.3	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	65.6	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	65.6	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	71.9	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	81.3	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	87.5	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.6	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	81.3	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	84.4	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	59.4	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.5	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	53.1	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 4 - Eastern

#296 - St. Michael's High, Bell Island Grades: 7-12

Item — Cognitive Level - Outcome (item parameter)	School [N=34]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	55.9	▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	52.9	▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	61.8	▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	82.4	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	85.3	▽	92.9	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	47.1	▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	35.3	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	50.0	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	50.0	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	50.0	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	56.7	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	93.3	▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	80.0	▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	76.7	▽	89.3	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	53.3	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	66.7	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	50.0	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	70.0	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	53.3	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	36.7	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 4 - Eastern

#300 - Frank Roberts Junior High, Conception Bay South (Foxtrap)   Grades: 7-9

Item — Cognitive Level - Outcome (*item parameter*)	School [N=157]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	79.2		▲	76.0		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	72.5		▲	72.4		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	66.4	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	83.2		▲	81.7		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	89.9	▽		92.9	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	67.8		▲	66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	43.6	▽		48.4	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	48.3		▲	47.0		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	66.4		▲	62.4		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	51.7	▽		57.8	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	73.7	▽		75.5	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.6	▽		95.8	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	87.2		▲	86.2		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	87.2	▽		89.3	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.0	▽		77.3	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	72.3	▽		79.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	54.1	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	77.7		▲	75.9		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.7		▲	71.8		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	62.8		▲	61.5		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 4 - Eastern

#304 - Holy Spirit High, Conception Bay South (Manuels) — Grades: 9-12

Item — Cognitive Level - Outcome (item parameter)	School [N=179]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	72.5	▽		76.0	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	74.7		▲	72.4		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	66.3	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	80.9	▽		81.7	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	92.7	▽		92.9	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	68.5		▲	66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	47.2	▽		48.4		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	44.4	▽		47.0	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	57.9	▽		62.4	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	61.2		▲	57.8		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	79.0		▲	75.5		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	97.2		▲	95.8		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	90.3		▲	86.2		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.9		▲	89.3		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	80.7		▲	77.3		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	81.3		▲	79.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.1		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	76.1		▲	75.9		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	73.9		▲	71.8		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	66.5		▲	61.5		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

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

District 4 - Eastern

#307 - Mobile Central High, Mobile   Grades: 7-12

Item / Cognitive Level - Outcome (item parameter)	School [N=37]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	97.2	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	86.1	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	75.0	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	94.4	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	97.2	▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.7	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	50.0	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	63.9	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	69.4	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	66.7	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	86.5	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.6	▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	83.8	▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	94.6	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	78.4	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	89.2	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	51.4	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	86.5	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	70.3	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	67.6	▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

10/1/2012

Newfoundland Labrador

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=200]	Below District	Above District	District [N=2,952]	Below Province	Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	79.9		▲	76.0		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	75.9		▲	72.4		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	71.4		▲	68.4		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	87.4		▲	81.7		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	96.5		▲	92.9		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	62.8	▽		66.2	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	54.8		▲	48.4		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	49.3		▲	47.0		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	66.3		▲	62.4		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	61.3		▲	57.8		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	74.2	▽		75.5	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	99.0		▲	95.8		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	87.9		▲	86.2		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	93.4		▲	89.3		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.8	▽		77.3	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	83.3		▲	79.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	58.6		▲	58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	78.3		▲	75.9		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.8		▲	71.8		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	68.2		▲	61.5		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

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

District 4 - Eastern

#315 - St. Peter's Junior High, Mount Pearl   Grades: 7-9

Item	Cognitive Level - Outcome (item parameter)	School [N=204]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
	Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1.	Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	79.9		▲	76.0		▲	74.2
2.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	74.7		▲	72.4		▲	71.8
3.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	63.9	▽		68.4	▽		68.0
4.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	75.3	▽		81.7	▽		82.1
5.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	85.1	▽		92.9	▽		93.0
6.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	63.4	▽		66.2	▽		64.9
7.	Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	41.8	▽		48.4	▽		47.1
8.	Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	42.8	▽		47.0	▽		46.8
9.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	58.8	▽		62.4	▽		61.3
10.	Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	59.3		▲	57.8		▲	57.3
	Constructed Response							
1.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3.	Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4.	Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5.	Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
	Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1.	Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	71.3	▽		75.5	▽		75.2
2.	Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	91.8	▽		95.8	▽		95.4
3.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	81.5	▽		86.2	▽		86.7
4.	Inferential – (9) 4.4. Use strategies to construct meaning (mood)	83.1	▽		89.3	▽		89.2
5.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	73.8	▽		77.3	▽		77.3
6.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	77.4	▽		79.4	▽		77.7
7.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	60.0		▲	58.6		▲	58.8
8.	Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	66.7	▽		75.9	▽		75.7
9.	Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	69.7	▽		71.8	▽		70.7
10.	Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	61.0	▽		61.5	▽		61.0
	Constructed Response							
1.	Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3.	Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4.	Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5.	Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6.	Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 4 - Eastern

#324 - Beaconsfield Junior High, St. John's — Grades: 7-9

Item — Cognitive Level - Outcome (item parameter)	School [N=142]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	70.2	▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	67.7	▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	67.7	▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	78.2	▽	81.7	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	92.7	▽	92.9	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	71.0	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	54.8	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	49.2	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	63.7	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	54.0	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	80.8	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.4	▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	82.4	▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	86.4	▽	89.3	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.6	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	83.2	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	54.4	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	79.2	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	72.0	▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	57.6	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 4 - Eastern

#328 - Booth Memorial High School, St. John's — Grades: 9-12

Item — Cognitive Level - Outcome (item parameter)	School [N=116]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	77.4	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	76.5	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	53.0	▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	78.3	▽	81.7	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	94.8	▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.1	▽	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	64.3	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	47.0	▽	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	59.1	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	61.7	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	78.3	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	96.5	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.7	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	85.2	▽	89.3	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	80.9	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	85.2	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.1	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	88.7	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	74.8	▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	67.8	▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values. — O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#330 - Brother Rice Junior High, St. John's — Grades: 7-9

Item — Cognitive Level - Outcome (item parameter)	School [N=192]	School Below / Above District	District [N=2,952]	School Below / Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	76.0	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	71.9	▽	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	74.5	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	85.4	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	93.2	▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	64.1	▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	49.5	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	53.1	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	64.1	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	62.0	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	76.4	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	94.2	▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	85.9	▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	89.0	▽	89.3	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	74.3	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	75.4	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	49.7	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.4	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	69.6	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	66.0	▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

#335 - Leary's Brook Junior High, St. John's   Grades: 7-9

Item — Cognitive Level - Outcome (item parameter)	School [N=46]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	80.4		▲	76.0		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	71.7	▽		72.4	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	67.4	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	91.3		▲	81.7		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	87.0	▽		92.9	▽		93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	65.2	▽		66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	47.8	▽		48.4		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	50.0		▲	47.0		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	69.6		▲	62.4		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	56.5	▽		57.8	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	73.9	▽		75.5	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	97.8		▲	95.8		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	84.8	▽		86.2	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	89.1	▽		89.3	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	78.3		▲	77.3		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	69.6	▽		79.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	69.6		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	71.7	▽		75.9	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.0	▽		71.8	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	60.9	▽		61.5	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 4 - Eastern

#343 - MacDonald Drive Junior High, St. John's   Grades: 7-9

Item — Cognitive Level - Outcome (item parameter)	School [N=216]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	83.3	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	77.2	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	76.7	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	86.1	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	95.8	▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.5	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	59.5	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	48.4	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	67.0	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	60.5	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	72.0	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	99.1	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	86.0	▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.2	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	84.6	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	86.0	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.1	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	79.4	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.6	▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	57.5	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=19]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	42.1	▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	79.0	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	79.0	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	79.0	▽	81.7	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	92.9	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	68.4	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	31.6	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	47.4	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	47.4	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	57.9	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	84.2	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	79.0	▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	73.7	▽	89.3	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	79.0	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	63.2	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	42.1	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	79.0	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	89.5	▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	63.2	▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

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

District 4 - Eastern

#353 - St. Kevin's Junior High, St. John's (Goulds) Grades: 7-9

Item — Cognitive Level - Outcome (*item parameter*)	School [N=86]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	75.6	▽		76.0		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	67.4	▽		72.4	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	68.6		▲	68.4		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	90.7		▲	81.7		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	93.0		▲	92.9		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	69.8		▲	66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	40.7	▽		48.4	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	52.3		▲	47.0		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	67.4		▲	62.4		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	60.5		▲	57.8		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	77.9		▲	75.5		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	98.8		▲	95.8		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	88.4		▲	86.2		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	83.7	▽		89.3	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	82.6		▲	77.3		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	84.9		▲	79.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.3		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	74.4	▽		75.9	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	74.4		▲	71.8		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	69.8		▲	61.5		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 4 - Eastern

#359 - St. Paul's Junior High, St. John's   Grades: 7-9

Item — Cognitive Level - Outcome (item parameter)	School [N=104]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	80.8	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	73.1	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	75.0	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	63.5	▽	81.7	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	97.1	▲	92.9	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	79.8	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	47.1	▽	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	49.0	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	67.3	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	57.7	▽	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	74.0	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	98.1	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	89.4	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.4	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.9	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	79.8	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	55.8	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	73.1	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	77.9	▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	67.3	▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

#368 - Holy Trinity High, Torbay   Grades: 7-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=96]	School Below / Above District	District [N=2,952]	School Below / Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	68.8	▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	74.0	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	76.0	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	86.5	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	93.8	▲	92.9	▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	66.7	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	45.8	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	52.1	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	70.8	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	58.3	▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	71.9	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	97.9	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	87.5	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	92.7	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	83.3	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	71.9	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	56.3	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	74.0	▽	75.9	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.5	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	59.4	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=5]	School Below / Above District	District [N=2,952]	School Below / Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▽	81.7	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▲	57.8	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▽	89.3	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=7]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	85.7		▲	76.0		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	85.7		▲	72.4		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	0.0	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	100.0		▲	81.7		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	92.9		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	28.6	▽		66.2	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	57.1		▲	48.4		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	71.4		▲	47.0		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	42.9	▽		62.4	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	85.7		▲	57.8		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	100.0		▲	75.5		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0		▲	95.8		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0		▲	86.2		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	85.7	▽		89.3	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	100.0		▲	77.3		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	100.0		▲	79.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	71.4		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	85.7		▲	75.9		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.7		▲	71.8		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	42.9	▽		61.5	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 4 - Eastern

#428 - Clarenville Middle School, Clarenville — Grades: 7-9

Item — Cognitive Level - Outcome (*item parameter*)	School [N=101]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	76.6		▲	76.0		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	69.2	▽		72.4	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	59.6	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	74.5	▽		81.7	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	92.9		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	60.6	▽		66.2	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	44.7	▽		48.4	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	53.2		▲	47.0		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	63.8		▲	62.4		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	64.9		▲	57.8		▲	57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	76.1		▲	75.5		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	96.7		▲	95.8		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	91.3		▲	86.2		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	90.2		▲	89.3		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	82.6		▲	77.3		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	83.7		▲	79.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	65.2		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	83.7		▲	75.9		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	68.5	▽		71.8	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	69.6		▲	61.5		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

Item — Cognitive Level - Outcome (item parameter)	School [N=9]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	57.1	▽	76.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	57.1	▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	57.1	▽	68.4	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	100.0	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	85.7	▽	92.9	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	71.4	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	57.1	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	57.1	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	42.9	▽	62.4	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	42.9	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	71.4	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0	▲	86.2	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0	▲	89.3	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.7	▲	77.3	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	71.4	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	28.6	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	100.0	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.7	▲	71.8	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	71.4	▲	61.5	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 4 - Eastern

#431 - Southwest Arm Academy, Little Heart's Ease   Grades: K-12

Item — Cognitive Level - Outcome (item parameter)	School [N=7]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	85.7		▲	76.0		▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	28.6	▽		72.4	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	85.7		▲	68.4		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	100.0		▲	81.7		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	92.9		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	71.4		▲	66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	14.3	▽		48.4	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	28.6	▽		47.0	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	14.3	▽		62.4	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	14.3	▽		57.8	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	100.0		▲	75.5		▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0		▲	95.8		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0		▲	86.2		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	100.0		▲	89.3		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	71.4	▽		77.3	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	85.7		▲	79.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	85.7		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	85.7		▲	75.9		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	71.4	▽		71.8		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	42.9	▽		61.5	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

#442 - Persalvic Elementary, Victoria   Grades: K-9

Item	Cognitive Level - Outcome (item parameter)	School [N=34]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		64.7	▽		76.0	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		76.5		▲	72.4		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		64.7	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		82.4		▲	81.7		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		97.1		▲	92.9		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		76.5		▲	66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		61.8		▲	48.4		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		50.0		▲	47.0		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		55.9	▽		62.4	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		50.0	▽		57.8	▽		57.3
Constructed Response								
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)		N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)		N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)		N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)		N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)		N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)								
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		70.6	▽		75.5	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		94.1	▽		95.8	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		88.2		▲	86.2		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		91.2		▲	89.3		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		58.8	▽		77.3	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		91.2		▲	79.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		47.1	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		61.8	▽		75.9	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		73.5		▲	71.8		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		55.9	▽		61.5	▽		61.0
Constructed Response								
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)								
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)		N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)		N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)		N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)		N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)		N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 4 - Eastern

#447 - Baltimore School Complex, Ferryland   Grades: K-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=19]	School Below Above District	District [N=2,952]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	77.8	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	61.1	▽	72.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	77.8	▲	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	66.7	▽	81.7	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	88.9	▽	92.9	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	55.6	▽	66.2	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	38.9	▽	48.4	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	50.0	▲	47.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	72.2	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	55.6	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	70.6	▽	75.5	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	95.8	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	82.4	▽	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	88.2	▽	89.3	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.5	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	76.5	▽	79.4	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	58.8	▲	58.6	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	76.5	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	64.7	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	58.8	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

#464 - Crescent Collegiate, Blaketown   Grades: 7-12

Item — Cognitive Level - Outcome (item parameter)	School [N=80]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	69.6	▽		76.0	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	77.2		▲	72.4		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	62.0	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	73.4	▽		81.7	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	93.7		▲	92.9		▲	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	57.0	▽		66.2	▽		64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	46.8	▽		48.4	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	36.7	▽		47.0	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	48.1	▽		62.4	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	50.6	▽		57.8	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	70.5	▽		75.5	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	93.6	▽		95.8	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	87.2		▲	86.2		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	92.3		▲	89.3		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	65.4	▽		77.3	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	71.8	▽		79.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	41.0	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	76.9		▲	75.9		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	64.1	▽		71.8	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	57.7	▽		61.5	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 4 - Eastern

#465 - Holy Cross Junior High, St. John's Grades: 7-9

Item — Cognitive Level - Outcome (*item parameter*)	School [N=51]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	66.7	▽		76.0	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	68.8	▽		72.4	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	60.4	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	72.9	▽		81.7	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	85.4	▽		92.9	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	81.3		▲	66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	41.7	▽		48.4	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	37.5	▽		47.0	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	58.3	▽		62.4	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	50.0	▽		57.8	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	73.9	▽		75.5	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	84.8	▽		95.8	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	60.9	▽		86.2	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	82.6	▽		89.3	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.1	▽		77.3	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	82.6		▲	79.4		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	71.7		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	67.4	▽		75.9	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	73.9		▲	71.8		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	52.2	▽		61.5	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

#471 - Heritage Collegiate, Lethbridge   Grades: 7-12

Item — Cognitive Level - Outcome (item parameter)	School [N=21]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	70.0	▽		76.0	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	75.0		▲	72.4		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	60.0	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	95.0		▲	81.7		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	90.0	▽		92.9	▽		93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	65.0	▽		66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	30.0	▽		48.4	▽		47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	60.0		▲	47.0		▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	65.0		▲	62.4		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	55.0	▽		57.8	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	66.7	▽		75.5	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	90.5	▽		95.8	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	71.4	▽		86.2	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	95.2		▲	89.3		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	81.0		▲	77.3		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	71.4	▽		79.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	42.9	▽		58.6	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	66.7	▽		75.9	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	76.2		▲	71.8		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	52.4	▽		61.5	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

#476 - Baccalieu Collegiate, Old Perlican   Grades: 7-12

Item Cognitive Level - Outcome (item parameter)	School [N=35]	School Below District	School Above District	District [N=2,952]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	73.5	▽		76.0	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	61.8	▽		72.4	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	61.8	▽		68.4	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	85.3		▲	81.7		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	85.3	▽		92.9	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	73.5		▲	66.2		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	58.8		▲	48.4		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	23.5	▽		47.0	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	58.8	▽		62.4	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	47.1	▽		57.8	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	65.6	▽		75.5	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	87.5	▽		95.8	▽		95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	81.3	▽		86.2	▽		86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	78.1	▽		89.3	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	78.1		▲	77.3		▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	71.9	▽		79.4	▽		77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	62.5		▲	58.6		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0	▽		75.9	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	59.4	▽		71.8	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	62.5		▲	61.5		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Intermediate English
Provincial Assessment, June 2012
School Report - Multiple Choice/Constructed Response

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

District 4 - Eastern

#924 - Tricentia Academy, Arnold's Cove   Grades: K-12

Item — Cognitive Level - Outcome (item parameter)	School [N=29]	School Below/Above District	District [N=2,952]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	81.8	▲	76.0	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	72.7	▲	72.4	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	68.2	▽	68.4	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	90.9	▲	81.7	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	95.5	▲	92.9	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	77.3	▲	66.2	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	59.1	▲	48.4	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	36.4	▽	47.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	77.3	▲	62.4	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	54.6	▽	57.8	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	77.3	▲	75.5	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	90.9	▽	95.8	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	86.4	▲	86.2	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	81.8	▽	89.3	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	68.2	▽	77.3	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	81.8	▲	79.4	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	45.5	▽	58.6	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	77.3	▲	75.9	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	63.6	▽	71.8	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	40.9	▽	61.5	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

District 803 - Private

#375 - Lakecrest -St. John's Independent School, St. John's   Grades: K-9

Item — Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below/Above District	District [N=54]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	62.5	▽	77.8	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	62.5	▽	70.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	87.5	▲	72.2	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	87.5	▲	79.6	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0	▲	94.4	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	50.0	▽	61.1	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	62.5	▽	68.5	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	62.5	▲	51.9	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	100.0	▲	64.8	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	75.0	▲	70.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	62.5	▽	74.1	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	92.6	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	87.5	▽	90.7	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	87.5	▲	87.0	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	100.0	▲	85.2	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	75.0	▽	85.2	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	75.0	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	75.0	▽	81.5	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	87.5	▲	79.6	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	75.0	▲	70.4	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

District 803 - Private

#450 - St. Bonaventure's College, St. John's   Grades: K-12

Item / Cognitive Level - Outcome (item parameter)	School [N=33]	School Below Above District	District [N=54]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	84.9	▲	77.8	▲	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	69.7	▽	70.4	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	69.7	▽	72.2	▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	78.8	▽	79.6	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	93.9	▽	94.4	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	57.6	▽	61.1	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	72.7	▲	68.5	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	63.6	▲	51.9	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	60.6	▽	64.8	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	84.9	▲	70.4	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	78.8	▲	74.1	▲	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	87.9	▽	92.6	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	87.9	▽	90.7	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	87.9	▲	87.0	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	87.9	▲	85.2	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	81.8	▽	85.2	▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	60.6	▲	59.3	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	84.9	▲	81.5	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	78.8	▽	79.6	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	78.8	▲	70.4	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

District 803 - Private

#453 - Eric G. Lambert All-Grade, Churchill Falls   Grades: K-12

Item — Cognitive Level - Outcome (item parameter)	School [N=10]	School Below District	School Above District	District [N=54]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	70.0	▽		77.8	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	70.0	▽		70.4	▽		71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	80.0		▲	72.2		▲	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	70.0	▽		79.6	▽		82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	100.0		▲	94.4		▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	80.0		▲	61.1		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	50.0	▽		68.5		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	20.0	▽		51.9	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	50.0	▽		64.8	▽		61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	30.0	▽		70.4	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A			N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A			N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A			N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A			N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A			N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	70.0	▽		74.1	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0		▲	92.6		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	100.0		▲	90.7		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	80.0	▽		87.0	▽		89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	70.0	▽		85.2	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	100.0		▲	85.2		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	40.0	▽		59.3	▽		58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	80.0	▽		81.5		▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	90.0		▲	79.6		▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	30.0	▽		70.4	▽		61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A			N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A			N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A			N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A			N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A			N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 803 - Private

#469 - Immaculate Heart of Mary School, Corner Brook   Grades: K-9

Item — Cognitive Level - Outcome (*item parameter*)	School [N=3]	School Below District	School Above District	District [N=54]	School Below Province	School Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*						
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▽		77.8	▽		74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)			▲	70.4		▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▽		72.2	▽		68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)			▲	79.6		▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▽		94.4	▽		93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)			▲	61.1		▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)			▲	68.5		▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▽		51.9	▽		46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)			▲	64.8		▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▽		70.4	▽		57.3
Constructed Response							
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)				N/A			N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)				N/A			N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)				N/A			N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)				N/A			N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)				N/A			N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)							
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▽		74.1	▽		75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)			▲	92.6		▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)			▲	90.7		▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)			▲	87.0		▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		85.2	▽		77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)			▲	85.2		▲	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)			▲	59.3		▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▽		81.5	▽		75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▽		79.6	▽		70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)			▲	70.4		▲	61.0
Constructed Response							
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)							
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)				N/A			N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)				N/A			N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)				N/A			N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)				N/A			N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)				N/A			N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

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

District 804 - Native Federal

#018 - Sheshatshiu Innu School, Sheshatshiu Grades: K-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=12]	School Below/Above District	District [N=9]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	63.6	▲	62.5	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	72.7	▽	75.0	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	54.6	▽	62.5	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	36.4	▽	87.5	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	90.9	▲	87.5	▽	93.0
6 .Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	9.1	▽	75.0	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	36.4	▽	87.5	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	18.2	▽	25.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	36.4	▽	62.5	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	27.3	▽	75.0	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	66.7	▲	66.7	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	88.9	▽	100.0	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	66.7	▽	77.8	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	66.7	▽	77.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	22.2	▽	55.6	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	33.3	▽	66.7	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	22.2	▽	66.7	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	55.6	▽	77.8	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	44.4	▲	44.4	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	22.2	▽	44.4	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

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

District 804 - Native Federal

#019 - Mushuau Innu Natuashish School, Natuashish   Grades: K-12

Item — Cognitive Level - Outcome (*item parameter*)	School [N=8]	School Below/Above District	District [N=9]	School Below/Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	37.5	▽	62.5	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	50.0	▽	75.0	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	25.0	▽	62.5	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	37.5	▽	87.5	▽	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	75.0	▽	87.5	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	37.5	▽	75.0	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	0.0	▽	87.5	▽	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	25.0	▲	25.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	25.0	▽	62.5	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	50.0	▽	75.0	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	42.9	▽	66.7	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	57.1	▽	100.0	▽	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	0.0	▽	77.8	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	42.9	▽	77.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	14.3	▽	55.6	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	28.6	▽	66.7	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	14.3	▽	66.7	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	42.9	▽	77.8	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	28.6	▽	44.4	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	0.0	▽	44.4	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education

10/1/2012

Newfoundland Labrador

District 804 - Native Federal

#376 - Se't Anneway Kegnamogwom, Conne River   Grades: K-12

Item — Cognitive Level - Outcome (item parameter)	School [N=9]	School Below Above District	District [N=9]	School Below Above Province	Province [N=5,117]
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)	62.5	▲	62.5	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)	75.0	▲	75.0	▲	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)	62.5	▲	62.5	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)	87.5	▲	87.5	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)	87.5	▲	87.5	▽	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)	75.0	▲	75.0	▲	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)	87.5	▲	87.5	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)	25.0	▲	25.0	▽	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)	62.5	▲	62.5	▲	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)	75.0	▲	75.0	▲	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)	N/A		N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)	N/A		N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)	N/A		N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)	N/A		N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)	N/A		N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)	66.7	▲	66.7	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)	100.0	▲	100.0	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)	77.8	▲	77.8	▽	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)	77.8	▲	77.8	▽	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	55.6	▲	55.6	▽	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)	66.7	▲	66.7	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	66.7	▲	66.7	▲	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)	77.8	▲	77.8	▲	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)	44.4	▲	44.4	▽	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)	44.4	▲	44.4	▽	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)	N/A		N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)	N/A		N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)	N/A		N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)	N/A		N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)	N/A		N/A		N/A

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

Note: percentages may not add to 100% due to missing values.   O:\CRT12\LANG_9\MC\EL12_9CL_W.RPT

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 903 - Social Service

#378 - NF & Lab Youth Centre, Whitbourne — Grades: Other	School [N=2]	School Below Above District	District [N=2]	School Below Above Province	Province [N=5,117]
Item — Cognitive Level - Outcome (*item parameter*)					
Poetic SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)	*School data with 5 or fewer students withheld for reasons of confidentiality.*				
1. Inferential (9) / 4.3 / Demonstrate an understanding of how authors construct texts for particular purposes (purpose of poem)		▲	50.0	▽	74.2
2. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a common phrase which appropriately fits the text)		▲	0.0	▽	71.8
3. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (apply a new concept to the text)		▲	0.0	▽	68.0
4. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (drawing a comparison in text - self to text – text to life)		▲	100.0	▲	82.1
5. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (which line from the poem best represents the meaning)		▲	100.0	▲	93.0
6. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Emphasis)		▲	0.0	▽	64.9
7. Inferential (9) / 7.3 / Analyze form, structure, and content of text and how they might contribute to meaning (Literary Device: Mood)		▲	50.0	▲	47.1
8. Comprehension (7) (8) (9) / 4.4. / Use strategies to construct meaning (read for understanding – content meaning)		▲	50.0	▲	46.8
9. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (understanding of text and applicability to life – self to text)		▲	50.0	▽	61.3
10. Inferential (7) (8) (9) / 4.4. / Use strategies to construct meaning (what is the life lesson in the poem)		▲	50.0	▽	57.3
Constructed Response					
1. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (theme)			N/A		N/A
2. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (line meaning)			N/A		N/A
3. Inferential (7) (8) (9) / 7.3. / Respond critically to text; analyze content and how they contribute to meaning (symbolism)			N/A		N/A
4. Response to text (9) 6.1 Respond thoughtfully to texts by evaluating and extending their interpretations (mistakes people make in their lives, like in the poem)			N/A		N/A
5. Response to text (8) 6.2. Explore points of view about texts, citing appropriate evidence (personal opinion about they would do if they saw someone acting as the speaker in the poem)			N/A		N/A
Non Fiction SR. (Grade Level)/Outcome No. / Outcome / (Item parameter)					
1. Inferential – (7) 4.3. Recognize devices to construct meaning (focal point)		▲	50.0	▽	75.2
2. Comprehension – (7) (8) (9) 4.4. Use cueing systems and strategies to construct meaning (map comprehension)		▲	100.0	▲	95.4
3. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate understanding of heading)		▲	100.0	▲	86.7
4. Inferential – (9) 4.4. Use strategies to construct meaning (mood)		▲	100.0	▲	89.2
5. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	100.0	▲	77.3
6. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply new situation to the text)		▲	50.0	▽	77.7
7. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	50.0	▽	58.8
8. Inferential – (9) 6.1. Respond thoughtfully to texts by questioning, connecting, evaluating, and extending their interpretations (apply a NL situation to text)		▲	50.0	▽	75.7
9. Comprehension – (7) (8) (9) 4.4. Use strategies to construct meaning (demonstrate comprehension of text)		▲	100.0	▲	70.7
10. Inferential – (7) (8) (9) 4.4. Use strategies to construct meaning (main purpose of the text)		▲	100.0	▲	61.0
Constructed Response					
1. Inferential – (8) 4.3. Explain how authors use organizational devices to construct and enhance meaning (features of text and purpose)					
2. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (visual creating tone)			N/A		N/A
3. Inferential – (9) 7.3. Respond critically to text; analyze and evaluate content and how they contribute to meaning (demonstrate comprehension of text and support the response)			N/A		N/A
4. Response to text – (9) 6.2. Express and support points of view about situations within texts, citing appropriate evidence (personal opinion about making difficult decisions)			N/A		N/A
5. Response to text – (8) 6.1. Extend on personal response to text by providing detailed explanations, examples, and supporting arguments (assume another's point of view in text)			N/A		N/A
6. Response to text – (9) 7.3. Respond critically to text; identify the values inherent in a text (people's motivation to act in a crisis)			N/A		N/A

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

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

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Source: Division of Evaluation and Research, Department of Education