District 1 - Labrador

| School #: 001 | St. Peter's School, Black Tickle | Grades: 2-4,6-12 | **School** | **District** | **Province** |
|---|---|---|---|---|---|
| Item | Cognitive Level - Outcome (*item parameter*) | | [N=4] | [N=210] | [N=4,877] |

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

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

| | Item | School | District | Province |
|---|---|---|---|---|
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 92.2 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 72.4 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 68.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 76.6 | 78.5 |
| 6. | Inferential – (6) / 4.4 Use cueing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 72.4 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.3 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 85.4 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 60.9 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 80.2 | 80.4 |

**Constructed Response**

| | Item | School | District | Province |
|---|---|---|---|---|
| 1. | Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 60.4 | 59.2 |
| 2. | Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.8 | 65.9 |
| 3. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 39.1 | 44.6 |
| 4. | Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 88.8 | 87.7 |
| 5. | Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.2 | 84.2 |
| 6. | Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.) 62.50 | | 83.2 | 83.4 |

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

| | Item | School | District | Province |
|---|---|---|---|---|
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 85.7 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.1 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.0 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 87.3 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 74.6 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 63.0 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 72.0 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 63.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 68.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 83.6 | 89.2 |

**Constructed Response**

| | Item | School | District | Province |
|---|---|---|---|---|
| 1. | Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 81.0 | 86.3 |
| 2. | Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 73.0 | 73.1 |
| 3. | Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 39.7 | 45.1 |
| 4. | Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 64.6 | 65.6 |
| 5. | Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 51.9 | 46.3 |
| 6. | Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.3 | 16.9 |
| 7. | Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 77.2 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

District 1 - Labrador

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=2] | District [N=210] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 92.2 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 72.4 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 68.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 76.6 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 72.4 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.3 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 85.4 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 60.9 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 80.2 | 80.4 |
| | *Constructed Response* | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 60.4 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 62.8 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 39.1 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 88.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 85.2 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00* | | 83.2 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 85.7 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 93.1 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.0 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 87.3 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 74.6 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 63.0 | 65.1 |
| 17. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 72.0 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 63.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 68.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 83.6 | 89.2 |
| | *Constructed Response* | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 81.0 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 73.0 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 39.7 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 64.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 51.9 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 19.3 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 77.2 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 1 - Labrador

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

| Item — Cognitive Level - Outcome (item parameter) | School [N=64] | District [N=210] | Province [N=4,877] |
|---|---|---|---|
| ***Non - Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 91.7 | 92.2 | 91.8 |
| 2. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 65.0 | 72.4 | 75.4 |
| 3. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 70.0 | 76.0 | 76.0 |
| 4. *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 68.2 | 70.7 |
| 5. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 76.7 | 76.6 | 78.5 |
| 6. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 70.0 | 72.4 | 79.5 |
| 7. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 78.3 | 81.3 | 82.8 |
| 8. *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 83.3 | 85.4 | 87.7 |
| 9. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 41.7 | 60.9 | 47.7 |
| 10. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 73.3 | 80.2 | 80.4 |
| ***Constructed Response*** | | | |
| *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 63.3 | 60.4 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 59.2 | 62.8 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 38.3 | 39.1 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 85.8 | 88.8 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 85.6 | 85.2 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)59.17* | 80.0 | 83.2 | 83.4 |
| ***Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 85.2 | 85.7 | 91.0 |
| 12. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 90.7 | 93.1 | 94.9 |
| 13. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 75.9 | 81.0 | 82.8 |
| 14. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 87.0 | 87.3 | 91.2 |
| 15. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 77.8 | 74.6 | 84.2 |
| 16. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 50.0 | 63.0 | 65.1 |
| 17. *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 72.2 | 72.0 | 66.6 |
| 18. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 63.0 | 63.0 | 64.6 |
| 19. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 72.2 | 68.3 | 69.9 |
| 20. *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 81.5 | 83.6 | 89.2 |
| ***Constructed Response*** | | | |
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 74.1 | 81.0 | 86.3 |
| *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 63.0 | 73.0 | 73.1 |
| *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 38.9 | 39.7 | 45.1 |
| *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 66.7 | 64.6 | 65.6 |
| *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 50.0 | 51.9 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 11.1 | 19.3 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 77.8 | 77.2 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 1 - Labrador

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

| Item / Cognitive Level - Outcome (item parameter) | School [N=9] | District [N=210] | Province [N=4,877] |
|---|---|---|---|
| **Non - Fiction      Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 71.4 | 92.2 | 91.8 |
| 2. Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 42.9 | 72.4 | 75.4 |
| 3. Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 85.7 | 76.0 | 76.0 |
| 4. Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 42.9 | 68.2 | 70.7 |
| 5. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 14.3 | 76.6 | 78.5 |
| 6. Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 57.1 | 72.4 | 79.5 |
| 7. Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 42.9 | 81.3 | 82.8 |
| 8. Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 71.4 | 85.4 | 87.7 |
| 9. Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 42.9 | 60.9 | 47.7 |
| 10. Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 85.7 | 80.2 | 80.4 |
| **Constructed Response** | | | |
| 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 35.7 | 60.4 | 59.2 |
| 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 28.6 | 62.8 | 65.9 |
| 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 7.1 | 39.1 | 44.6 |
| 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 50.0 | 88.8 | 87.7 |
| 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 52.4 | 85.2 | 84.2 |
| 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)28.57 | 66.7 | 83.2 | 83.4 |
| **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 66.7 | 85.7 | 91.0 |
| 12. Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 77.8 | 93.1 | 94.9 |
| 13. Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 22.2 | 81.0 | 82.8 |
| 14. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 88.9 | 87.3 | 91.2 |
| 15. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 44.4 | 74.6 | 84.2 |
| 16. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 33.3 | 63.0 | 65.1 |
| 17. Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 22.2 | 72.0 | 66.6 |
| 18. Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 33.3 | 63.0 | 64.6 |
| 19. Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 44.4 | 68.3 | 69.9 |
| 20. Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 55.6 | 83.6 | 89.2 |
| **Constructed Response** | | | |
| 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 44.4 | 81.0 | 86.3 |
| 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 44.4 | 73.0 | 73.1 |
| 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 44.4 | 39.7 | 45.1 |
| 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 33.3 | 64.6 | 65.6 |
| 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 11.1 | 51.9 | 46.3 |
| 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 22.2 | 19.3 | 16.9 |
| 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 44.4 | 77.2 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 1 - Labrador

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=14] | District [N=210] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 83.3 | 92.2 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 75.0 | 72.4 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 66.7 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 50.0 | 68.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 41.7 | 76.6 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 66.7 | 72.4 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 66.7 | 81.3 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 75.0 | 85.4 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 41.7 | 60.9 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 50.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 41.7 | 60.4 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 41.7 | 62.8 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 12.5 | 39.1 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 83.3 | 88.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 77.8 | 85.2 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)41.67* | 77.8 | 83.2 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 53.9 | 85.7 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.1 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 69.2 | 81.0 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 87.3 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 53.9 | 74.6 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 53.9 | 63.0 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 38.5 | 72.0 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 53.9 | 63.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 38.5 | 68.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 61.5 | 83.6 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 53.8 | 81.0 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 61.5 | 73.0 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 38.5 | 39.7 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 30.8 | 64.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 7.7 | 51.9 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 19.3 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 69.2 | 77.2 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 1 - Labrador

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=6] | District [N=210] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction       Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 100.0 | 92.2 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 80.0 | 72.4 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 80.0 | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 100.0 | 68.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 100.0 | 76.6 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 80.0 | 72.4 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 100.0 | 81.3 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 100.0 | 85.4 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 80.0 | 60.9 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 80.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 50.0 | 60.4 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 60.0 | 62.8 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 50.0 | 39.1 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 100.0 | 88.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 86.7 | 85.2 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)60.00 | 86.7 | 83.2 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 100.0 | 85.7 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 93.1 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 100.0 | 81.0 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 100.0 | 87.3 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 100.0 | 74.6 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 100.0 | 63.0 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 80.0 | 72.0 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 100.0 | 63.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 60.0 | 68.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 100.0 | 83.6 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 80.0 | 81.0 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 80.0 | 73.0 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 80.0 | 39.7 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 100.0 | 64.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 60.0 | 51.9 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 0.0 | 19.3 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 100.0 | 77.2 | 80.8 |

District 1 - Labrador

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=4] | District [N=210] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 92.2 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 72.4 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 68.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 76.6 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 72.4 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.3 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 85.4 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 60.9 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 60.4 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.8 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 39.1 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 88.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.2 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)16.67 | | 83.2 | 83.4 |
| | ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 85.7 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.1 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.0 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 87.3 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 74.6 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 63.0 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 72.0 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 63.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 68.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 83.6 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 81.0 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 73.0 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 39.7 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 64.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 51.9 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.3 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 77.2 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 1 - Labrador

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=3] | District [N=210] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | | 92.2 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | | 72.4 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | | 68.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | | 76.6 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | | 72.4 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | | 81.3 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | | 85.4 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | | 60.9 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 60.4 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 62.8 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 39.1 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 88.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 85.2 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00* | | 83.2 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | | 85.7 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | | 93.1 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | | 81.0 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | | 87.3 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | | 74.6 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | | 63.0 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | | 72.0 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | | 63.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | | 68.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | | 83.6 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 81.0 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 73.0 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 39.7 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 64.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 51.9 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 19.3 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 77.2 | 80.8 |

**Elementary English Language Arts**
**Provincial Assessment, June 2013**
**School Report - Multiple Choice/Constructed Response**
(Outcome Analysis: % of students who selected correct response)

District 1 - Labrador

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=104] | District [N=210] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 95.8 | 92.2 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 79.2 | 72.4 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 78.1 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 71.9 | 68.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 84.4 | 76.6 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 75.0 | 72.4 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 88.5 | 81.3 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 88.5 | 85.4 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 75.0 | 60.9 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 85.4 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 63.0 | 60.4 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 72.4 | 62.8 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 44.8 | 39.1 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 92.2 | 88.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 88.5 | 85.2 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)72.40* | 86.8 | 83.2 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.5 | 85.7 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 94.7 | 93.1 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 89.5 | 81.0 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 86.3 | 87.3 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 76.8 | 74.6 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 74.7 | 63.0 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 80.0 | 72.0 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 64.2 | 63.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 72.6 | 68.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.5 | 83.6 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.5 | 81.0 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 82.1 | 73.0 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 35.8 | 39.7 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 70.5 | 64.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 61.1 | 51.9 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 27.9 | 19.3 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 77.9 | 77.2 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education
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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=2] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*100.00 | | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education
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Newfoundland Labrador

District 2 - Western

School #: 023     Sacred Heart AG, Conche                    Grades: K,2-6,8-11

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=1] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00 | | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

School #: 024    James Cook Memorial, Cook's Harbour    Grades: 1-2,6-12

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=1] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 74.7 | 78.5 |
| 6. | Inferential – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00 | | 83.0 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education    O:\CRT13\LANG_6\web\EL13_6CL.RPT    11/6/2013    2:54:12PM    12

Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=3] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|

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

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

| Item | Description | District | Province |
|---|---|---|---|
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 74.7 | 78.5 |
| 6. | Inferential – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 77.7 | 80.4 |

**Constructed Response**

| | Description | District | Province |
|---|---|---|---|
| 1. | Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 64.8 | 59.2 |
| 2. | Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 62.5 | 65.9 |
| 3. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 41.3 | 44.6 |
| 4. | Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 87.3 | 87.7 |
| 5. | Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 85.7 | 84.2 |
| 6. | Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)83.33 | 83.0 | 83.4 |

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

| Item | Description | District | Province |
|---|---|---|---|
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 89.3 | 89.2 |

**Constructed Response**

| | Description | District | Province |
|---|---|---|---|
| 1. | Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 85.1 | 86.3 |
| 2. | Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 72.7 | 73.1 |
| 3. | Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 46.8 | 45.1 |
| 4. | Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 65.3 | 65.6 |
| 5. | Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 49.5 | 46.3 |
| 6. | Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 19.6 | 16.9 |
| 7. | Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=17] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 100.0 | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 75.0 | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 56.3 | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 68.8 | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 87.5 | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 75.0 | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 81.3 | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 81.3 | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 56.3 | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 87.5 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 62.5 | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 56.3 | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 34.4 | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 84.4 | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 87.5 | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)56.25 | 75.0 | 83.0 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 100.0 | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 93.8 | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 56.3 | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 93.8 | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 50.0 | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 56.3 | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 62.5 | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 56.3 | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 56.3 | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 81.3 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 93.8 | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 68.8 | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 25.0 | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 56.3 | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 43.8 | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 50.0 | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 93.8 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=6] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction      Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 100.0 | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 50.0 | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 66.7 | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 66.7 | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?, | 100.0 | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 66.7 | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 83.3 | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 66.7 | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 50.0 | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 66.7 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 83.3 | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 83.3 | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 50.0 | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 83.3 | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 94.4 | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)83.33 | 88.9 | 83.0 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 80.0 | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 80.0 | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 80.0 | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?, | 40.0 | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 80.0 | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 40.0 | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 80.0 | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 60.0 | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 100.0 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 80.0 | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 40.0 | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 20.0 | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 40.0 | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 60.0 | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 20.0 | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 60.0 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=2] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction**     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00 | | 83.0 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| | | School [N=5] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| Item | Cognitive Level - Outcome (*item parameter*) | | | |

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

| | | School | District | Province |
|---|---|---|---|---|
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | *School data with 5 or fewer students withheld for reasons of confidentiality.* | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |

**Constructed Response**

| | School | District |
|---|---|---|
| 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 64.8 | 59.2 |
| 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 62.5 | 65.9 |
| 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 41.3 | 44.6 |
| 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 87.3 | 87.7 |
| 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 85.7 | 84.2 |
| 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)62.50 | 83.0 | 83.4 |

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

| | | School | Province |
|---|---|---|---|
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 89.3 | 89.2 |

**Constructed Response**

| | School | Province |
|---|---|---|
| 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 85.1 | 86.3 |
| 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 72.7 | 73.1 |
| 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 46.8 | 45.1 |
| 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 65.3 | 65.6 |
| 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 49.5 | 46.3 |
| 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 19.6 | 16.9 |
| 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=5] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction     Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?, | | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00 | | 83.0 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?, | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

District 2 - Western

School #: 050     Basque Memorial, Red Bay                    Grades: K,2,5-6,8-12

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=2] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00 | | 83.0 | 83.4 |
| | ***Fiction***   **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=28] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)* | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 84.6 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 61.5 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 88.5 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 69.2 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 92.3 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 65.4 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 88.5 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 96.2 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 46.2 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 65.4 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 53.8 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 69.2 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 36.5 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 92.3 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 80.8 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)69.23* | 79.5 | 83.0 | 83.4 |
| | ***Fiction***    **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)* | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 88.9 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 96.3 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 81.5 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 96.3 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 77.8 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 63.0 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 81.5 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 40.7 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 55.6 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 88.9 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 88.5 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 69.2 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 50.0 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 76.9 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 46.2 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 13.5 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 76.9 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=2] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00 | | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=18] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***  **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 94.1 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 64.7 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 88.2 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 64.7 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 76.5 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 88.2 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 64.7 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 82.4 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 58.8 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 70.6 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 82.4 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 55.9 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 70.6 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 94.1 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 96.1 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*55.88 | 92.2 | 83.0 | 83.4 |
| | ***Fiction***  **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 82.4 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 88.2 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 82.4 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 70.6 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 70.6 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 76.5 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 41.2 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 76.5 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 58.8 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 88.2 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 80.0 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 53.3 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 66.7 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 66.7 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 53.3 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 13.3 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 73.3 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.  Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=60] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 91.1 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 82.1 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 73.2 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 69.6 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 80.4 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 67.9 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 85.7 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 80.4 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 46.4 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 83.9 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 71.4 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 67.9 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 42.9 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 95.5 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 91.1 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)67.86* | 91.7 | 83.0 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 92.7 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 98.2 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 81.8 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 96.4 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 94.6 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 63.6 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 67.3 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 74.6 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 80.0 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 94.6 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 94.5 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 81.8 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 60.0 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 69.1 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 67.3 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 40.0 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 90.9 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

**Elementary English Language Arts**
**Provincial Assessment, June 2013**
**School Report - Multiple Choice/Constructed Response**
(Outcome Analysis: % of students who selected correct response)

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=57] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***      **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 91.1 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 76.8 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 75.0 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 76.8 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 82.1 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 78.6 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 94.6 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 96.4 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 44.6 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 83.9 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 80.4 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 67.9 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 45.5 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.6 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 91.7 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)67.86* | 86.3 | 83.0 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 92.2 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 92.2 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 84.3 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 86.3 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 88.2 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 68.6 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 74.5 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 56.9 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 82.4 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.2 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 82.0 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 68.0 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 50.0 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 62.0 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 60.0 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 28.0 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.0 | 78.8 | 80.8 |

Newfoundland
Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=41] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 97.4 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 87.2 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 71.8 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 74.4 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 76.9 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 92.3 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 89.7 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 66.7 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 84.6 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 65.4 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 56.4 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 35.9 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 94.9 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 82.9 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)56.41* | 91.5 | 83.0 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 82.5 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 82.5 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 82.5 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 95.0 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 85.0 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 65.0 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 85.0 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 52.5 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 72.5 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 92.5 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 82.9 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 73.2 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 46.3 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 53.7 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 46.3 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 11.0 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 68.3 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=36] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***  **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 97.1 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 70.6 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 79.4 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 76.5 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 64.7 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 79.4 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 76.5 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 94.1 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 52.9 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 76.5 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 64.3 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 60.0 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 35.7 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 85.7 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 88.6 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)60.00* | 81.9 | 83.0 | 83.4 |
| | ***Fiction***  **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 85.7 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 71.4 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 91.4 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 68.6 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 45.7 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 25.7 | 63.2 | 66.6 |
| 18. | *Inferential – (5) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 51.4 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 71.4 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 91.4 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 85.7 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 71.4 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 51.4 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 51.4 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 40.0 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 14.3 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.0 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland
Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=15] | District [N=807] | Province [N=4,877] |
|------|-----------------------------------------------|---------------|------------------|---------------------|
| | ***Non - Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 85.7 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 92.9 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 71.4 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 92.9 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 92.9 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 85.7 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 85.7 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 64.3 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 100.0 | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 96.4 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 53.6 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 57.1 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 100.0 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 92.9 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)53.57* | 97.6 | 83.0 | 83.4 |
| | ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 93.3 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 86.7 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 93.3 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 93.3 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 80.0 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 80.0 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 86.7 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 60.0 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 86.7 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 86.7 | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 92.9 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 78.6 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 57.1 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 71.4 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 57.1 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 10.7 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 85.7 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

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**Elementary English Language Arts**
**Provincial Assessment, June 2013**
**School Report - Multiple Choice/Constructed Response**
(Outcome Analysis: % of students who selected correct response)

</div>

District 2 - Western

School #: 072    Holy Cross All Grade School, Daniel's Harbour        Grades: K,2-12

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=1] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00 | | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | 1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.) | | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=7] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 50.0 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 83.3 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 83.3 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 66.7 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 100.0 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 50.0 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 33.3 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 58.3 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 75.0 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 33.3 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 91.7 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 83.3 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00* | 83.3 | 83.0 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 83.3 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 66.7 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 100.0 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 66.7 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 66.7 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 83.3 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 83.3 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 100.0 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 100.0 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 66.7 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 50.0 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 83.3 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education                      11/6/2013

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=10] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 80.0 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 70.0 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 50.0 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 80.0 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 90.0 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 100.0 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 80.0 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 40.0 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 90.0 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 85.0 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 70.0 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 65.0 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 95.0 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 90.0 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)70.00* | 66.7 | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.0 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 80.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 80.0 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.0 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 90.0 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 50.0 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 90.0 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 70.0 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 80.0 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 80.0 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.0 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 100.0 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 60.0 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 80.0 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 60.0 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 35.0 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 60.0 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Newfoundland Labrador

District 2 - Western

| | | School | District | Province |
|---|---|---|---|---|
| School #: 080     Templeton Academy, Meadows | Grades: K-12 | **[N=43]** | **[N=807]** | **[N=4,877]** |
| Item | Cognitive Level - Outcome *(item parameter)* | | | |

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

| | | School | District | Province |
|---|---|---|---|---|
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 89.5 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 65.8 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 81.6 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 76.3 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 79.0 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 84.2 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 86.8 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 81.6 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 50.0 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 65.8 | 77.7 | 80.4 |

**Constructed Response**

| | School | District | Province |
|---|---|---|---|
| *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 53.8 | 64.8 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 64.1 | 62.5 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 37.2 | 41.3 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 80.8 | 87.3 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 80.3 | 85.7 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)64.10* | 84.6 | 83.0 | 83.4 |

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

| | | School | District | Province |
|---|---|---|---|---|
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 81.1 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 94.6 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 81.1 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 81.1 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 81.1 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 59.5 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 48.7 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 54.1 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 51.4 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 89.2 | 89.3 | 89.2 |

**Constructed Response**

| | School | District | Province |
|---|---|---|---|
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 83.8 | 85.1 | 86.3 |
| *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 64.9 | 72.7 | 73.1 |
| *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 45.9 | 46.8 | 45.1 |
| *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 54.1 | 65.3 | 65.6 |
| *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 45.9 | 49.5 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 13.5 | 19.6 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 89.2 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=23] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 91.3 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 91.3 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 87.0 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 82.6 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 78.3 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 87.0 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 87.0 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 87.0 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 34.8 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 91.3 | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 72.7 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 68.2 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 40.9 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.9 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 89.4 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)68.18* | 95.5 | 83.0 | 83.4 |
| | ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.9 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 95.5 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 95.5 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.9 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 90.9 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 86.4 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 86.4 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 77.3 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 77.3 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 95.5 | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.9 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 86.4 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 36.4 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 77.3 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 72.7 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 25.0 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 100.0 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=21] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction     Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 94.4 | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 55.6 | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 94.4 | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 55.6 | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?, | 55.6 | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 83.3 | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 72.2 | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 83.3 | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 33.3 | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 72.2 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 72.2 | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 63.9 | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 44.4 | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 88.9 | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 75.9 | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)63.89 | 83.3 | 83.0 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 100.0 | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 77.8 | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 94.4 | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?, | 83.3 | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 61.1 | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 44.4 | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 44.4 | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 61.1 | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 94.4 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 83.3 | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 83.3 | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 38.9 | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 72.2 | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 55.6 | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 22.2 | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 88.9 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=2] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction       Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)* 100.00 | | 83.0 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 78.8 | 80.8 |

Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=3] | District [N=807] | Province [N=4,877] |
|------|---------------------------------------------|--------------|------------------|--------------------|
| | ***Non - Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*75.00 | | 83.0 | 83.4 |
| | ***Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education          O:\CRT13\LANG_6\web\EL13_6CL.RPT          11/6/2013  2:54:12PM     35

Newfoundland Labrador

District 2 - Western

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

| Item — Cognitive Level - Outcome (*item parameter*) | School [N=11] | District [N=807] | Province [N=4,877] |
|---|---|---|---|
| ***Non - Fiction***    ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.4 | 91.8 |
| 2. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 81.8 | 74.3 | 75.4 |
| 3. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 54.6 | 76.0 | 76.0 |
| 4. *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 63.6 | 67.6 | 70.7 |
| 5. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 81.8 | 74.7 | 78.5 |
| 6. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 72.7 | 75.5 | 79.5 |
| 7. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 72.7 | 82.5 | 82.8 |
| 8. *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.9 | 86.8 | 87.7 |
| 9. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 81.8 | 48.8 | 47.7 |
| 10. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 90.9 | 77.7 | 80.4 |
| **Constructed Response** | | | |
| *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 54.5 | 64.8 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 90.9 | 62.5 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 68.2 | 41.3 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.4 | 87.3 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 100.0 | 85.7 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)90.91* | 87.9 | 83.0 | 83.4 |
| ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 81.8 | 90.0 | 91.0 |
| 12. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.5 | 94.9 |
| 13. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 81.8 | 80.5 | 82.8 |
| 14. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 54.6 | 89.4 | 91.2 |
| 15. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 100.0 | 82.5 | 84.2 |
| 16. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 90.9 | 62.3 | 65.1 |
| 17. *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 72.7 | 63.2 | 66.6 |
| 18. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 54.6 | 59.0 | 64.6 |
| 19. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 81.8 | 70.3 | 69.9 |
| 20. *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 89.3 | 89.2 |
| **Constructed Response** | | | |
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 85.1 | 86.3 |
| *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 100.0 | 72.7 | 73.1 |
| *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 63.6 | 46.8 | 45.1 |
| *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 72.7 | 65.3 | 65.6 |
| *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 54.5 | 49.5 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 22.7 | 19.6 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 90.9 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=9] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction   Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 100.0 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 88.9 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 77.8 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 77.8 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 100.0 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 88.9 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 55.6 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 77.8 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 88.9 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 72.2 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 44.4 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 100.0 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 88.9 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)72.22* | 92.6 | 83.0 | 83.4 |
| | **Fiction   Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 77.8 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 88.9 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 88.9 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 33.3 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 77.8 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 88.9 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 88.9 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 77.8 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 44.4 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 77.8 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 66.7 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 11.1 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 77.8 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=7] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 85.7 | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 71.4 | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 71.4 | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 42.9 | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 100.0 | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 42.9 | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 71.4 | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 85.7 | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 71.4 | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 100.0 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 78.6 | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 71.4 | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 28.6 | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 71.4 | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 81.0 | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)71.43 | 81.0 | 83.0 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 100.0 | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 42.9 | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 100.0 | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 85.7 | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 57.1 | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 42.9 | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 28.6 | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 71.4 | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 71.4 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 100.0 | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 85.7 | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 57.1 | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 85.7 | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 42.9 | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 0.0 | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 57.1 | 78.8 | 80.8 |

Newfoundland Labrador

District 2 - Western

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

| Item — Cognitive Level - Outcome (item parameter) | School [N=47] | District [N=807] | Province [N=4,877] |
|---|---|---|---|
| **Non - Fiction**     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 95.6 | 91.4 | 91.8 |
| 2. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 77.8 | 74.3 | 75.4 |
| 3. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 62.2 | 76.0 | 76.0 |
| 4. *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 64.4 | 67.6 | 70.7 |
| 5. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 82.2 | 74.7 | 78.5 |
| 6. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 77.8 | 75.5 | 79.5 |
| 7. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 91.1 | 82.5 | 82.8 |
| 8. *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 80.0 | 86.8 | 87.7 |
| 9. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 60.0 | 48.8 | 47.7 |
| 10. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 71.1 | 77.7 | 80.4 |
| **Constructed Response** | | | |
| *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 78.9 | 64.8 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 64.4 | 62.5 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 44.4 | 41.3 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 91.1 | 87.3 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 85.9 | 85.7 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)64.44* | 76.3 | 83.0 | 83.4 |
| **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 93.5 | 90.0 | 91.0 |
| 12. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 97.8 | 93.5 | 94.9 |
| 13. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 84.8 | 80.5 | 82.8 |
| 14. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 89.1 | 89.4 | 91.2 |
| 15. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 82.6 | 82.5 | 84.2 |
| 16. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 73.9 | 62.3 | 65.1 |
| 17. *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 47.8 | 63.2 | 66.6 |
| 18. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 69.6 | 59.0 | 64.6 |
| 19. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 87.0 | 70.3 | 69.9 |
| 20. *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 89.1 | 89.3 | 89.2 |
| **Constructed Response** | | | |
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 89.1 | 85.1 | 86.3 |
| *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 69.6 | 72.7 | 73.1 |
| *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 39.1 | 46.8 | 45.1 |
| *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 71.7 | 65.3 | 65.6 |
| *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 54.3 | 49.5 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 19.6 | 19.6 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 82.6 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=6] | District [N=807] | Province [N=4,877] |
|------|---------------------------------------------|--------------|------------------|--------------------|

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

| Item | Cognitive Level - Outcome (item parameter) | School | District | Province |
|------|---------------------------------------------|--------|----------|----------|
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 66.7 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 50.0 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 100.0 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 100.0 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 83.3 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 50.0 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 83.3 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 83.3 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 83.3 | 77.7 | 80.4 |

**Constructed Response**

| Item | | School | District | Province |
|------|--|--------|----------|----------|
| *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 66.7 | 64.8 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 75.0 | 62.5 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 75.0 | 41.3 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 100.0 | 87.3 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 100.0 | 85.7 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00* | | 94.4 | 83.0 | 83.4 |

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

| Item | Cognitive Level - Outcome (item parameter) | School | District | Province |
|------|---------------------------------------------|--------|----------|----------|
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 100.0 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 66.7 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 16.7 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 83.3 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 50.0 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 50.0 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 83.3 | 89.3 | 89.2 |

**Constructed Response**

| Item | | School | District | Province |
|------|--|--------|----------|----------|
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 100.0 | 85.1 | 86.3 |
| *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 100.0 | 72.7 | 73.1 |
| *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 100.0 | 46.8 | 45.1 |
| *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 83.3 | 65.3 | 65.6 |
| *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 50.0 | 49.5 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 0.0 | 19.6 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 50.0 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=28] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 95.8 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 75.0 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 79.2 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 70.8 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 45.8 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 79.2 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 75.0 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 83.3 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 50.0 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 70.8 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 70.8 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 68.8 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 39.6 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 81.3 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 88.9 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)68.75* | 81.9 | 83.0 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 84.6 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 73.1 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 88.5 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 80.8 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 65.4 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 65.4 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 65.4 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 73.1 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 88.5 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 69.2 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 57.7 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 19.2 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 65.4 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 38.5 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 23.1 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 76.9 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=16] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 78.6 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 71.4 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 50.0 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 57.1 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 78.6 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 71.4 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 71.4 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 35.7 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 64.3 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 30.0 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 66.7 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 46.7 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 83.3 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 68.9 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67* | 73.3 | 83.0 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 93.8 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 93.8 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 75.0 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 93.8 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 68.8 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 62.5 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 68.8 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 50.0 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 81.3 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 93.8 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 81.3 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 50.0 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 31.3 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 50.0 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 37.5 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 15.6 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 75.0 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education
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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=3] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67 | | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.) | | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?) | | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=14] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***        ***Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 92.3 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 76.9 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 76.9 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 38.5 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 84.6 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 69.2 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 69.2 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 84.6 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 61.5 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 61.5 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 73.1 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 61.5 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 42.3 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 80.8 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 79.5 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)61.54* | 76.9 | 83.0 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 92.3 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 84.6 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 76.9 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.3 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 69.2 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 61.5 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 61.5 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 23.1 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 61.5 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 69.2 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 84.6 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 76.9 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 30.8 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 61.5 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 46.2 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 61.5 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=11] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.0 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 90.0 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 80.0 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 70.0 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 60.0 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 70.0 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 80.0 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.0 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 40.0 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 90.0 | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 60.0 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 65.0 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 25.0 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 80.0 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 76.7 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.00* | 60.0 | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.0 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 70.0 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.0 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 90.0 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 80.0 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 70.0 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 60.0 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 60.0 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.0 | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.0 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 90.0 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 30.0 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 80.0 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 60.0 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 25.0 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.0 | 78.8 | 80.8 |

Newfoundland Labrador

District 2 - Western

School #: 137    St. Simon and St. Jude Academy, Francois        Grades: K-1,4,6-11

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=1] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | *with 5 or fewer* | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | *students* | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | *withheld for* | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | *reasons of* | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | *confidentiality.* | 74.7 | 78.5 |
| 6. | Inferential – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.8 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 62.5 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.3 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.3 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 85.7 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00 | | 83.0 | 83.4 |
| | ***Fiction***   **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 85.1 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 72.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.8 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.3 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 49.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.6 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education           O:\CRT13\LANG_6\web\EL13_6CL.RPT

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=10] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.0 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 80.0 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 80.0 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 50.0 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 70.0 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 80.0 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 80.0 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.0 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 70.0 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 80.0 | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 80.0 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 50.0 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 70.0 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.0 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 90.0 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*50.00 | 76.7 | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.0 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 90.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 90.0 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 80.0 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 70.0 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 30.0 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 90.0 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 50.0 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 60.0 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 80.0 | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.0 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 70.0 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 50.0 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 50.0 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 40.0 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 15.0 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.0 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=70] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 89.6 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 65.7 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 76.1 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 61.2 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 68.7 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 73.1 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 88.1 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 83.6 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 38.8 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 83.6 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 48.5 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 53.7 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 35.8 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 77.6 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 82.1 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)53.73* | 85.1 | 83.0 | 83.4 |
| | ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 89.8 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 93.2 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 83.1 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 88.1 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 83.1 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 52.5 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 62.7 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 66.1 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 45.8 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 86.4 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 83.1 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 64.4 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 47.5 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 64.4 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 44.1 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 13.6 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 74.6 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education                                                                11/6/2013
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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=2] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.4 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 74.3 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 76.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 67.6 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?, | | 74.7 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 75.5 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 82.5 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 86.8 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 48.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)25.00* | | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.0 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 93.5 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 80.5 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.4 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?, | | 82.5 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 62.3 | 65.1 |
| 17. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 63.2 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 59.0 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 70.3 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 78.8 | 80.8 |

Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=13] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)* | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 80.0 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 100.0 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 100.0 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 70.0 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 40.0 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 80.0 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 70.0 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 50.0 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 90.0 | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 90.0 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 55.0 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 40.0 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 85.0 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 86.7 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)55.00* | 70.0 | 83.0 | 83.4 |
| | ***Fiction*** *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)* | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 80.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 90.0 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.0 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 100.0 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 40.0 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 70.0 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 60.0 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 90.0 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 80.0 | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.0 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 80.0 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 60.0 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 60.0 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 30.0 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 70.0 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=82] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| **Non - Fiction** | **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 85.9 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 76.9 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 73.1 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 60.3 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 74.4 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 75.6 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 69.2 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 88.5 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 28.2 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 74.4 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 46.2 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 53.2 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 29.5 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 87.2 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 79.9 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*53.21 | 77.8 | 83.0 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.9 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 89.6 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 79.2 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 89.6 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 87.0 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 66.2 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 54.6 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 52.0 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 64.9 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 85.7 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 75.3 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 76.6 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 37.7 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 66.2 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 42.9 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 20.1 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 75.3 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=14] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***        **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 42.9 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 64.3 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 85.7 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 85.7 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 64.3 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 78.6 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 92.9 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 71.4 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 85.7 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 50.0 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 75.0 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 60.7 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 78.6 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 85.7 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00* | 69.0 | 83.0 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 92.9 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 92.9 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 85.7 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.9 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 92.9 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 50.0 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 50.0 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 57.1 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 64.3 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 85.7 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 85.7 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 64.3 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 14.3 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 57.1 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 57.1 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 28.6 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 71.4 | 78.8 | 80.8 |

Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=9] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 71.4 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 85.7 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 57.1 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 42.9 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 71.4 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 85.7 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 71.4 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 28.6 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 85.7 | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 64.3 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 57.1 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 21.4 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 78.6 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 81.0 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)57.14* | 81.0 | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 71.4 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 85.7 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 85.7 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 42.9 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 85.7 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 100.0 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 100.0 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 85.7 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 57.1 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 57.1 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 14.3 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 7.1 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 85.7 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=19] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 89.5 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 68.4 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 63.2 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 73.7 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 68.4 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 68.4 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 84.2 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 84.2 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 47.4 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 73.7 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 71.1 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 65.8 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 47.4 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 78.9 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 89.5 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.79* | 78.9 | 83.0 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 83.3 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 88.9 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 77.8 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 77.8 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 83.3 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 55.6 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 66.7 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 44.4 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 83.3 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 94.4 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 72.2 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 77.8 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 50.0 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 72.2 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 27.8 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 16.7 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 72.2 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts**
**Provincial Assessment, June 2013**
**School Report - Multiple Choice/Constructed Response**
(Outcome Analysis: % of students who selected correct response)

Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=9] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction        Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 75.0 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 87.5 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 87.5 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 62.5 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 75.0 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 75.0 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 75.0 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 50.0 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 75.0 | 77.7 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 56.3 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 50.0 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 31.3 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 75.0 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 87.5 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*50.00 | 91.7 | 83.0 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 87.5 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 100.0 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 87.5 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 87.5 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 62.5 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 62.5 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 62.5 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 89.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 50.0 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 87.5 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 87.5 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 75.0 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 12.5 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 100.0 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 2 - Western

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=15] | District [N=807] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***   **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 93.3 | 91.4 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 80.0 | 74.3 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 93.3 | 76.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 80.0 | 67.6 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 66.7 | 74.7 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 66.7 | 75.5 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 86.7 | 82.5 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 80.0 | 86.8 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 73.3 | 48.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 80.0 | 77.7 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 56.7 | 64.8 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 53.3 | 62.5 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 13.3 | 41.3 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.0 | 87.3 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 75.6 | 85.7 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)53.33* | 93.3 | 83.0 | 83.4 |
| | ***Fiction***   **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 78.6 | 90.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.5 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 92.9 | 80.5 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.9 | 89.4 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 78.6 | 82.5 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 85.7 | 62.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 71.4 | 63.2 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 50.0 | 59.0 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 78.6 | 70.3 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 85.7 | 89.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 85.7 | 85.1 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 64.3 | 72.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 64.3 | 46.8 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 64.3 | 65.3 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 35.7 | 49.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 14.3 | 19.6 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 71.4 | 78.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=24] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 91.3 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 87.0 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 91.3 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 69.6 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 78.3 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 82.6 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 65.2 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 82.6 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 39.1 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 78.3 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 63.0 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 63.0 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 41.3 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 84.8 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 79.7 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)63.04* | 68.1 | 83.8 | 83.4 |
| | ***Fiction***   **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 82.6 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 73.9 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 69.6 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 82.6 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 82.6 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 65.2 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 52.2 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 60.9 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 65.2 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 78.3 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 87.0 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 78.3 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 47.8 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 56.5 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 30.4 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 10.9 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 65.2 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

School #: 133    Memorial Academy, Botwood                    Grades: K-6

| Item | Cognitive Level - Outcome (item parameter) | School [N=43] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction       Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 94.1 | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 76.5 | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 82.4 | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 76.5 | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 73.5 | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 73.5 | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 88.2 | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 97.1 | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 64.7 | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 88.2 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 75.0 | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 64.7 | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 36.8 | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 86.8 | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 85.3 | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)64.71 | 77.5 | 83.8 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 87.5 | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 96.9 | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 78.1 | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 100.0 | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 87.5 | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 62.5 | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 75.0 | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 56.3 | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 62.5 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 84.4 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 81.3 | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 75.0 | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 18.8 | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 71.9 | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 43.8 | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 26.6 | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 93.8 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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District 3 - Nova Central

School #: 138    Victoria Academy, Gaultois                    Grades: K,2-6,8-11

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=4] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*100.00 | | 83.8 | 83.4 |
| | ***Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 80.0 | 80.8 |

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=114] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 95.0 | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 86.0 | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 78.0 | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 78.0 | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?, | 89.0 | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 77.0 | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 87.0 | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 94.0 | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 60.0 | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 83.0 | 82.4 | 80.4 |
| | ***Constructed Response*** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 67.8 | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 65.3 | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 44.1 | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 91.1 | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 85.1 | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.35 | 85.1 | 83.8 | 83.4 |
| | ***Fiction*** Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 94.9 | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 94.9 | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 92.9 | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 92.9 | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?, | 89.8 | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 64.3 | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 76.5 | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 70.4 | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 78.6 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 88.8 | 87.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 93.9 | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 72.7 | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 46.5 | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 80.8 | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 59.6 | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 20.7 | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 87.9 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

**Newfoundland Labrador**

District 3 - Nova Central

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

| Item — Cognitive Level - Outcome (item parameter) | School [N=38] | District [N=855] | Province [N=4,877] |
|---|---|---|---|
| **Non - Fiction        Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 88.9 | 92.1 | 91.8 |
| 2. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 94.4 | 77.2 | 75.4 |
| 3. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 83.3 | 75.8 | 76.0 |
| 4. *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 69.4 | 69.2 | 70.7 |
| 5. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 86.1 | 78.1 | 78.5 |
| 6. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 77.8 | 76.1 | 79.5 |
| 7. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 75.0 | 81.7 | 82.8 |
| 8. *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 91.7 | 87.5 | 87.7 |
| 9.  *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 61.1 | 51.2 | 47.7 |
| 10.  *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 91.7 | 82.4 | 80.4 |
| **Constructed Response** | | | |
| *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 73.6 | 64.0 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 73.6 | 66.2 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 59.7 | 41.9 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 91.7 | 87.4 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 90.7 | 83.5 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*73.61 | 93.5 | 83.8 | 83.4 |
| **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 93.8 | 90.9 | 91.0 |
| 12. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 93.8 | 93.2 | 94.9 |
| 13. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 93.8 | 81.6 | 82.8 |
| 14. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 96.9 | 91.0 | 91.2 |
| 15. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 84.4 | 83.7 | 84.2 |
| 16. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 62.5 | 59.4 | 65.1 |
| 17. *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 81.3 | 64.3 | 66.6 |
| 18. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 75.0 | 64.7 | 64.6 |
| 19. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 90.6 | 69.5 | 69.9 |
| 20. *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 75.0 | 87.3 | 89.2 |
| **Constructed Response** | | | |
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 81.3 | 84.5 | 86.3 |
| *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 90.6 | 71.2 | 73.1 |
| *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 43.8 | 46.0 | 45.1 |
| *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 81.3 | 65.0 | 65.6 |
| *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 62.5 | 45.5 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 39.1 | 19.4 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 84.4 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=16] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 57.1 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 85.7 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 57.1 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 64.3 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 85.7 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 78.6 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 92.9 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 50.0 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 71.4 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 78.6 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 57.1 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 42.9 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 85.7 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 85.7 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)57.14* | 85.7 | 83.8 | 83.4 |
| | ***Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 83.3 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 75.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 66.7 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 83.3 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 75.0 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 50.0 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 50.0 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 50.0 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 33.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 83.3 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 83.3 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 83.3 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 66.7 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 66.7 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 66.7 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 33.3 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 83.3 | 80.0 | 80.8 |

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=4] | District [N=855] | Province [N=4,877] |
|------|---------------------------------------------|--------------|------------------|--------------------|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)62.50 | | 83.8 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education          O:\CRT13\LANG_6\web\EL13_6CL.RPT          11/6/2013  2:54:12PM     63

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=3] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction       Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?, | | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00 | | 83.8 | 83.4 |
| | **Fiction   Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?, | | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=10] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction**     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 90.0 | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 50.0 | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 80.0 | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 50.0 | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 70.0 | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 60.0 | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 60.0 | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 90.0 | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 50.0 | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 100.0 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 55.0 | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 45.0 | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 30.0 | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 80.0 | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 73.3 | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)45.00 | 66.7 | 83.8 | 83.4 |
| | **Fiction**    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 100.0 | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 90.0 | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?) | 90.0 | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 90.0 | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 90.0 | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 40.0 | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 60.0 | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 60.0 | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 70.0 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 80.0 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 50.0 | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.) | 90.0 | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 60.0 | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 50.0 | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?) | 40.0 | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 5.0 | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 50.0 | 80.0 | 80.8 |

Newfoundland Labrador

District 3 - Nova Central

School #: 157      St. Peter's AG, McCallum                    Grades: K,3,6-7,9-12

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=1] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?, | | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00 | | 83.8 | 83.4 |
| | ***Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?, | | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 80.0 | 80.8 |

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=13] | District [N=855] | Province [N=4,877] |
|------|--------------------------------------------|---------------|------------------|---------------------|
| | ***Non - Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 69.2 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 92.3 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 76.9 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 84.6 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 76.9 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 92.3 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 76.9 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 92.3 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 76.9 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 84.6 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 57.7 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 100.0 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 92.3 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)84.62* | 94.9 | 83.8 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 69.2 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 100.0 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 92.3 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 38.5 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 92.3 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 69.2 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 92.3 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 46.2 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 46.2 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 84.6 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 92.3 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 30.8 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 84.6 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education                    O:\CRT13\LANG_6\web\EL13_6CL.RPT
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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=6] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 66.7 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 66.7 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 50.0 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 66.7 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 83.3 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 83.3 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 16.7 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 50.0 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 58.3 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 66.7 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 41.7 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 91.7 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 88.9 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67* | 83.3 | 83.8 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 83.3 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 66.7 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 100.0 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 50.0 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 33.3 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 33.3 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 50.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 83.3 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 50.0 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 33.3 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 50.0 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 0.0 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 33.3 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=30] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 96.3 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 77.8 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 59.3 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 77.8 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 77.8 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 66.7 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 77.8 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 88.9 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 44.4 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 74.1 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 75.9 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 64.8 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 55.6 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.7 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 75.3 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)64.81* | 85.2 | 83.8 | 83.4 |
| | ***Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 92.6 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 85.2 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 77.8 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.6 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 81.5 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 55.6 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 70.4 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 77.8 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 55.6 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 81.5 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 88.9 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 59.3 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 40.7 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 74.1 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 40.7 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 35.2 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 85.2 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Newfoundland Labrador

District 3 - Nova Central

School #: 174     St. Peter's Academy, Westport          Grades: K-2,5-8,10-12

| Item | Cognitive Level - Outcome (item parameter) | School [N=2] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction     Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text? | | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)100.00 | | 83.8 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news? | | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=21] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| **Non - Fiction** | **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 94.7 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 57.9 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 73.7 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 73.7 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 79.0 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 63.2 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 79.0 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 89.5 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 42.1 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 79.0 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 55.3 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 71.1 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 26.3 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.8 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 84.2 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*71.05 | 93.0 | 83.8 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 95.0 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 95.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 85.0 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 90.0 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 50.0 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 70.0 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 50.0 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 90.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.0 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 85.0 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 80.0 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 55.0 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 70.0 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 35.0 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 22.5 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 95.0 | 80.0 | 80.8 |

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=18] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 81.3 | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 62.5 | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 87.5 | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 68.8 | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 81.3 | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 100.0 | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 75.0 | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 87.5 | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 68.8 | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 87.5 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 82.4 | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 70.6 | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 32.4 | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 79.4 | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 80.4 | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)70.59 | 62.7 | 83.8 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 87.5 | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 93.8 | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 68.8 | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 100.0 | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 75.0 | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 31.3 | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 56.3 | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 37.5 | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 68.8 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 87.5 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 62.5 | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 62.5 | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 18.8 | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 50.0 | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 31.3 | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 3.1 | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 75.0 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts**
**Provincial Assessment, June 2013**
**School Report - Multiple Choice/Constructed Response**
(Outcome Analysis: % of students who selected correct response)

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=13] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 91.7 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 50.0 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 66.7 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 58.3 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 83.3 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 75.0 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 75.0 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 33.3 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 91.7 | 82.4 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 58.3 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 70.8 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 62.5 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 95.8 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 80.6 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*70.83 | 77.8 | 83.8 | 83.4 |
| | ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 91.7 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 91.7 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 75.0 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 75.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 91.7 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 50.0 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 50.0 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 25.0 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 66.7 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 91.7 | 87.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 66.7 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 41.7 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 58.3 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 25.0 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 25.0 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 33.3 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Elementary English Language Arts**
**Provincial Assessment, June 2013**
**School Report - Multiple Choice/Constructed Response**
(Outcome Analysis: % of students who selected correct response)

District 3 - Nova Central

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

| | | School | District | Province |
|---|---|---|---|---|
| Item | Cognitive Level - Outcome *(item parameter)* | [N=21] | [N=855] | [N=4,877] |
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 94.4 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 77.8 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 88.9 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 61.1 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 77.8 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 44.4 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 83.3 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 72.2 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 38.9 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 88.9 | 82.4 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 61.1 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 69.4 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 38.9 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.1 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 88.9 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)69.44* | 81.5 | 83.8 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 95.0 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 95.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 90.0 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 95.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 85.0 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 65.0 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 65.0 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 60.0 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 40.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 75.0 | 87.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 75.0 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 95.0 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 25.0 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 50.0 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 20.0 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 30.0 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.0 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=4] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | *with 5 or fewer* | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | *students* | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | *withheld for* | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | *reasons of* | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | *confidentiality.* | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00 | | 83.8 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.) | | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?) | | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 80.0 | 80.8 |

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=43] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 88.9 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 66.7 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 63.9 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 61.1 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 52.8 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 66.7 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 77.8 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 86.1 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 41.7 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 77.8 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 61.1 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 70.8 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 44.4 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 87.5 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 84.3 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)70.83* | 83.3 | 83.8 | 83.4 |
| | ***Fiction***    ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 86.8 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 86.8 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 86.8 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.1 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 86.8 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 71.1 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 60.5 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 57.9 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 76.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 84.2 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 86.8 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 71.1 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 65.8 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 57.9 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 31.6 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 2.6 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 84.2 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=6] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 83.3 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 50.0 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 83.3 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 83.3 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 33.3 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 66.7 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 83.3 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 33.3 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 83.3 | 82.4 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 58.3 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 75.0 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 41.7 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 91.7 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 83.3 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00* | 83.3 | 83.8 | 83.4 |
| | ***Fiction***     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 83.3 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 83.3 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 50.0 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 50.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 83.3 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 83.3 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 66.7 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 50.0 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 83.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 83.3 | 87.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 83.3 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 50.0 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 33.3 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 50.0 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 100.0 | 80.0 | 80.8 |

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=7] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction     Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 100.0 | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 50.0 | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 83.3 | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 50.0 | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 50.0 | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 100.0 | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 66.7 | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 66.7 | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 50.0 | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 100.0 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 41.7 | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 16.7 | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 33.3 | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 91.7 | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 88.9 | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)16.67 | 88.9 | 83.8 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 80.0 | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 40.0 | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 100.0 | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 80.0 | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 20.0 | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 80.0 | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 20.0 | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 60.0 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 100.0 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 100.0 | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 40.0 | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 40.0 | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 20.0 | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 20.0 | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 20.0 | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 80.0 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

School #: 196    St. Gabriel's AG, St. Brendan's    Grades: K-2,5-8,10-12

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=3] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction      Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)83.33 | | 83.8 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=19] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 94.7 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 84.2 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 84.2 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 52.6 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 68.4 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 47.4 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 89.5 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 89.5 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 73.7 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 89.5 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 78.9 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 81.6 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 63.2 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 89.5 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 93.0 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)* 81.58 | 89.5 | 83.8 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 84.2 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.7 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 79.0 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 84.2 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 68.4 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 42.1 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 79.0 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 68.4 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 79.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 84.2 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 78.9 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 52.6 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 42.1 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 73.7 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 36.8 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 7.9 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 63.2 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=16] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 80.0 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 46.7 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 60.0 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 53.3 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 73.3 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 86.7 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 73.3 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 80.0 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 33.3 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 80.0 | 82.4 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 46.7 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 66.7 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 33.3 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 76.7 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 82.2 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67* | 73.3 | 83.8 | 83.4 |
| | ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 86.7 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 86.7 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 60.0 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 80.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 73.3 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 53.3 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 33.3 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 40.0 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 73.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 80.0 | 87.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 73.3 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 46.7 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 40.0 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 46.7 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 13.3 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 23.3 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 66.7 | 80.0 | 80.8 |

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=23] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.9 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 86.4 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 77.3 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 72.7 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 72.7 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 72.7 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 86.4 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 81.8 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 54.6 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 63.6 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 56.8 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 65.9 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 29.5 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 81.8 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 71.2 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.91* | 80.3 | 83.8 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.0 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 80.0 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 85.0 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 40.0 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 60.0 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 75.0 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 65.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 75.0 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 80.0 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 70.0 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 60.0 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 65.0 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 55.0 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 7.5 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 70.0 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=6] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction      Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 100.0 | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 100.0 | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 83.3 | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 100.0 | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 83.3 | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 83.3 | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 66.7 | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 83.3 | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 16.7 | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 83.3 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 75.0 | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 66.7 | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 66.7 | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 100.0 | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 72.2 | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67 | 94.4 | 83.8 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 100.0 | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 83.3 | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 83.3 | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 83.3 | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 83.3 | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 100.0 | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 66.7 | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 100.0 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 100.0 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 100.0 | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 100.0 | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 100.0 | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 100.0 | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 100.0 | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 91.7 | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 100.0 | 80.0 | 80.8 |

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=36] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction       Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 84.9 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 81.8 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 72.7 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 87.9 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 87.9 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 78.8 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 57.6 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 72.7 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 68.2 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 63.6 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 31.8 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.4 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 79.8 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)63.64* | 88.9 | 83.8 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 88.6 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 88.6 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 77.1 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 85.7 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 80.0 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 51.4 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 51.4 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 71.4 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 62.9 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 94.3 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 85.7 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 68.6 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 37.1 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 57.1 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 45.7 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 17.1 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.0 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=7] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction     Selected Response:  *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 71.4 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 85.7 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 57.1 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 71.4 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 57.1 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 57.1 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 14.3 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 42.9 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 85.7 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 28.6 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 50.0 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 28.6 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 78.6 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 76.2 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)* 50.00 | 42.9 | 83.8 | 83.4 |
| | **Fiction    Selected Response:  *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 66.7 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 83.3 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 50.0 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 66.7 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 16.7 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 66.7 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 66.7 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 33.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 50.0 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 83.3 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 66.7 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 50.0 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 66.7 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 8.3 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 50.0 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

School #: 405     Cottrell's Cove Academy, Cottrell's Cove          Grades: K,2-4,6-8,10-

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=2] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?, | | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.00 | | 83.8 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?, | | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 80.0 | 80.8 |

Newfoundland Labrador

District 3 - Nova Central

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

| Item — Cognitive Level - Outcome (*item parameter*) | School [N=12] | District [N=855] | Province [N=4,877] |
|---|---|---|---|
| ***Non - Fiction     Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 80.0 | 92.1 | 91.8 |
| 2. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 40.0 | 77.2 | 75.4 |
| 3. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 70.0 | 75.8 | 76.0 |
| 4. *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 60.0 | 69.2 | 70.7 |
| 5. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 80.0 | 78.1 | 78.5 |
| 6. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 60.0 | 76.1 | 79.5 |
| 7. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 60.0 | 81.7 | 82.8 |
| 8. *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 70.0 | 87.5 | 87.7 |
| 9. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 20.0 | 51.2 | 47.7 |
| 10. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 60.0 | 82.4 | 80.4 |
| **Constructed Response** | | | |
| *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 55.0 | 64.0 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 55.0 | 66.2 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 15.0 | 41.9 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 80.0 | 87.4 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 70.0 | 83.5 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*55.00 | 86.7 | 83.8 | 83.4 |
| ***Fiction     Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 91.7 | 90.9 | 91.0 |
| 12. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 91.7 | 93.2 | 94.9 |
| 13. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 50.0 | 81.6 | 82.8 |
| 14. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 66.7 | 91.0 | 91.2 |
| 15. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 66.7 | 83.7 | 84.2 |
| 16. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 50.0 | 59.4 | 65.1 |
| 17. *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 41.7 | 64.3 | 66.6 |
| 18. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 50.0 | 64.7 | 64.6 |
| 19. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 25.0 | 69.5 | 69.9 |
| 20. *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 75.0 | 87.3 | 89.2 |
| **Constructed Response** | | | |
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 66.7 | 84.5 | 86.3 |
| *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 50.0 | 71.2 | 73.1 |
| *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 16.7 | 46.0 | 45.1 |
| *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 25.0 | 65.0 | 65.6 |
| *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 41.7 | 45.5 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 19.4 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 50.0 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=13] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 66.7 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 66.7 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 50.0 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 58.3 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 66.7 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 75.0 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 75.0 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 75.0 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 33.3 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 50.0 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 58.3 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 50.0 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 33.3 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 75.0 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 72.2 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00* | 88.9 | 83.8 | 83.4 |
| | ***Fiction***   **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.9 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 81.8 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 81.8 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 81.8 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 90.9 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 63.6 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 72.7 | 64.3 | 66.6 |
| 18. | *Inferential – (5) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 45.5 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 72.7 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.9 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.9 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 36.4 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 36.4 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 72.7 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 36.4 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 9.1 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 72.7 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=32] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.0 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 80.0 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 63.3 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 70.0 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 76.7 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 80.0 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 83.3 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 93.3 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 50.0 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 80.0 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 66.7 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 70.0 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 48.3 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 88.3 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 93.3 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*70.00 | 82.2 | 83.8 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.6 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 93.8 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 84.4 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.6 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 87.5 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 59.4 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 59.4 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 81.3 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 65.6 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 84.4 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 62.5 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 68.8 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 40.6 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 43.8 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 31.3 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 21.9 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 62.5 | 80.0 | 80.8 |

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=7] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction       Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 83.3 | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 83.3 | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 66.7 | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 50.0 | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 83.3 | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 66.7 | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 66.7 | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 100.0 | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 66.7 | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 66.7 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 25.0 | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 58.3 | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 8.3 | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 91.7 | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 66.7 | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)58.33 | 66.7 | 83.8 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 100.0 | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 80.0 | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 80.0 | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 60.0 | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 100.0 | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 40.0 | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 100.0 | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 80.0 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 80.0 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 80.0 | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 60.0 | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 100.0 | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 60.0 | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 60.0 | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 0.0 | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 100.0 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=16] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***      **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 91.7 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 41.7 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 83.3 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 91.7 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 91.7 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 91.7 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 66.7 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 25.0 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 100.0 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 70.8 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 87.5 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 58.3 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 91.7 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 88.9 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)87.50* | 75.0 | 83.8 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 93.3 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 86.7 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 93.3 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 73.3 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 60.0 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 80.0 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 86.7 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 80.0 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 86.7 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 73.3 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 60.0 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 73.3 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 20.0 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 16.7 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 93.3 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=22] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction     Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 85.7 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 66.7 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 76.2 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 57.1 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 66.7 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 47.6 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 76.2 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.5 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 52.4 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 81.0 | 82.4 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 47.6 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 59.5 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 23.8 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 69.0 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 74.6 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)59.52* | 74.6 | 83.8 | 83.4 |
| | ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 76.2 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 76.2 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 81.0 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 66.7 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 57.1 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 42.9 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 76.2 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.5 | 87.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 76.2 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 66.7 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 33.3 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 52.4 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 52.4 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 9.5 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 81.0 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

School #: 417    Gander Academy, Gander                    Grades: K-6

| Item | Cognitive Level - Outcome (item parameter) | School [N=129] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction     Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 93.7 | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 84.1 | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 74.6 | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 75.4 | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?, | 84.1 | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 81.0 | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 89.7 | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 92.9 | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 59.5 | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 87.3 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 63.9 | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 67.1 | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 40.5 | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 88.1 | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 87.0 | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)67.06 | 87.8 | 83.8 | 83.4 |
| | **Fiction   Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 92.7 | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 96.0 | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 83.1 | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 92.7 | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?, | 82.3 | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 61.3 | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 66.1 | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 66.1 | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 70.2 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 95.2 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 91.1 | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 79.8 | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 47.6 | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 73.4 | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 46.0 | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 25.8 | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 86.3 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=15] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)* | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 93.3 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 100.0 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 80.0 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 73.3 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 86.7 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 86.7 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 93.3 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 33.3 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 100.0 | 82.4 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 63.3 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 53.3 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 50.0 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.0 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 73.3 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)53.33* | 93.3 | 83.8 | 83.4 |
| | ***Fiction*** **Selected Response:** *(Grade Level) / Outcome No. / Outcome / (Item parameter)* | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 100.0 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.9 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 57.1 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 57.1 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 71.4 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 64.3 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 85.7 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 85.7 | 87.3 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 93.3 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 66.7 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 53.3 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 66.7 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 60.0 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 6.7 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 86.7 | 80.0 | 80.8 |

Note: percentages may not add to 100% due to missing values.  Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education
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Newfoundland Labrador

District 3 - Nova Central

School #: 422    Glovertown Academy, Glovertown                Grades: K-12

| Item | Cognitive Level - Outcome (item parameter) | School [N=28] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 76.9 | 92.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 65.4 | 77.2 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 65.4 | 75.8 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 57.7 | 69.2 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 84.6 | 78.1 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 76.9 | 76.1 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 73.1 | 81.7 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 84.6 | 87.5 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 26.9 | 51.2 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 84.6 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 36.5 | 64.0 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 65.4 | 66.2 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 42.3 | 41.9 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 90.4 | 87.4 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 89.7 | 83.5 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.38 | 85.9 | 83.8 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 92.3 | 90.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 96.2 | 93.2 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 84.6 | 81.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 76.9 | 91.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 80.8 | 83.7 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 65.4 | 59.4 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 69.2 | 64.3 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 65.4 | 64.7 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 50.0 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 92.3 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 96.2 | 84.5 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 65.4 | 71.2 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 53.8 | 46.0 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 61.5 | 65.0 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 46.2 | 45.5 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 11.5 | 19.4 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 88.5 | 80.0 | 80.8 |

**Newfoundland Labrador**

District 3 - Nova Central

| | | School | District | Province |
|---|---|---|---|---|
| School #: 426　Hillview Academy, Norris Arm | Grades: K-9 | | | |
| Item | Cognitive Level - Outcome (*item parameter*) | [N=12] | [N=855] | [N=4,877] |

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

| Item | | School | District | Province |
|---|---|---|---|---|
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 91.7 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 75.0 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 75.0 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 58.3 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 91.7 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 91.7 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 83.3 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 83.3 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 8.3 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 83.3 | 82.4 | 80.4 |

#### Constructed Response

| | | School | District | Province |
|---|---|---|---|---|
| *1. Inferential – (5) / 4.3　Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 62.5 | 64.0 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 41.7 | 66.2 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 25.0 | 41.9 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 83.3 | 87.4 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 66.7 | 83.5 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*41.67 | | 83.3 | 83.8 | 83.4 |

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

| Item | | School | District | Province |
|---|---|---|---|---|
| 11. | *Comprehension　– (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.0 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning　/ (Read for meaning(Retrieve information from the text.)* | 90.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 90.0 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 70.0 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 60.0 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3　Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 50.0 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 90.0 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 80.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 87.3 | 89.2 |

#### Constructed Response

| | | School | District | Province |
|---|---|---|---|---|
| *1. Inferential – (6) / 7.1　Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 60.0 | 84.5 | 86.3 |
| *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 60.0 | 71.2 | 73.1 |
| *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 40.0 | 46.0 | 45.1 |
| *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 70.0 | 65.0 | 65.6 |
| *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 30.0 | 45.5 | 46.3 |
| *6. Inferential – (6) / 7.3　Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 10.0 | 19.4 | 16.9 |
| *7. Comprehension – (6) / 4.4　Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 70.0 | 80.0 | 80.8 |

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Note: percentages may not add to 100% due to missing values.　Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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# Elementary English Language Arts
## Provincial Assessment, June 2013
## School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

Newfoundland Labrador

District 3 - Nova Central

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=16] | District [N=855] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 93.3 | 92.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 66.7 | 77.2 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 80.0 | 75.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 69.2 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 80.0 | 78.1 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 93.3 | 76.1 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 80.0 | 81.7 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 86.7 | 87.5 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 53.3 | 51.2 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 73.3 | 82.4 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 60.0 | 64.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 66.7 | 66.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 33.3 | 41.9 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.7 | 87.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 73.3 | 83.5 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67* | 91.1 | 83.8 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 90.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 93.2 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 86.7 | 81.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 91.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 100.0 | 83.7 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 53.3 | 59.4 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 53.3 | 64.3 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 80.0 | 64.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 53.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 80.0 | 87.3 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 86.7 | 84.5 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 86.7 | 71.2 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 33.3 | 46.0 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 60.0 | 65.0 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 53.3 | 45.5 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 26.7 | 19.4 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.0 | 80.0 | 80.8 |

Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=39] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 81.6 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 60.5 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 63.2 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 65.8 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 76.3 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 71.1 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 73.7 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 79.0 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 42.1 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 63.2 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 32.9 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 64.5 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 52.6 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 88.2 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 88.6 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)64.47 | 88.6 | 83.4 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 88.2 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 94.1 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 70.6 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 79.4 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 85.3 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 55.9 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 44.1 | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 67.7 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 64.7 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 88.2 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 82.4 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 55.9 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 32.4 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 64.7 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 47.1 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 13.2 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 88.2 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=7] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 85.7 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 71.4 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 85.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 71.4 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 71.4 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 57.1 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 85.7 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 57.1 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 71.4 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 64.3 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 64.3 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 42.9 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 85.7 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 95.2 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)64.29* | 76.2 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 85.7 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 85.7 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 85.7 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 100.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 57.1 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 57.1 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 71.4 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 100.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 71.4 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 71.4 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 57.1 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 42.9 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 42.9 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 7.1 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 85.7 | 81.5 | 80.8 |

Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=68] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.6 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 79.7 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 78.1 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 75.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 81.3 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 84.4 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 82.8 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.6 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 60.9 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 84.4 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 68.8 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 77.3 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 39.8 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 89.8 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 83.9 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)77.34* | 83.9 | 83.4 | 83.4 |
| | ***Fiction*** Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 93.7 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 96.8 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 79.4 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.5 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 81.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 68.3 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 54.0 | 67.5 | 66.6 |
| 18. | *Inferential – (5) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 55.6 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 71.4 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.5 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 85.7 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 73.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 46.0 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 71.4 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 47.6 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 10.3 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 76.2 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=6] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 83.3 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 50.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 66.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 83.3 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 83.3 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 83.3 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 83.3 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 33.3 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 83.3 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 58.3 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 58.3 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 33.3 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 66.7 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 66.7 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)58.33* | 66.7 | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 50.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 66.7 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 66.7 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 66.7 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 66.7 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 33.3 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 66.7 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 66.7 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 16.7 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 83.3 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 66.7 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 66.7 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 66.7 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 33.3 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 33.3 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 33.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education        O:\CRT13\LANG_6\web\EL13_6CL.RPT     11/6/2013   2:54:12PM   101

Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=56] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 94.4 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 75.9 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 74.1 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 74.1 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 85.2 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 72.2 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 85.2 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 96.3 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 70.4 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 72.2 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 70.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 79.1 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 46.4 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 88.2 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 90.9 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)79.09* | 84.8 | 83.4 | 83.4 |
| | ***Fiction***    ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.6 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 92.5 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 79.3 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 88.7 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 84.9 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 77.4 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 77.4 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 66.0 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 69.8 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 83.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.6 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 66.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 52.8 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 75.5 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 54.7 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 13.2 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 81.1 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education     O:\CRT13\LANG_6\web\EL13_6CL.RPT     11/6/2013   2:54:12PM   102

Newfoundland Labrador

District 4 - Eastern

School #: 225    St. Anne's School, South East Bight          Grades: K,3-6,8-10

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=1] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00 | | 83.4 | 83.4 |
| | ***Fiction   Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education                              O:\CRT13\LANG_6\web\EL13_6CL.RPT

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=7] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction     Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 85.7 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 57.1 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 100.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 100.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 100.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 85.7 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 100.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 71.4 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 42.9 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 57.1 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 71.4 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 57.1 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 42.9 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 92.9 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 100.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*57.14 | 81.0 | 83.4 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 71.4 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 85.7 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 57.1 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 100.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 71.4 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 57.1 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 85.7 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 85.7 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 71.4 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 71.4 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 28.6 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 42.9 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 28.6 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 7.1 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 100.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=11] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 81.8 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 72.7 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 63.6 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 63.6 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 45.5 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 63.6 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 100.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 81.8 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 36.4 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 81.8 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 59.1 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 59.1 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 54.5 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.9 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 69.7 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)59.09* | 78.8 | 83.4 | 83.4 |
| | ***Fiction***   **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 90.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 80.0 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 70.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 80.0 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 60.0 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 70.0 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 50.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 72.7 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 63.6 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 18.2 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 54.5 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 36.4 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 4.5 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 72.7 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=11] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 90.9 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 72.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 63.6 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 90.9 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 90.9 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 90.9 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 81.8 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 0.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 90.9 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 90.9 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 77.3 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 31.8 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 95.5 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 78.8 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)77.27* | 93.9 | 83.4 | 83.4 |
| | ***Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 90.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 81.8 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 36.4 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 63.6 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 81.8 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 72.7 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.9 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 90.9 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 54.5 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 63.6 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 45.5 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 4.5 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 81.8 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=36] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     *Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)* | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 96.9 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 71.9 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 78.1 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 59.4 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 71.9 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 65.6 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 75.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 78.1 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 68.8 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 53.1 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 68.8 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 65.6 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 43.8 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 75.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 83.3 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.63* | 84.4 | 83.4 | 83.4 |
| | ***Fiction***     *Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)* | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 86.7 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 93.3 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 83.3 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 93.3 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 73.3 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 56.7 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 80.0 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 53.3 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 63.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 86.7 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 73.3 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 50.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 43.3 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 53.3 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 23.3 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 8.3 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 83.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=17] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 100.0 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 94.1 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 76.5 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 64.7 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 58.8 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 70.6 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 70.6 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 70.6 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 35.3 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 70.6 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 73.5 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 85.3 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 47.1 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 76.5 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 88.2 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)85.29 | 84.3 | 83.4 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 100.0 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 93.8 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 100.0 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 100.0 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 62.5 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 31.3 | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 62.5 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 81.3 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 93.8 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 87.5 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 87.5 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 56.3 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 68.8 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 56.3 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 25.0 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 93.8 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=27] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 92.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 68.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 72.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 64.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?* | 84.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 72.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 88.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 68.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 80.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 66.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 74.0 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 44.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 88.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 89.3 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)74.00* | 86.7 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 85.2 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 96.3 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 85.2 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 96.3 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 88.9 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 63.0 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 70.4 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 63.0 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 81.5 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 96.3 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 77.8 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 51.9 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 81.5 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 44.4 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 13.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 81.5 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education
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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=10] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 80.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 80.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 80.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 80.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 70.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 100.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 70.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 90.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 100.0 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 60.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 65.0 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 55.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 100.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 83.3 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.00* | 100.0 | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 87.5 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 37.5 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 75.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 75.0 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 62.5 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 75.0 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 62.5 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 75.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 50.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 0.0 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 50.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 12.5 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 25.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 87.5 | 81.5 | 80.8 |

Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=14] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 91.7 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 50.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 83.3 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 75.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 25.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 75.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 58.3 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 75.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 33.3 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 75.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 50.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 66.7 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 33.3 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 91.7 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 88.9 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67* | 72.2 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 61.5 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 76.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 76.9 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 69.2 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 69.2 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 61.5 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 69.2 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 53.9 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 84.6 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 84.6 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 61.5 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 61.5 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 53.8 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 38.5 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 3.8 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 76.9 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=95] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 84.1 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 68.2 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 63.6 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 69.3 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 77.3 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 73.9 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 69.3 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.9 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 43.2 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 68.2 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 63.2 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 64.4 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 42.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 84.5 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 79.7 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)64.37* | 80.5 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 86.7 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 92.2 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 76.7 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 86.7 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 76.7 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 63.3 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 64.4 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 58.9 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 74.4 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 87.8 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 79.5 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 80.7 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 50.0 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 58.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 23.9 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 26.1 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 71.6 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

| School #: 246 | Swift Current Academy, Swift Current | Grades: K-12 | **School** | **District** | **Province** |
|---|---|---|---|---|---|
| Item | Cognitive Level - Outcome (*item parameter*) | | [N=2] | [N=2,935] | [N=4,877] |

| | | School | District | Province |
|---|---|---|---|---|
| ***Non - Fiction*** | ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00 | | 83.4 | 83.4 |
| ***Fiction*** | ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | 1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.) | | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?) | | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.   Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=104] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***        **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.6 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 78.1 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 70.8 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 72.9 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 79.2 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 79.2 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 82.3 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 88.5 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 50.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 84.4 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 78.6 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 75.5 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 50.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.5 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 81.3 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)75.52* | 83.0 | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 93.8 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 97.9 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 82.3 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 93.8 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 86.5 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 56.3 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 55.2 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 58.3 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 75.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 92.7 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.5 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 69.5 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 45.3 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 72.6 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 45.3 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 11.1 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=22] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 50.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 75.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 75.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 60.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 85.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 65.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 75.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 40.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 65.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 55.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 55.0 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 50.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 77.5 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 73.3 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)55.00* | 70.0 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 87.5 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 87.5 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 68.8 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 81.3 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 68.8 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 50.0 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 50.0 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 37.5 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 25.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 87.5 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 75.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 56.3 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 62.5 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 62.5 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 25.0 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 6.3 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 56.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=18] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction     Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 100.0 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 50.0 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 87.5 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 62.5 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 56.3 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 81.3 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 87.5 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 87.5 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 25.0 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 75.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 62.5 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 78.1 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 46.9 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 90.6 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 91.7 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)78.13 | 85.4 | 83.4 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 81.3 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 68.8 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 93.8 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 100.0 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 43.8 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 75.0 | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 56.3 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 43.8 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 100.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 81.3 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 68.8 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 31.3 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 43.8 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 12.5 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 3.1 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 75.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=22] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.5 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 81.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 85.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 76.2 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 66.7 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 85.7 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 71.4 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 42.9 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 85.7 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 38.1 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 71.4 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 38.1 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 88.1 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 81.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)71.43* | 74.6 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.9 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 77.3 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 81.8 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 77.3 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 63.6 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 54.6 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 54.6 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 40.9 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 77.3 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 45.5 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 40.9 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 50.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 13.6 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 72.7 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=11] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.9 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 100.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 90.9 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 100.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 90.9 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 81.8 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 100.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 81.8 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 81.8 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 100.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 63.6 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 77.3 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 90.9 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 95.5 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 97.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)77.27* | 90.9 | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 72.7 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.9 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 63.6 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 72.7 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 90.9 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 45.5 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 45.5 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 72.7 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 90.9 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.9 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 100.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 50.0 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 90.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 70.0 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 5.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 70.0 | 81.5 | 80.8 |

**Newfoundland Labrador**

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=73] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 89.9 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 59.4 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 68.1 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 63.8 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 71.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 71.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 65.2 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 81.2 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 47.8 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 81.2 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 55.1 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 69.6 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 52.2 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.2 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 87.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)69.57* | 77.3 | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 96.9 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 92.2 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 89.1 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 89.1 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 85.9 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 57.8 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 73.4 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 64.1 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 64.1 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 93.8 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 87.9 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 66.7 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 50.0 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 65.2 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 42.4 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 6.8 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 78.8 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education                    O:\CRT13\LANG_6\web\EL13_6CL.RPT
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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=22] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 95.2 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 81.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 71.4 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 61.9 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 81.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 71.4 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 71.4 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 47.6 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 90.5 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 59.5 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 78.6 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 47.6 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 92.9 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 81.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)78.57* | 85.7 | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 95.2 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 90.5 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.5 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 95.2 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 66.7 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 81.0 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 71.4 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 81.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 81.0 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 81.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 57.1 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 61.9 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 57.1 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 4.8 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 95.2 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=14] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction     Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 92.3 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 53.9 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 61.5 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 46.2 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 61.5 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 84.6 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 69.2 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 61.5 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 69.2 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 92.3 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 50.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 80.8 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 73.1 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 76.9 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 87.2 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)80.77* | 89.7 | 83.4 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 71.4 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 92.9 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 64.3 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 85.7 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 78.6 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 64.3 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 64.3 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 78.6 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 42.9 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 64.3 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 85.7 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 50.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 57.1 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 78.6 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 57.1 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 21.4 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 78.6 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=57] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 92.2 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 76.5 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 76.5 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 78.4 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 80.4 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 78.4 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 86.3 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 82.4 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 37.3 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 82.4 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 71.2 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 70.2 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 40.4 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 87.5 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 76.9 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)70.19* | 77.6 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 86.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 92.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 74.0 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 86.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 66.0 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 58.0 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 72.0 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 58.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 88.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 78.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 64.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 38.0 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 42.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 32.0 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 18.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 74.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item — Cognitive Level - Outcome (item parameter) | School [N=22] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|
| ***Non - Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.8 | 91.8 |
| 2. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 100.0 | 75.0 | 75.4 |
| 3. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 100.0 | 75.9 | 76.0 |
| 4. *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 94.7 | 71.8 | 70.7 |
| 5. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 89.5 | 79.5 | 78.5 |
| 6. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 100.0 | 81.9 | 79.5 |
| 7. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 89.5 | 83.0 | 82.8 |
| 8. *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 88.0 | 87.7 |
| 9. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 5.3 | 45.4 | 47.7 |
| 10. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 84.2 | 80.2 | 80.4 |
| **Constructed Response** | | | |
| *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 78.9 | 56.1 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 97.4 | 67.0 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 84.2 | 46.5 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 92.1 | 87.8 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 91.2 | 83.8 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)97.37* | 93.0 | 83.4 | 83.4 |
| ***Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 91.6 | 91.0 |
| 12. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 100.0 | 83.6 | 82.8 |
| 14. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 92.0 | 91.2 |
| 15. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 90.9 | 85.2 | 84.2 |
| 16. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 95.5 | 67.3 | 65.1 |
| 17. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 95.5 | 67.5 | 66.6 |
| 18. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 100.0 | 65.8 | 64.6 |
| 19. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 95.5 | 69.5 | 69.9 |
| 20. *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.9 | 90.0 | 89.2 |
| **Constructed Response** | | | |
| *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 81.8 | 73.4 | 73.1 |
| *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 68.2 | 44.5 | 45.1 |
| *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 100.0 | 65.6 | 65.6 |
| *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 81.8 | 44.8 | 46.3 |
| *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 31.8 | 15.2 | 16.9 |
| *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 100.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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# Elementary English Language Arts
## Provincial Assessment, June 2013
## School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=2] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00 | | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=9] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 55.6 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 55.6 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 66.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 66.7 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 88.9 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 55.6 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 66.7 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 11.1 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 55.6 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 66.7 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 55.6 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 50.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 88.9 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 77.8 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)55.56* | 70.4 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 66.7 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 77.8 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 55.6 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 77.8 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 66.7 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 55.6 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 66.7 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 55.6 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 100.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 77.8 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 66.7 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 77.8 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 22.2 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 55.6 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 22.2 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 66.7 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=19] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 88.9 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 88.9 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 100.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 66.7 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 88.9 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 88.9 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 88.9 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 72.2 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 88.9 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 75.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 88.9 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 61.1 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 88.9 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 77.8 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)* 88.89 | 88.9 | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 83.3 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 94.4 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 94.4 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 83.3 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 66.7 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 88.9 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 83.3 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 66.7 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 94.4 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 16.7 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 94.4 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 38.9 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 2.8 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 83.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
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**Newfoundland Labrador**

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=9] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 88.9 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 77.8 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 66.7 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 66.7 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 88.9 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 44.4 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 88.9 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 100.0 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 77.8 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 100.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 66.7 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 55.6 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 44.4 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 83.3 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 92.6 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)55.56 | 88.9 | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 88.9 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 100.0 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 88.9 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 88.9 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 77.8 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 66.7 | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 100.0 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 44.4 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 100.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 100.0 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 100.0 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 44.4 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 55.6 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 44.4 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 16.7 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 100.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=24] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 75.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 55.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 80.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 65.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 70.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 60.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 80.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 70.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 40.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 40.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 47.5 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 55.0 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 32.5 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 80.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 63.3 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)55.00* | 63.3 | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 95.2 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 61.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 95.2 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 71.4 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 61.9 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 52.4 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 61.9 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 42.9 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.5 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 66.7 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 61.9 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 28.6 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 52.4 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 28.6 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 7.1 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 71.4 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

**Elementary English Language Arts**
**Provincial Assessment, June 2013**
**School Report - Multiple Choice/Constructed Response**
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=94] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     ***Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 94.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 67.5 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 78.3 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 67.5 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 83.1 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 85.5 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 89.2 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 79.5 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 38.6 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 71.1 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 50.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 64.5 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 47.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 89.8 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 82.3 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)* 64.46 | 84.3 | 83.4 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 91.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 96.6 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 84.3 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 91.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 78.7 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 68.5 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 65.2 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 67.4 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 49.4 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 83.2 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 84.3 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 67.4 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 49.4 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 59.6 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 42.7 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 7.3 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 83.1 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=94] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 94.5 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 78.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 80.2 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 72.5 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 89.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 92.3 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 83.5 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 92.3 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 45.1 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 84.6 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 51.1 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 64.8 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 47.8 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.7 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 82.8 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)64.84* | 84.6 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 95.5 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 95.5 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 86.4 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 95.5 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 85.2 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 72.7 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 78.4 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 64.8 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 70.5 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 86.4 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 89.8 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 85.2 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 36.4 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 67.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 45.5 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 28.4 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 84.1 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=39] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 97.4 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 68.4 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 79.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 79.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 71.1 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 81.6 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 89.5 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 86.8 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 57.9 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 92.1 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 47.4 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 77.6 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 46.1 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.8 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 89.5 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)* 77.63 | 94.7 | 83.4 | 83.4 |
| | ***Fiction*    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.4 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 88.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 97.2 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 97.2 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 58.3 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 72.2 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 72.2 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 58.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 94.4 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 94.4 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 91.7 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 36.1 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 66.7 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 47.2 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 12.5 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 75.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education                    O:\CRT13\LANG_6\web\EL13_6CL.RPT          11/6/2013   2:54:12PM   131

Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=43] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 87.2 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 66.7 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 76.9 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 64.1 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 69.2 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 84.6 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 74.4 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 92.3 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 46.2 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 79.5 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 62.8 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 65.4 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 42.3 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 91.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 82.9 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.38* | 83.8 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 97.6 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 97.6 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 82.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.2 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 97.6 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 63.4 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 46.3 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 68.3 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 63.4 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 87.8 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.2 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 90.2 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 51.2 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 68.3 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 39.0 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 17.1 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 82.9 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=119] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 92.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 77.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 74.3 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 71.7 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 90.3 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 90.3 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 85.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.3 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 37.2 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 86.7 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 49.1 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 70.1 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 44.6 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.2 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 86.6 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)70.09* | 89.0 | 83.4 | 83.4 |
| | ***Fiction***    ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 92.8 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 93.7 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 85.6 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.8 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 88.3 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 74.8 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 76.6 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 71.2 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 70.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 91.0 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 84.8 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 78.6 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 50.9 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 69.6 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 52.7 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 16.5 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 84.8 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=78] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 97.1 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 81.4 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 74.3 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 75.7 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 80.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 91.4 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 78.6 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 88.6 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 54.3 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 81.4 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 55.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 62.1 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 47.1 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 89.3 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 84.8 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)62.14* | 83.3 | 83.4 | 83.4 |
| | ***Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.3 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 95.8 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 84.7 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 93.1 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 86.1 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 70.8 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 69.4 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 70.8 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 90.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 88.9 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 93.1 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 69.4 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 36.1 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 77.8 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 43.1 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 9.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 81.9 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=60] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***      ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 94.2 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 82.7 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 65.4 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 65.4 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 88.5 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 76.9 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 78.9 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 88.5 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 30.8 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 88.5 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 49.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 60.6 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 50.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 87.5 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 84.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*60.58 | 88.5 | 83.4 | 83.4 |
| | ***Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 96.3 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 96.3 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 92.6 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.6 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 94.4 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 74.1 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 79.6 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 72.2 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 83.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.7 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.9 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 80.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 41.8 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 69.1 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 54.5 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 15.5 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 85.5 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=21] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 95.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 75.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 85.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 85.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 85.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 80.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 95.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 35.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 90.0 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 55.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 67.5 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 40.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 87.5 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 85.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)67.50* | 78.3 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.7 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.7 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 94.7 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 89.5 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 84.2 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 63.2 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 84.2 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 73.7 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 57.9 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 89.5 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 84.2 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 31.6 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 78.9 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 57.9 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 15.8 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 78.9 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=93] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction      Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 96.7 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 78.9 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 80.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 76.7 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 75.6 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 76.7 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 91.1 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 92.2 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 44.4 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 87.8 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 48.9 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 68.9 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 41.1 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 91.7 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 81.9 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)68.89* | 81.5 | 83.4 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.6 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 97.8 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 83.7 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 91.3 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 87.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 70.7 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 79.4 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 73.9 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 80.4 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 93.5 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 89.1 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 64.1 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 37.0 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 72.8 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 53.3 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 22.3 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 90.2 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=93] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction**     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 90.5 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 86.9 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 79.8 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 85.7 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 86.9 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 86.9 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 89.3 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 94.1 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 52.4 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 88.1 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 54.1 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 64.1 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 43.5 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 88.2 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 89.0 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)64.12 | 86.7 | 83.4 | 83.4 |
| | **Fiction**     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 88.5 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 96.6 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 86.2 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 93.1 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 81.6 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 65.5 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 66.7 | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 71.3 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 71.3 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 85.1 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 87.1 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.) | 78.8 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 32.9 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 60.0 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?) | 38.8 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 19.4 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 91.8 | 81.5 | 80.8 |

Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=30] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 85.2 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 48.2 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 70.4 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 51.9 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 74.1 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 59.3 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 63.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 92.6 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 29.6 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 63.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 25.9 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 53.7 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 31.5 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 72.2 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 82.7 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)53.70* | 77.8 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 73.1 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 96.2 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 65.4 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 88.5 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 69.2 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 65.4 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 46.2 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 34.6 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 61.5 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 80.8 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 76.9 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 42.3 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 61.5 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 46.2 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 26.9 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 1.9 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 65.4 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=19] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction        Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 86.7 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 60.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 46.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 60.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 73.3 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 100.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 73.3 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 80.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 40.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 73.3 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 43.3 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 80.0 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 76.7 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 80.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)80.00* | 88.9 | 83.4 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 87.5 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 87.5 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 87.5 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 81.3 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 68.8 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 62.5 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 56.3 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 75.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 93.8 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 93.3 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 73.3 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 46.7 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 60.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 40.0 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 20.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education                                                                11/6/2013
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Newfoundland Labrador

District 4 - Eastern

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

| Item — Cognitive Level - Outcome (*item parameter*) | School [N=55] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|
| **Non - Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 98.2 | 91.8 | 91.8 |
| 2. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 94.6 | 75.0 | 75.4 |
| 3. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 85.5 | 75.9 | 76.0 |
| 4. *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 70.9 | 71.8 | 70.7 |
| 5. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 92.7 | 79.5 | 78.5 |
| 6. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 89.1 | 81.9 | 79.5 |
| 7. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 87.3 | 83.0 | 82.8 |
| 8. *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.9 | 88.0 | 87.7 |
| 9. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 41.8 | 45.4 | 47.7 |
| 10. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 83.6 | 80.2 | 80.4 |
| **Constructed Response** | | | |
| *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 70.0 | 56.1 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 69.1 | 67.0 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 45.5 | 46.5 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 91.8 | 87.8 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 90.9 | 83.8 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)69.09* | 92.1 | 83.4 | 83.4 |
| **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.2 | 91.6 | 91.0 |
| 12. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 94.2 | 95.8 | 94.9 |
| 13. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 86.5 | 83.6 | 82.8 |
| 14. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.3 | 92.0 | 91.2 |
| 15. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 84.6 | 85.2 | 84.2 |
| 16. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 69.2 | 67.3 | 65.1 |
| 17. *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 67.3 | 67.5 | 66.6 |
| 18. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 75.0 | 65.8 | 64.6 |
| 19. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 67.3 | 69.5 | 69.9 |
| 20. *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 96.2 | 90.0 | 89.2 |
| **Constructed Response** | | | |
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 92.3 | 87.2 | 86.3 |
| *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 75.0 | 73.4 | 73.1 |
| *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 51.9 | 44.5 | 45.1 |
| *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 73.1 | 65.6 | 65.6 |
| *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 50.0 | 44.8 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 27.9 | 15.2 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.8 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=48] | District [N=2,935] | Province [N=4,877] |
|------|----------------------------------------------|---------------|---------------------|---------------------|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 78.3 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 67.4 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 73.9 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 69.6 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 63.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 76.1 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 73.9 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 73.9 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 50.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 73.9 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 21.7 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 63.0 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 37.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 81.5 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 72.5 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)63.04* | 65.9 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 84.8 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 97.8 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 78.3 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 87.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 80.4 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 56.5 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 69.6 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 58.7 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 78.3 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 84.8 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 69.6 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 43.5 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 41.3 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 39.1 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 26.1 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 14.1 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 54.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

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**Newfoundland Labrador**

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=84] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 92.1 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 82.9 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 69.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 68.4 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 86.8 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 85.5 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 84.2 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 85.5 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 56.6 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 86.8 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 59.7 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 61.7 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 47.4 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 87.7 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 88.7 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)61.69* | 85.7 | 83.4 | 83.4 |
| | ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 91.1 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 78.5 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 96.2 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 83.5 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 74.7 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 83.5 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 63.3 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 68.4 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 88.6 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 83.8 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 72.5 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 27.5 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 68.8 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 42.5 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 20.6 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 75.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=19] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 81.3 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 75.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 87.5 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 75.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 81.3 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 81.3 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 81.3 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 12.5 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 87.5 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 50.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 84.4 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 46.9 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 84.4 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 79.2 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)84.38* | 66.7 | 83.4 | 83.4 |
| | ***Fiction***     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 86.7 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 100.0 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 93.3 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 86.7 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 66.7 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 53.3 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 53.3 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 60.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 93.3 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 86.7 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 33.3 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 60.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 33.3 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 10.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 80.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
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Newfoundland Labrador

District 4 - Eastern

| | | School | District | Province |
|---|---|---|---|---|
| School #: 342  MacDonald Drive Elementary, St. John's | Grades: K-6 | | | |
| Item | Cognitive Level - Outcome (*item parameter*) | [N=62] | [N=2,935] | [N=4,877] |

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

| Item | | School | District | Province |
|---|---|---|---|---|
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 96.7 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 83.6 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 83.6 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 75.4 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 85.3 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 78.7 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 88.5 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.2 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 54.1 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 77.1 | 80.2 | 80.4 |

**Constructed Response**

| | School | District | Province |
|---|---|---|---|
| *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 66.4 | 56.1 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 63.9 | 67.0 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 59.8 | 46.5 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 89.3 | 87.8 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 87.4 | 83.8 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)63.93* | 87.4 | 83.4 | 83.4 |

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

| Item | | School | District | Province |
|---|---|---|---|---|
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 89.8 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 98.3 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 84.8 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 93.2 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 86.4 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 76.3 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 76.3 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 72.9 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 64.4 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 86.4 | 90.0 | 89.2 |

**Constructed Response**

| | School | District | Province |
|---|---|---|---|
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 88.3 | 87.2 | 86.3 |
| *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 86.7 | 73.4 | 73.1 |
| *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 60.0 | 44.5 | 45.1 |
| *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 65.0 | 65.6 | 65.6 |
| *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 51.7 | 44.8 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 15.8 | 15.2 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 93.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=117] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction     Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 95.5 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 83.6 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 80.0 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 81.8 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 88.2 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 87.3 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 88.2 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 91.8 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 52.7 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 84.6 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 66.1 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 68.8 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 53.7 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 91.3 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 85.6 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)68.81 | 87.8 | 83.4 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 98.2 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 99.1 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 92.9 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 98.2 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 94.6 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 73.2 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 75.9 | 67.5 | 66.6 |
| 18. | Inferential – (5) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 75.9 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 92.0 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 97.3 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 92.9 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 77.7 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 43.8 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 74.1 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 58.9 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 16.5 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 89.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=29] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 96.6 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 82.8 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 79.3 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 79.3 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 75.9 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 93.1 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 82.8 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 96.6 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 55.2 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 93.1 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 86.2 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 63.8 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 56.9 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 82.8 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 82.8 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)63.79* | 80.5 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 96.6 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 96.6 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 89.7 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 89.7 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 79.3 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 82.8 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 89.7 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 75.9 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 62.1 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 89.7 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 86.2 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 82.8 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 48.3 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 69.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 31.0 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 86.2 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=29] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 100.0 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 68.2 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 63.6 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 63.6 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 68.2 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 77.3 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 86.4 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 81.8 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 36.4 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 86.4 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 40.5 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 59.5 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 23.8 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 83.3 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 74.6 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)59.52 | 71.4 | 83.4 | 83.4 |
| | ***Fiction***  **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 85.7 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 81.0 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 90.5 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 71.4 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 85.7 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 42.9 | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 57.1 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 81.0 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 95.2 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 81.8 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 72.7 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 36.4 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 45.5 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 31.8 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 4.5 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 77.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=21] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.5 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 57.1 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 66.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 38.1 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 76.2 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 76.2 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 61.9 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 66.7 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 42.9 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 61.9 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 52.4 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 69.0 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 42.9 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 88.1 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 79.4 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)69.05* | 71.4 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.7 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 84.2 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 89.5 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 68.4 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 57.9 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 63.2 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 42.1 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 52.6 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 94.7 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 85.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 70.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 55.0 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 45.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 15.0 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 2.5 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 50.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=17] | District [N=2,935] | Province [N=4,877] |
|------|----------------------------------------------|-----------|-------------|-------------|
| | ***Non - Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 86.7 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 66.7 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 93.3 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 80.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 86.7 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 100.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 100.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 80.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 6.7 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 100.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 46.7 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 66.7 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 56.7 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 91.1 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67* | 86.7 | 83.4 | 83.4 |
| | ***Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 100.0 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 93.8 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 100.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 93.8 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 87.5 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 87.5 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 87.5 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 93.8 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 93.8 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 93.8 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 81.3 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 93.8 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 81.3 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 15.6 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 93.8 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=45] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction       Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 97.4 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 69.2 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 87.2 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 61.5 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 82.1 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 92.3 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 92.3 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 92.3 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 35.9 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 84.6 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 62.8 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 70.5 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 32.1 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 92.3 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 77.8 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*70.51 | 75.2 | 83.4 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 92.9 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 85.7 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 88.1 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 85.7 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 90.5 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 71.4 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 61.9 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 61.9 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 88.1 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 88.1 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 90.2 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 73.2 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 43.9 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 48.8 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 48.8 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 13.4 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 90.2 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=40] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction       Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 89.5 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 81.6 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 86.8 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 76.3 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 76.3 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 89.5 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 86.8 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 94.7 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 52.6 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 86.8 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 61.5 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 56.4 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 55.1 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 85.9 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 81.2 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)56.41 | 84.6 | 83.4 | 83.4 |
| | **Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 94.6 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 97.3 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 83.8 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 91.9 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 86.5 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 73.0 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 54.1 | 67.5 | 66.6 |
| 18. | Inferential – (5) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 75.7 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 73.0 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 83.8 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 89.2 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 73.0 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 45.9 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 59.5 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 43.2 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 31.1 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 78.4 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=57] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 92.3 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 75.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 88.5 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 76.9 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 86.5 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 84.6 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 88.5 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 86.5 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 44.2 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 80.8 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 45.2 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 65.4 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 53.8 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 89.4 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 81.4 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.38* | 75.6 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 96.2 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 96.2 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 86.8 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 98.1 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 90.6 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 66.0 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 62.3 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 71.7 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 56.6 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 92.5 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 86.8 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 73.6 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 41.5 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 67.9 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 34.0 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 7.5 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 81.1 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=56] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction     Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 92.7 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 69.1 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 70.9 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 76.4 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 87.3 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 81.8 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 89.1 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 92.7 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 25.5 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 87.3 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 35.5 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 57.3 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 44.5 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 89.1 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 83.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)57.27* | 85.5 | 83.4 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.4 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 90.7 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 98.2 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 74.1 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 66.7 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 68.5 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 74.1 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 92.6 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 89.1 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 80.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 40.0 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 63.6 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 58.2 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 22.7 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 85.5 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item / Cognitive Level - Outcome (*item parameter*) | School [N=27] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|
| ***Non - Fiction***  **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 81.8 | 91.8 | 91.8 |
| 2. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 72.7 | 75.0 | 75.4 |
| 3. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 72.7 | 75.9 | 76.0 |
| 4. *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 68.2 | 71.8 | 70.7 |
| 5. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 63.6 | 79.5 | 78.5 |
| 6. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 77.3 | 81.9 | 79.5 |
| 7. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 68.2 | 83.0 | 82.8 |
| 8. *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 81.8 | 88.0 | 87.7 |
| 9. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 40.9 | 45.4 | 47.7 |
| 10. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 72.7 | 80.2 | 80.4 |
| **Constructed Response** | | | |
| *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 28.3 | 56.1 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 52.2 | 67.0 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 26.1 | 46.5 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 76.1 | 87.8 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 73.9 | 83.8 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)52.17* | 76.8 | 83.4 | 83.4 |
| ***Fiction***  **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 81.8 | 91.6 | 91.0 |
| 12. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 68.2 | 83.6 | 82.8 |
| 14. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 90.9 | 92.0 | 91.2 |
| 15. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 90.9 | 85.2 | 84.2 |
| 16. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 72.7 | 67.3 | 65.1 |
| 17. *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 72.7 | 67.5 | 66.6 |
| 18. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 68.2 | 65.8 | 64.6 |
| 19. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 54.6 | 69.5 | 69.9 |
| 20. *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 90.9 | 90.0 | 89.2 |
| **Constructed Response** | | | |
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 78.3 | 87.2 | 86.3 |
| *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 69.6 | 73.4 | 73.1 |
| *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 26.1 | 44.5 | 45.1 |
| *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 52.2 | 65.6 | 65.6 |
| *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 34.8 | 44.8 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 8.7 | 15.2 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 60.9 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=84] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 95.1 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 70.4 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 81.5 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 72.8 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 82.7 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 84.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 86.4 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 88.9 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 37.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 75.3 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 51.8 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 63.4 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 41.5 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 77.2 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*63.41 | 80.1 | 83.4 | 83.4 |
| | ***Fiction***  **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 95.1 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 97.6 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 86.6 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 91.5 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 82.9 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 68.3 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 67.1 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 65.9 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 69.5 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 86.6 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 87.8 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 76.8 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 42.7 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 63.4 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 40.2 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 7.3 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 90.2 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

School #: 370    Stella Maris Academy, Trepassey    Grades: K-7,9-12

| Item | Cognitive Level - Outcome (item parameter) | School [N=2] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)50.00* | | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education    O:\CRT13\LANG_6\web\EL13_6CL.RPT    11/6/2013  2:54:12PM  157

Newfoundland
Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=55] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 88.5 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 69.2 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 71.2 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 73.1 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 76.9 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 76.9 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 76.9 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.4 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 48.1 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 82.7 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 49.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 64.4 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 47.1 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 89.4 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 82.7 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)64.42* | 76.9 | 83.4 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 79.2 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 93.8 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 85.4 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 89.6 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 81.3 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 60.4 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 64.6 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 64.6 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 41.7 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 91.7 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 89.6 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 70.8 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 47.9 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 60.4 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 45.8 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 26.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 87.5 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=33] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)* | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.6 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 75.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 71.9 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 65.6 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 75.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 87.5 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 96.9 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 87.5 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 62.5 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 81.3 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 51.5 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 59.1 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 51.5 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 92.4 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 78.8 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)* 59.09 | 91.9 | 83.4 | 83.4 |
| | ***Fiction***    *Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)* | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 93.1 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 75.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 93.1 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 96.6 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 72.4 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 72.4 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 65.5 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 96.6 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 93.1 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 93.1 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 89.7 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 48.3 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 65.5 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 41.4 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 12.1 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 82.8 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.  Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=7] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction     Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 100.0 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 57.1 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 42.9 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 71.4 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 85.7 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 100.0 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 100.0 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 71.4 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 14.3 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 57.1 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 7.1 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 57.1 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 57.1 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 100.0 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 90.5 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)57.14 | 81.0 | 83.4 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 85.7 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 85.7 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 100.0 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 57.1 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 42.9 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 42.9 | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 71.4 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 71.4 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 85.7 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 71.4 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 71.4 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 14.3 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 42.9 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 42.9 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 28.6 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 100.0 | 81.5 | 80.8 |

Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=8] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***  **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 100.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 75.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 62.5 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 87.5 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 62.5 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 37.5 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 75.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 75.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 87.5 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 100.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 91.7 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 58.3 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 100.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 94.4 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)91.67* | 94.4 | 83.4 | 83.4 |
| | ***Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 87.5 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 87.5 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 62.5 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 100.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 62.5 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 37.5 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 75.0 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 75.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 100.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 66.7 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 100.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 83.3 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 50.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 50.0 | 81.5 | 80.8 |

**Newfoundland Labrador**

## Elementary English Language Arts
## Provincial Assessment, June 2013
## School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=5] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)62.50 | | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.) | | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?) | | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education     O:\CRT13\LANG_6\web\EL13_6CL.RPT     11/6/2013   2:54:12PM   162

Newfoundland Labrador

District 4 - Eastern

School #: 433    Tricon Elementary, Bay de Verde                Grades: K-6

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=14] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 78.6 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 64.3 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 71.4 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 64.3 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 78.6 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 57.1 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 85.7 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 78.6 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 71.4 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 60.7 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 71.4 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 53.6 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 85.7 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 81.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)71.43* | 73.8 | 83.4 | 83.4 |
| | ***Fiction***    **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 85.7 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 92.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.9 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 92.9 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 71.4 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 78.6 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 50.0 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 92.9 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 85.7 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 85.7 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 92.9 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 42.9 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 71.4 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 42.9 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 3.6 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 78.6 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

School #: 435     St. Anne's Academy, Dunville                    Grades: K-6

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=33] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.9 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 72.7 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 60.6 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 63.6 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 78.8 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 78.8 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 81.8 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.9 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 54.6 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 87.9 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 54.5 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 66.7 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 54.5 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 90.9 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 92.9 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67* | 90.9 | 83.4 | 83.4 |
| | ***Fiction***     **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 96.8 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 96.8 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 83.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 71.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 71.0 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 71.0 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 74.2 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 64.5 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 93.6 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 87.1 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 74.2 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 51.6 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 74.2 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 45.2 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 8.1 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 90.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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District 4 - Eastern

School #: 438     Epiphany Elementary, Heart's Delight          Grades: K-6

| Item | Cognitive Level - Outcome *(item parameter)* | School [N=11] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction        Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 81.8 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 63.6 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 72.7 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 100.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 54.6 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 90.9 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 81.8 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 72.7 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 63.6 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 68.2 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 50.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.4 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 84.8 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)68.18* | 84.8 | 83.4 | 83.4 |
| | ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 90.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 63.6 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 72.7 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 72.7 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 72.7 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 63.6 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 54.6 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 90.9 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 81.8 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 54.5 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 27.3 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 40.9 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 100.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=25] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 87.5 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 75.0 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 79.2 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 75.0 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?, | 62.5 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 87.5 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 79.2 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 87.5 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 29.2 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 79.2 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 62.5 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 60.4 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 58.3 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 89.6 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 84.7 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)60.42 | 94.4 | 83.4 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 87.5 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 91.7 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 79.2 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 87.5 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?, | 66.7 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 54.2 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 45.8 | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 41.7 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 37.5 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 87.5 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 91.7 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 66.7 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 62.5 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 41.7 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 54.2 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 8.3 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 50.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

School #: 444    Cabot Academy, Western Bay                    Grades: K-6

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=8] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 100.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 75.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 100.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 100.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 100.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 100.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 100.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 100.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 100.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 87.5 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 50.0 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 100.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 100.0 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*87.50 | 100.0 | 83.4 | 83.4 |
| | ***Fiction***     ***Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 100.0 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 100.0 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 100.0 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 100.0 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 100.0 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 100.0 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 100.0 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 100.0 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 75.0 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 100.0 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 50.0 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 25.0 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 50.0 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

District 4 - Eastern

## Elementary English Language Arts
## Provincial Assessment, June 2013
## School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

School #: 446    Whitbourne Elementary, Whitbourne              Grades: K-6

| Item | Cognitive Level - Outcome (item parameter) | School [N=19] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 82.4 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 58.8 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 64.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 58.8 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 70.6 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 58.8 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 76.5 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 58.8 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 5.9 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 58.8 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 35.3 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 76.5 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 35.3 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 70.6 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 76.5 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)76.47* | 68.6 | 83.4 | 83.4 |
| | ***Fiction*** Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter) | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.4 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.4 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 88.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 88.9 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 77.8 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 50.0 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 44.4 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 66.7 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 27.8 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 88.9 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 94.4 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 77.8 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 44.4 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 83.3 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | 44.4 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 5.6 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 83.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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**Newfoundland Labrador**

## Elementary English Language Arts
### Provincial Assessment, June 2013
### School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

District 4 - Eastern

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

| Item — Cognitive Level - Outcome (*item parameter*) | School [N=16] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|
| ***Non - Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 93.8 | 91.8 | 91.8 |
| 2. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 68.8 | 75.0 | 75.4 |
| 3. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 68.8 | 75.9 | 76.0 |
| 4. *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 56.3 | 71.8 | 70.7 |
| 5. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 75.0 | 79.5 | 78.5 |
| 6. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 87.5 | 81.9 | 79.5 |
| 7. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 87.5 | 83.0 | 82.8 |
| 8. *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 87.5 | 88.0 | 87.7 |
| 9. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 87.5 | 45.4 | 47.7 |
| 10. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 93.8 | 80.2 | 80.4 |
| **Constructed Response** | | | |
| *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 71.9 | 56.1 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 56.3 | 67.0 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 40.6 | 46.5 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 87.5 | 87.8 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 100.0 | 83.8 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)56.25* | 87.5 | 83.4 | 83.4 |
| ***Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 86.7 | 91.6 | 91.0 |
| 12. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 95.8 | 94.9 |
| 13. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 93.3 | 83.6 | 82.8 |
| 14. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 73.3 | 92.0 | 91.2 |
| 15. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 73.3 | 85.2 | 84.2 |
| 16. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 80.0 | 67.3 | 65.1 |
| 17. *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 73.3 | 67.5 | 66.6 |
| 18. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 60.0 | 65.8 | 64.6 |
| 19. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 86.7 | 69.5 | 69.9 |
| 20. *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| **Constructed Response** | | | |
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 87.2 | 86.3 |
| *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 73.3 | 73.4 | 73.1 |
| *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 40.0 | 44.5 | 45.1 |
| *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 73.3 | 65.6 | 65.6 |
| *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 40.0 | 44.8 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 6.7 | 15.2 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 93.3 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

School #: 468     Hazelwood Elementary, St. John's          Grades: K-6

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=76] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***     **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 86.3 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 74.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 76.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 65.8 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 76.7 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 89.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 76.7 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 89.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 46.6 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 64.4 | 80.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 53.4 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 60.3 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 41.1 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 88.4 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 87.2 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*60.27 | 87.7 | 83.4 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 93.9 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 90.9 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 84.9 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 95.5 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 86.4 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 57.6 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 66.7 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 47.0 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 74.2 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 89.4 | 90.0 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 85.1 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 65.7 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 40.3 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 68.7 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 47.8 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 24.6 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 82.1 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

School #: 473      Cape St. Francis Elementary, Pouch Cove        Grades: K-6

| Item | Cognitive Level - Outcome (item parameter) | School [N=43] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | **Non - Fiction      Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 90.2 | 91.8 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 75.6 | 75.0 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 80.5 | 75.9 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 75.6 | 71.8 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 58.5 | 79.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 82.9 | 81.9 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 85.4 | 83.0 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 97.6 | 88.0 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 39.0 | 45.4 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 82.9 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 45.1 | 56.1 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 67.1 | 67.0 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 40.2 | 46.5 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 89.0 | 87.8 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 89.4 | 83.8 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)67.07 | 88.6 | 83.4 | 83.4 |
| | **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 91.7 | 91.6 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 95.8 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 83.3 | 83.6 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 88.9 | 92.0 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 80.6 | 85.2 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 66.7 | 67.3 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 72.2 | 67.5 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 66.7 | 65.8 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 77.8 | 69.5 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 86.1 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 83.3 | 87.2 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 75.0 | 73.4 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 38.9 | 44.5 | 45.1 |
| | 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 66.7 | 65.6 | 65.6 |
| | 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 63.9 | 44.8 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 36.1 | 15.2 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 80.6 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.      Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education                                                        O:\CRT13\LANG_6\web\EL13_6CL.RPT

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Newfoundland Labrador

District 4 - Eastern

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

| Item | Cognitive Level - Outcome (item parameter) | School [N=21] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.0 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 90.0 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 65.0 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 70.0 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 65.0 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 90.0 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 95.0 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 85.0 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 15.0 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 90.0 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 45.0 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 62.5 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 37.5 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 80.0 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 76.7 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)62.50* | 85.0 | 83.4 | 83.4 |
| | ***Fiction***   **Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.4 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 88.9 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 94.4 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 88.9 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 77.8 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 33.3 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 72.2 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 55.6 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 77.8 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 100.0 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 77.8 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 72.2 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 61.1 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 72.2 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 33.3 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 5.6 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 88.9 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

School #: 951     Paradise Elementary, Paradise                    Grades: K-6

| Item — Cognitive Level - Outcome *(item parameter)* | School [N=92] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|
| **Non - Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 93.3 | 91.8 | 91.8 |
| 2. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 77.8 | 75.0 | 75.4 |
| 3. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 81.1 | 75.9 | 76.0 |
| 4. *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 74.4 | 71.8 | 70.7 |
| 5. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 75.6 | 79.5 | 78.5 |
| 6. *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 86.7 | 81.9 | 79.5 |
| 7. *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 85.6 | 83.0 | 82.8 |
| 8. *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 88.9 | 88.0 | 87.7 |
| 9. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 34.4 | 45.4 | 47.7 |
| 10. *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 78.9 | 80.2 | 80.4 |
| **Constructed Response** | | | |
| *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 45.0 | 56.1 | 59.2 |
| *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 68.9 | 67.0 | 65.9 |
| *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 37.8 | 46.5 | 44.6 |
| *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 85.6 | 87.8 | 87.7 |
| *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 88.1 | 83.8 | 84.2 |
| *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*68.89 | 81.1 | 83.4 | 83.4 |
| **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 90.7 | 91.6 | 91.0 |
| 12. *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 94.2 | 95.8 | 94.9 |
| 13. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 80.2 | 83.6 | 82.8 |
| 14. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 97.7 | 92.0 | 91.2 |
| 15. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 89.5 | 85.2 | 84.2 |
| 16. *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 66.3 | 67.3 | 65.1 |
| 17. *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 64.0 | 67.5 | 66.6 |
| 18. *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 54.7 | 65.8 | 64.6 |
| 19. *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 62.8 | 69.5 | 69.9 |
| 20. *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 89.5 | 90.0 | 89.2 |
| **Constructed Response** | | | |
| *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 87.4 | 87.2 | 86.3 |
| *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 71.3 | 73.4 | 73.1 |
| *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 50.6 | 44.5 | 45.1 |
| *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 73.6 | 65.6 | 65.6 |
| *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 60.9 | 44.8 | 46.3 |
| *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 8.0 | 15.2 | 16.9 |
| *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 81.6 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 4 - Eastern

School #: 952     Elizabeth Park Elementary School, Paradise          Grades: K-6

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=59] | District [N=2,935] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction       Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 90.9 | 91.8 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 74.6 | 75.0 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 72.7 | 75.9 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 76.4 | 71.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 85.5 | 79.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 83.6 | 81.9 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 87.3 | 83.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 90.9 | 88.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 34.6 | 45.4 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 76.4 | 80.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 69.1 | 56.1 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 65.5 | 67.0 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 57.3 | 46.5 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.4 | 87.8 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 78.2 | 83.8 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.45* | 83.0 | 83.4 | 83.4 |
| | ***Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 92.6 | 91.6 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 92.6 | 95.8 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 81.5 | 83.6 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.6 | 92.0 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 94.4 | 85.2 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 66.7 | 67.3 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 59.3 | 67.5 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 63.0 | 65.8 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 68.5 | 69.5 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 96.3 | 90.0 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 87.0 | 87.2 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 64.8 | 73.4 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 46.3 | 44.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 64.8 | 65.6 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 48.1 | 44.8 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 18.5 | 15.2 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 77.8 | 81.5 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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## Elementary English Language Arts
## Provincial Assessment, June 2013
## School Report - Multiple Choice/Constructed Response
(Outcome Analysis: % of students who selected correct response)

District 803 - Private

School #: 373     First Baptist Academy, Mount Pearl     Grades: K-9,12

| Item | Cognitive Level - Outcome (item parameter) | School [N=3] | District [N=61] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 95.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 93.4 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 82.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 88.5 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 88.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 83.6 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 93.4 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 96.7 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 50.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 90.2 | 80.4 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | | 60.7 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | | 64.8 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | | 49.2 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | | 90.2 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | | 86.9 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)66.67* | | 90.2 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 94.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 100.0 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 94.9 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.8 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 96.6 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 78.0 | 65.1 |
| 17. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 81.4 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 83.1 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 84.8 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 91.5 | 89.2 |
| | ***Constructed Response*** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | | 98.3 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | | 84.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | | 52.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | | 84.7 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main character's wishes at the beginning of the story fulfilled at the end of the story?)* | | 62.7 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | | 16.1 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | | 94.9 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education     O:\CRT13\LANG_6\web\EL13_6CL.RPT     11/6/2013 2:54:12PM     175

Newfoundland Labrador

District 803 - Private

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=19] | District [N=61] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 89.5 | 95.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 89.5 | 93.4 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 84.2 | 82.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 94.7 | 88.5 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 94.7 | 88.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 73.7 | 83.6 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 94.7 | 93.4 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 94.7 | 96.7 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 47.4 | 50.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 89.5 | 90.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 42.1 | 60.7 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 52.6 | 64.8 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 44.7 | 49.2 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 97.4 | 90.2 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 89.5 | 86.9 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)*52.63 | 91.2 | 90.2 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 94.7 | 94.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 100.0 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 94.7 | 94.9 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 94.7 | 89.8 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 100.0 | 96.6 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 84.2 | 78.0 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 79.0 | 81.4 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 94.7 | 83.1 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 100.0 | 84.8 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 94.7 | 91.5 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 98.3 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 84.2 | 84.7 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 63.2 | 52.5 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 89.5 | 84.7 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 78.9 | 62.7 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 21.1 | 16.1 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 100.0 | 94.9 | 80.8 |

Note: percentages may not add to 100% due to missing values.    Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Newfoundland Labrador

District 803 - Private

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=26] | District [N=61] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 95.1 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 100.0 | 93.4 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 76.9 | 82.0 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 92.3 | 88.5 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 96.2 | 88.5 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 100.0 | 83.6 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 96.2 | 93.4 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 96.7 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 61.5 | 50.8 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 96.2 | 90.2 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 82.7 | 60.7 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 65.4 | 64.8 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 46.2 | 49.2 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 86.5 | 90.2 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 87.2 | 86.9 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)65.38* | 91.0 | 90.2 | 83.4 |
| | ***Fiction*** **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 94.9 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 100.0 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character?)* | 96.0 | 94.9 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 92.0 | 89.8 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 96.0 | 96.6 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 88.0 | 78.0 | 65.1 |
| 17. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 92.0 | 81.4 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 88.0 | 83.1 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 80.0 | 84.8 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 92.0 | 91.5 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1 Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 98.3 | 86.3 |
| | *2. Inferential – (5) / 7.1 Use background knowledge to analse information/ (Explain what a line means in the story.)* | 88.0 | 84.7 | 73.1 |
| | *3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 48.0 | 52.5 | 45.1 |
| | *4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 84.0 | 84.7 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 48.0 | 62.7 | 46.3 |
| | *6. Inferential – (6) / 7.3 Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 14.0 | 16.1 | 16.9 |
| | *7. Comprehension – (6) / 4.4 Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 100.0 | 94.9 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 803 - Private

| Item | Cognitive Level - Outcome (item parameter) | School [N=8] | District [N=61] | Province [N=4,877] |
|------|---------------------------------------------|--------------|------------------|--------------------|

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

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

| Item | Cognitive Level - Outcome (item parameter) | School | District | Province |
|------|---------------------------------------------|--------|----------|----------|
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 87.5 | 95.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 87.5 | 93.4 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 87.5 | 82.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 75.0 | 88.5 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 50.0 | 88.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 87.5 | 83.6 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 100.0 | 93.4 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 87.5 | 96.7 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 37.5 | 50.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 87.5 | 90.2 | 80.4 |

#### Constructed Response

| Item | School | District | Province |
|------|--------|----------|----------|
| 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 50.0 | 60.7 | 59.2 |
| 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 87.5 | 64.8 | 65.9 |
| 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 81.3 | 49.2 | 44.6 |
| 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 87.5 | 90.2 | 87.7 |
| 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 87.5 | 86.9 | 84.2 |
| 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)87.50 | 83.3 | 90.2 | 83.4 |

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

| Item | School | District | Province |
|------|--------|----------|----------|
| 11. Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 85.7 | 94.9 | 91.0 |
| 12. Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 100.0 | 100.0 | 94.9 |
| 13. Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 100.0 | 94.9 | 82.8 |
| 14. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 85.7 | 89.8 | 91.2 |
| 15. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 100.0 | 96.6 | 84.2 |
| 16. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 57.1 | 78.0 | 65.1 |
| 17. Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 71.4 | 81.4 | 66.6 |
| 18. Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 57.1 | 83.1 | 64.6 |
| 19. Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 85.7 | 84.8 | 69.9 |
| 20. Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 100.0 | 91.5 | 89.2 |

#### Constructed Response

| Item | School | District | Province |
|------|--------|----------|----------|
| 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 100.0 | 98.3 | 86.3 |
| 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 71.4 | 84.7 | 73.1 |
| 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 57.1 | 52.5 | 45.1 |
| 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 100.0 | 84.7 | 65.6 |
| 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 42.9 | 62.7 | 46.3 |
| 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 28.6 | 16.1 | 16.9 |
| 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 71.4 | 94.9 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 803 - Private

School #: 469      Immaculate Heart of Mary School, Corner Brook          Grades: K-10

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=5] | District [N=61] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | *School data with 5 or fewer students withheld for reasons of confidentiality.* | | |
| 1. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | | 95.1 | 91.8 |
| 2. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | | 93.4 | 75.4 |
| 3. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | | 82.0 | 76.0 |
| 4. | Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | | 88.5 | 70.7 |
| 5. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | | 88.5 | 78.5 |
| 6. | Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | | 83.6 | 79.5 |
| 7. | Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | | 93.4 | 82.8 |
| 8. | Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | | 96.7 | 87.7 |
| 9. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | | 50.8 | 47.7 |
| 10. | Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | | 90.2 | 80.4 |
| | **Constructed Response** | | | |
| | 1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | | 60.7 | 59.2 |
| | 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | | 64.8 | 65.9 |
| | 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | | 49.2 | 44.6 |
| | 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | | 90.2 | 87.7 |
| | 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | | 86.9 | 84.2 |
| | 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)70.00 | | 90.2 | 83.4 |
| | ***Fiction***    **Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. | Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | | 94.9 | 91.0 |
| 12. | Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | | 100.0 | 94.9 |
| 13. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | | 94.9 | 82.8 |
| 14. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | | 89.8 | 91.2 |
| 15. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | | 96.6 | 84.2 |
| 16. | Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | | 78.0 | 65.1 |
| 17. | Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | | 81.4 | 66.6 |
| 18. | Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | | 83.1 | 64.6 |
| 19. | Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | | 84.8 | 69.9 |
| 20. | Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | | 91.5 | 89.2 |
| | **Constructed Response** | | | |
| | 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | | 98.3 | 86.3 |
| | 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | | 84.7 | 73.1 |
| | 3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | | 52.5 | 45.1 |
| | 4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | | 84.7 | 65.6 |
| | 5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | | 62.7 | 46.3 |
| | 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | | 16.1 | 16.9 |
| | 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | | 94.9 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education                                    O:\CRT13\LANG_6\web\EL13_6CL.RPT          11/6/2013   2:54:12PM   179

**Newfoundland Labrador**

District 804 - Native Federal

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

| Item — Cognitive Level - Outcome (item parameter) | School [N=23] | District [N=9] | Province [N=4,877] |
|---|---|---|---|
| **Non - Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 1. Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text)) | 71.4 | 100.0 | 91.8 |
| 2. Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?) | 21.4 | 88.9 | 75.4 |
| 3. Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?) | 50.0 | 77.8 | 76.0 |
| 4. Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.) | 14.3 | 77.8 | 70.7 |
| 5. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?) | 21.4 | 77.8 | 78.5 |
| 6. Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?) | 64.3 | 100.0 | 79.5 |
| 7. Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?) | 35.7 | 100.0 | 82.8 |
| 8. Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?) | 35.7 | 100.0 | 87.7 |
| 9. Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?) | 14.3 | 55.6 | 47.7 |
| 10. Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?) | 57.1 | 100.0 | 80.4 |
| **Constructed Response** | | | |
| 1. Inferential – (5) / 4.3 Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?) | 23.1 | 50.0 | 59.2 |
| 2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?) | 30.8 | 72.2 | 65.9 |
| 3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.) | 30.8 | 72.2 | 44.6 |
| 4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?) | 15.4 | 94.4 | 87.7 |
| 5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?) | 25.6 | 70.4 | 84.2 |
| 6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)30.77 | 25.6 | 74.1 | 83.4 |
| **Fiction    Selected Response: (Grade Level) / Outcome No. / Outcome / (Item parameter)** | | | |
| 11. Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.) | 60.0 | 100.0 | 91.0 |
| 12. Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.) | 60.0 | 100.0 | 94.9 |
| 13. Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? ) | 20.0 | 100.0 | 82.8 |
| 14. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?) | 70.0 | 88.9 | 91.2 |
| 15. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?) | 40.0 | 77.8 | 84.2 |
| 16. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?) | 20.0 | 77.8 | 65.1 |
| 17. Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?) | 40.0 | 44.4 | 66.6 |
| 18. Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.) | 10.0 | 66.7 | 64.6 |
| 19. Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.) | 50.0 | 88.9 | 69.9 |
| 20. Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?) | 40.0 | 77.8 | 89.2 |
| **Constructed Response** | | | |
| 1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.) | 45.5 | 100.0 | 86.3 |
| 2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.) | 18.2 | 100.0 | 73.1 |
| 3. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?) | 0.0 | 55.6 | 45.1 |
| 4. Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?) | 9.1 | 44.4 | 65.6 |
| 5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?) | 0.0 | 66.7 | 46.3 |
| 6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.) | 13.6 | 38.9 | 16.9 |
| 7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story) | 36.4 | 77.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.

Source: Division of Evaluation and Research, Department of Education

Newfoundland Labrador

District 804 - Native Federal

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=10] | District [N=9] | Province [N=4,877] |
|------|----------------------------------------------|---------------|----------------|--------------------|
| | ***Non - Fiction***     ***Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 20.0 | 100.0 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 0.0 | 88.9 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 20.0 | 77.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 20.0 | 77.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?)* | 20.0 | 77.8 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 40.0 | 100.0 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 40.0 | 100.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 20.0 | 100.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 40.0 | 55.6 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 20.0 | 100.0 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 30.0 | 50.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 0.0 | 72.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 20.0 | 72.2 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 30.0 | 94.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 20.0 | 70.4 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)0.00* | 40.0 | 74.1 | 83.4 |
| | ***Fiction    Selected Response:  (Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 11.1 | 100.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 66.7 | 100.0 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 44.4 | 100.0 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 77.8 | 88.9 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?)* | 44.4 | 77.8 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 22.2 | 77.8 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 22.2 | 44.4 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 0.0 | 66.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 22.2 | 88.9 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 44.4 | 77.8 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 11.1 | 100.0 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 33.3 | 100.0 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 0.0 | 55.6 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 11.1 | 44.4 | 65.6 |
| | *5 .Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 0.0 | 66.7 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 0.0 | 38.9 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 11.1 | 77.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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Newfoundland Labrador

District 804 - Native  Federal

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

| Item | Cognitive Level - Outcome (*item parameter*) | School [N=9] | District [N=9] | Province [N=4,877] |
|---|---|---|---|---|
| | ***Non - Fiction***  **Selected Response:  *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 1. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning (Retrieve information from the text))* | 100.0 | 100.0 | 91.8 |
| 2. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Which phrase from the text best represents the meaning of the text?)* | 88.9 | 88.9 | 75.4 |
| 3. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning/ (What is the meaning of a phrase in the text?)* | 77.8 | 77.8 | 76.0 |
| 4. | *Comprehension – (5) / 4.3 Use word structures and text features(e.g., key ideas) to locate and obtain information / (Retrieve similiar pieces of information from various parts in the text.)* | 77.8 | 77.8 | 70.7 |
| 5. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Based on the text, what might be another invention(hypothetical) that could be included in the text?,* | 77.8 | 77.8 | 78.5 |
| 6. | *Comprehension – (6) / 4.4 Use cuing systems (e.g., content clues) to construct meaning / (What is the meaning of a word in the text?)* | 100.0 | 100.0 | 79.5 |
| 7. | *Inferential – (6) / 7.3 Demonstrating awareness that all texts reflect a purpose / (Using a hypothetical situation, and based on text, what invention is best suited for the situation that is presented?)* | 100.0 | 100.0 | 82.8 |
| 8. | *Inferential – (6) / 4.4 Using cuing systems (e.g., content clues) to construct meaning / (What is the significance of using a specific word ("yet") in the text?)* | 100.0 | 100.0 | 87.7 |
| 9. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (which phrase is a heading?)* | 55.6 | 55.6 | 47.7 |
| 10. | *Inferential – (6) / 4.3 Use organizational features of text to verify understanding / (Of the four pictured inventions(visual), and based on the text, which invention would be the most appropriate to be included in this text?)* | 100.0 | 100.0 | 80.4 |
| | **Constructed Response** | | | |
| | *1. Inferential – (5) / 4.3  Use features of text to obtain and verify their understanding of information / (Identify a feature of text and explain its purpose in this text?)* | 50.0 | 50.0 | 59.2 |
| | *2. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Why did the author entitle a heading as it appears in the text?)* | 72.2 | 72.2 | 65.9 |
| | *3. Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Explain the meaning of the colloquial phrase used in the text.)* | 72.2 | 72.2 | 44.6 |
| | *4. Inferential – (6) / 7.3 Respond critically to text by applying strategies to analyse and evaluate a text / (Which invention in the text is most environmentally friendly?)* | 94.4 | 94.4 | 87.7 |
| | *5. Response to text – (6) / 6.2 Develop a personal response by making connections within texts / (Which of the gadgets would be most helpful to you?)* | 70.4 | 70.4 | 84.2 |
| | *6. Response to text - (6) / 6.2 Reflect on and support their interpretation of texts / (Following the format in the text, create your own gadget. Describe/explain.)72.22* | 74.1 | 74.1 | 83.4 |
| | ***Fiction***  **Selected Response:  *(Grade Level) / Outcome No. / Outcome / (Item parameter)*** | | | |
| 11. | *Comprehension  – (6) / 4.4 Use a variety of strategies to construct meaning / (Read for meaning(Retrieve information from the text.)* | 100.0 | 100.0 | 91.0 |
| 12. | *Comprehension – (6) / 4.4 Use a variety of strategies to construct meaning  / (Read for meaning(Retrieve information from the text.)* | 100.0 | 100.0 | 94.9 |
| 13. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Which phrase best describes what happened to the main character? )* | 100.0 | 100.0 | 82.8 |
| 14. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (Which character trait best describes the antagonist in the story?)* | 88.9 | 88.9 | 91.2 |
| 15. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What was the main character's response upon hearing shocking news?,* | 77.8 | 77.8 | 84.2 |
| 16. | *Inferential – (5) / 7.1 Use their background knowledge to analyse information / (What word best describes the main character's personality?)* | 77.8 | 77.8 | 65.1 |
| 17. | *Inferential – (6) / 7.3  Demonstrating awareness that all texts reflect a purpose/ (What is the main purpose of the text?)* | 44.4 | 44.4 | 66.6 |
| 18. | *Inferential – (6) / 4.4 Use cueing systems (e.g., context clues) to construct meaning / (Inferring the actions of a character based on information in the text.)* | 66.7 | 66.7 | 64.6 |
| 19. | *Inferential – (5) / 7.3 Apply strategies to analyse a text / (Identify alliteration.)* | 88.9 | 88.9 | 69.9 |
| 20. | *Inferential – (6) / 7.3 Apply strategies to analyse and evaluate a text / (Which common everyday phrase best represents the message in the text?)* | 77.8 | 77.8 | 89.2 |
| | **Constructed Response** | | | |
| | *1. Inferential – (6) / 7.1  Use expandingknowledge base and experience to analyze information / (Explain how the antagonist was mean to the protagonist.)* | 100.0 | 100.0 | 86.3 |
| | *2. Inferential – (5) / 7.1  Use background knowledge to analse information/ (Explain what a line means in the story.)* | 100.0 | 100.0 | 73.1 |
| | *3. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (What was the main character's motivation for making such an important decision?)* | 55.6 | 55.6 | 45.1 |
| | *4. Inferential – (6) / 7.3  Respond critically by applying strategies to analyse and evaluate text / (Why was the main character concerned at the end of the story?)* | 44.4 | 44.4 | 65.6 |
| | *5 .Inferential – (6) / 7.3 Respond critically by applying strategies to analyse and evaluate text / (How are the main  character's wishes at the beginning of the story fulfilled at the end of the story?)* | 66.7 | 66.7 | 46.3 |
| | *6. Inferential – (6) / 7.3  Identifying and discussing stereotyping / (Identify an example of stereotyping in the text and explain why it is stereotyping.)* | 38.9 | 38.9 | 16.9 |
| | *7. Comprehension – (6) / 4.4  Use a variety of strategies of construct meaning (e.g., rereading) / (Place the 5 events in the correct order in which they occurred in the story)* | 77.8 | 77.8 | 80.8 |

Note: percentages may not add to 100% due to missing values.     Mushuau Innu Natuashish School and Sheshatshiu Innu School are excluded from district and provincial results.
Source: Division of Evaluation and Research, Department of Education

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